

PROJECT BASED LEARNING

*Helping Students Bring Their Interests to Their Mastery
of Concepts*

Jinan Foreign Language School Sanjian Branch
International Center

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What is Project Learning?

- Discuss at your table what you feel are the critical elements of project based learning.
- List two things project based learning is not.



(10 minutes write on your chart paper)

Project Based Learning IS:

- Directed at a specific set of teacher defined standards.
 - ▣ speaking, writing, content/research, technology.
 - ▣ listening can be evaluated a well.
- Capitalizes on student interests to teach the standards and content.
 - ▣ products can vary in medium of production, content focus, and presentation format.
- Provides differentiated levels of interaction with curriculum standards.
 - ▣ students can move along Bloom's taxonomy as their sophistication with the content allows.

Project Based Learning IS (cont):

- Supports learning with specific rubrics for student assessment.
 - ▣ project based learning is both formative and summative.
- Allows for flexible grouping of students.
 - ▣ This should be agreed upon in your department.
 - ▣ The ranking of students' semester grades is an important consideration.
- Project sophistication is flexible in size and depth given the time allocated to the assignment.
- Projects allow for the transfer of learning or the combination of content areas when teachers collaborate.

Project Based Learning Is NOT

- Free time to experiment.
- Subjective in the assessment of the product.
- Left un-guided by the teacher.
- More work to keep the more capable students busy.

Projects Focus on the Goals of:

- Effective writing on a complex subject matter with some choice by the student.
- Interaction with various research sources to pursue specific interests.
- Demonstration of effective public speaking.
- Demonstration of effective display of technology skills.

The Projects Are:

- Mentored by a teacher as a guiding hand.
- Time bound for each product phase.
 - ▣ project checks linked to a rubric to assure students are successful (Formative).
- Evaluated by a committee based on a rubric the students know and understand (Summative).
- Presented in a public forum (Summative).
- Celebrated at their completion.

Discussion of Past Projects

- Discuss at your table what you feel went well with last years projects.
- Share by listing evaluation criteria you used with your project.
- List two things you think are important about student grouping.



(15 minutes write on your chart paper)

This Year Expectations?

- Project based learning is 5% of the student's course grade each semester.
- Your projects should be performance-based and equivalent in scope with your teaching peers.
- Your scoring method should be comparable with your peers based on a rubric students understand.
- I recommend you use a committee to score students work to get feedback on your students abilities.
 - Writing and speaking standards specifically.

Steps to Get Started

- Choose a content strand (set of standards) you are comfortable with.
 - ▣ Something you know very well, you can evaluate strongly.
 - ▣ Keep your set of academic objectives limited.
- Follow a formative evaluation method that leads to a summative score.
- Pick a time of year that is a good transition.
 - ▣ Allows you to be creative with your time.
- Work closely with your coordinator and peers to share the complex work.
 - ▣ rubric development, scoring, and collaborative planning.

Discussion of Evaluation

- Discuss at your table and reach consensus on:
 - Length of written paper
 - Length of speech
 - Time devoted in class to production
 - Scoring method to be used

- List the dates of your project and when your rubric will be ready for your coordinator



(30 minutes write on your chart paper)

Timelines for Implementation

- One project based evaluations in each semester.
 - ▣ Size and scope of the project equal with your peers.
- Coordinators will work together to assure students are not being asked to do multiple projects (across their school day) at the same time.
- AP and CIE courses should plan their second semester projects for after their exams.