

PBL 101



Some of the basics of project-based learning

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**High school, urban, project-based,
ELA, social studies, Cleveland, NWP,
New Tech Network**

*public resources at newtechnetwork.org

**On the pieces of paper
provided, write down:**

- 1. First name**
- 2. Grade(s) taught**
- 3. Subject(s) taught**

Grounds for Thought

3:00



Choice of genre:

1. Write a poem or narrative about the ideal graduate.
2. Inform us about the characteristics that an ideal graduate would have.
3. Argue the most important skills for a graduate to have.
4. Make a "Top 5 (or 10) List" of the qualities the ideal graduate should have.

Share your writing with one other person at your table!

Take about 1 minute
each to share.



At your table, split up the work (preferably) between these two readings:



4:00

1. Challenging Our Schools
2. Why I Hate School But Love Education

A Microlab

A square icon with a colorful, abstract background and the text "1:00" in white.A square icon with a colorful, abstract background and the text "2:00" in white.

Process: The facilitator says, “Each person will have one minute to respond to the question when it is their turn. While the person is speaking, the other two in the group will simply listen. When the time is up, the next person speaks, and so on. I’ll let you know when it is time to switch.”

1. Person 1 talks, no interruptions
2. Person 2 talks, no interruptions
3. Person 3 talks, no interruptions
4. Two minute open forum

Question: What have you taken away from your reading (keeping in mind someone may not have read the same text as you)? What does this make you think about the implications for your own classroom?

Why start with these texts and the writing?

- Making the most of the 180 days you have with your students
- Getting parent and admin. buy-in

Entry Event

Video, letter, field trip, podcast, simulation, etc. - introduces students to what they will be doing during this project and what the end product will be

Know (K)	Need-to-know (NTK)

**Move and sit with (the
closest to) your content!**

Resources for where to start with PBL.

1. Read and take notes/mark your text independently.
2. Come back and adjust our K and NTK.

Try it with your classroom:

Your class title here!

- 1. Choose your standard**
- 2. Come up with a driving question**
- 3. Decide on an authentic task/product/presentation**

Think of an assignment, unit or idea that could be further enriched with a PBL experience. If you're stuck, write down a handful of the units you do and what your normal activities are that go with it.

colored cards= need help now, give
me a minute, I'm ready

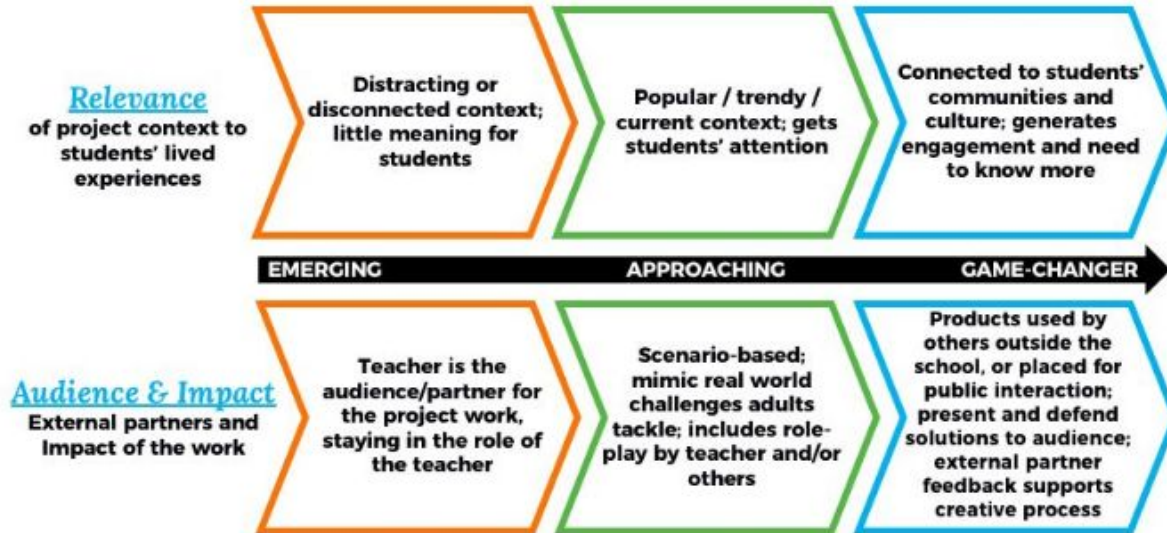
Other PBL Basics Elaborated

1. Authenticity
2. SWLOs: Grading and assessing students
 - a. Assess based on more than just the content
3. Scaffolding
4. Performance assessments

1. Authenticity



A SPECTRUM OF AUTHENTICITY



ORAL COMMUNICATION

Interpersonal Communication
Listening and Comprehension
Clear Presentation of Ideas
Asking Questions

Presentation
Clarity
Evidence
Organization
Use of Visual Material



WRITTEN COMMUNICATION

Development
Organization
Structure
Language and Conventions

2. SWLOs



KNOWLEDGE AND THINKING

Mathematical Problem Solving
ELA Analysis and Research & Argumentation
Science Argument/Explanation and Research
Social Studies Argument/Explanation

AGENCY

Take Ownership over Learning
Meets Benchmarks
Seeks Feedback
Tackles and Monitors Learning
Actively Participates
Builds Relationships
Impacts Self and Community

Develop Growth Mindset
Uses Effort and Practice to Grow
Seeks Challenge
Grows from Setbacks
Builds Confidence
Finds Personal Relevance



COLLABORATION

Contributes Ideas
Equal Participation
Group Norms
Respectful Tone and Style
Positive Body Language
Active Listening
Roles
Work Ethic
Team Support



2. SWLOs (Schoolwide learning outcomes)

Our students are graded on the five criteria below with indicated % as the weight of the grade:

1. Agency 20%
2. Collaboration 20%
3. Written communication 10%
4. Oral communication 10%
5. Knowledge and thinking 40%

[Elementary rubrics](#) for above SWLOs

[Middle school rubrics](#) for above SWLOs

High school rubrics for SWLOs: [1](#), [2](#), [3](#), [4](#), 5 (changes based on your content)

3. Scaffolding resources

Scaffolding workshop conducted with staff at my school

4. Performance assessments

Performance assessments are ways for students to demonstrate their understanding and knowledge of a concept without taking a traditional test.

[Here are some resources we shared and discussed at my school.](#)