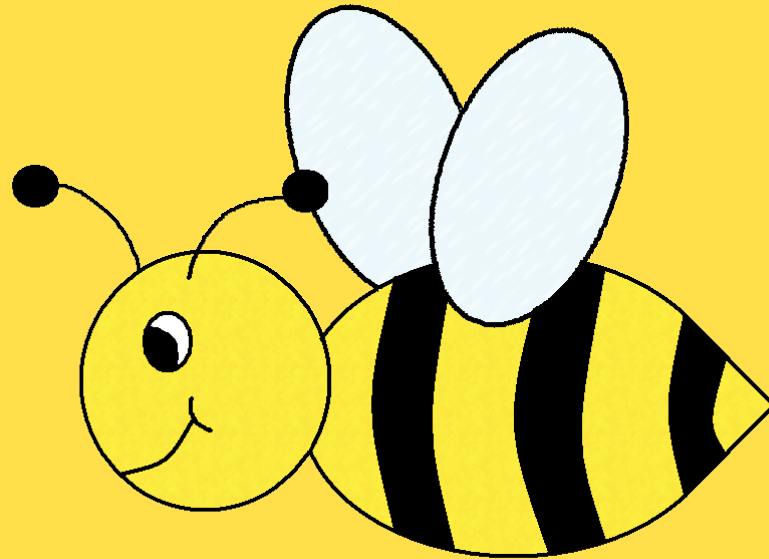




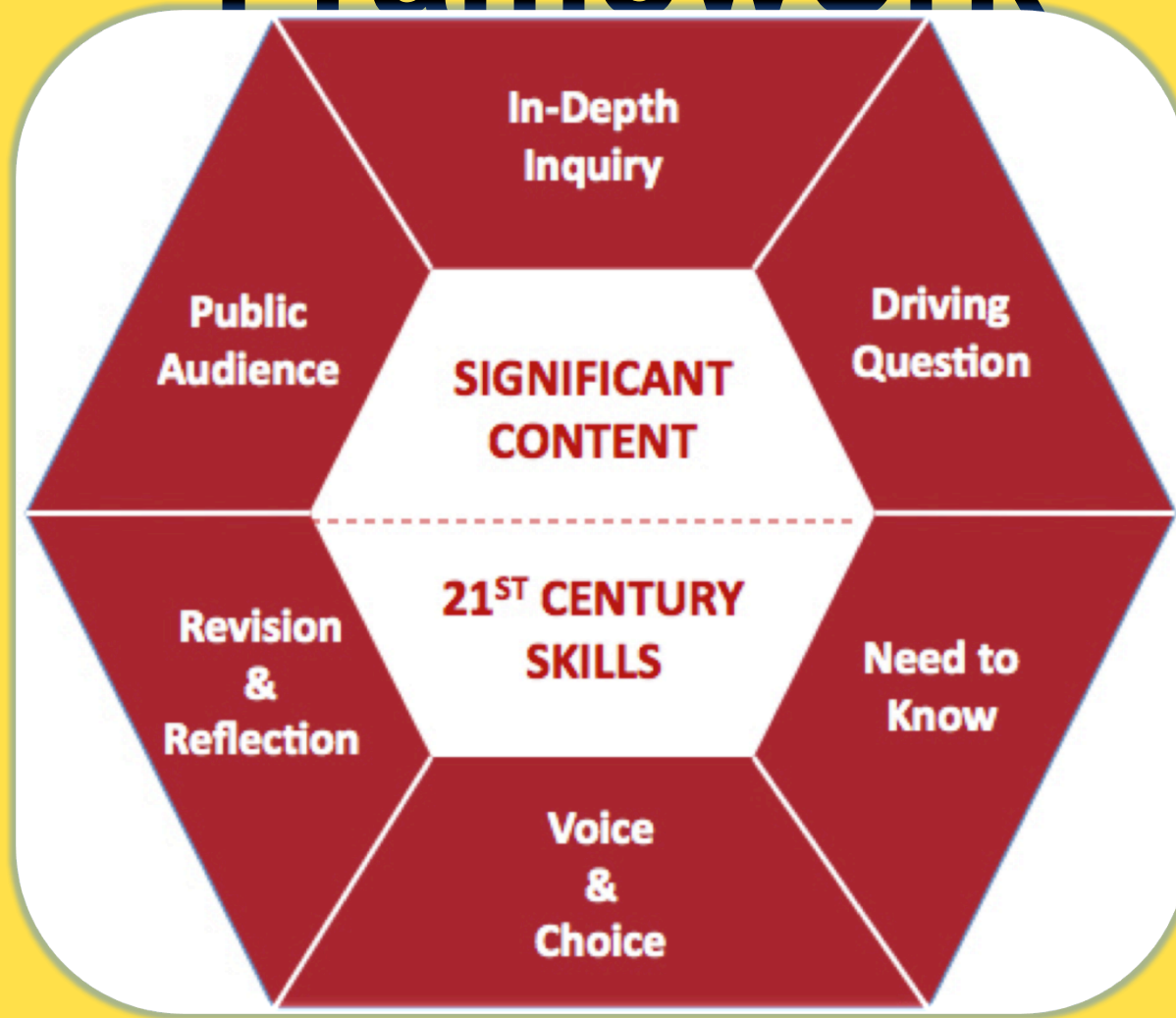
Project Based Learning

Trainers: Sunny Im and Alvaro Rodriguez

**HOW DOES THE DISAPPEARANCE OF
THE HONEYBEES AFFECT ME, MY
COMMUNITY, AND THE WORLD WE LIVE
IN AND HOW CAN WE HELP THE
HONEYBEES?**



PBL—The Framework



Common Core State
Standards
(ELA & Math)

Next Generation Science
Standards

National Educational Technology
Standards

State Standards for: Art, History, Social
Science, etc.

**Significant
Content**

PBL is intended to teach significant content.

Goals for youth learning are explicitly derived from content standards and key concepts at the heart of academic disciplines.



(Buck Institute for Education, 2013)

Significant Content



Free Common Core App
(available on iPhone and Android phones)

Provides national standards for ELA and Math



(Buck Institute for Education, 2013)

21st Century Skills

Life & Career Skills: flexibility, initiative, leadership skills, accountability, cross-cultural skills, etc.

21st Century themes: global awareness, Health literacy, environmental literacy, etc.

The 4 Cs: creativity, critical thinking, collaboration, & communication

Information, Media, & Technology Skills

PBL requires critical thinking, problem solving, collaboration, and various forms of communication.

To answer a Driving Question and create high-quality work, youth need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team.



Driving Question



PBL is organized around an open-ended Driving Question.

This focuses youths' work and deepens their learning by framing important issues, debates, challenges or problems.



(Buck Institute for Education, 2013)

3 Basic Types of DQs:

Driving Question

1. Philosophical or Debatable

These types of questions are debatable questions that have complex possible answers.

Example: Can a dog live in the desert?

2. Product-Oriented

This is a great type of driving question to use if you have a specific youth-created product in mind.

How do we create _____ to _____?

Example: How do we create a podcast to debunk myths and stereotypes of world religions?

3. Role-Oriented

In this type of driving question you give youth an authentic or real-world role with a problem to solve or project to accomplish.

Examples: How do we as architects design an outdoor classroom for our school?



Need To know



PBL creates a need to know essential content and skills.

Project Based Learning reverses the order in which information and concepts are traditionally presented.



In-Depth Inquiry



PBL requires inquiry as part of the process of learning and creating something new.

Youth ask questions, search for answers, and arrive at conclusions, leading them to construct something new: an idea, an interpretation, or a product.



(Buck Institute for Education, 2013)

Voice & Choice



Guide on the side VS. Sage on the Stage!

PBL allows some degree of student voice and choice.

Youth learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices and to express their learning in their own voice also helps to increase youths' educational engagement.



(Buck Institute for Education, 2013)

Revision & Reflection



PBL includes processes for revision and reflection.

Youth learn to give and receive feedback in order to improve the quality of the products they create and are asked to think about what and how they are learning.



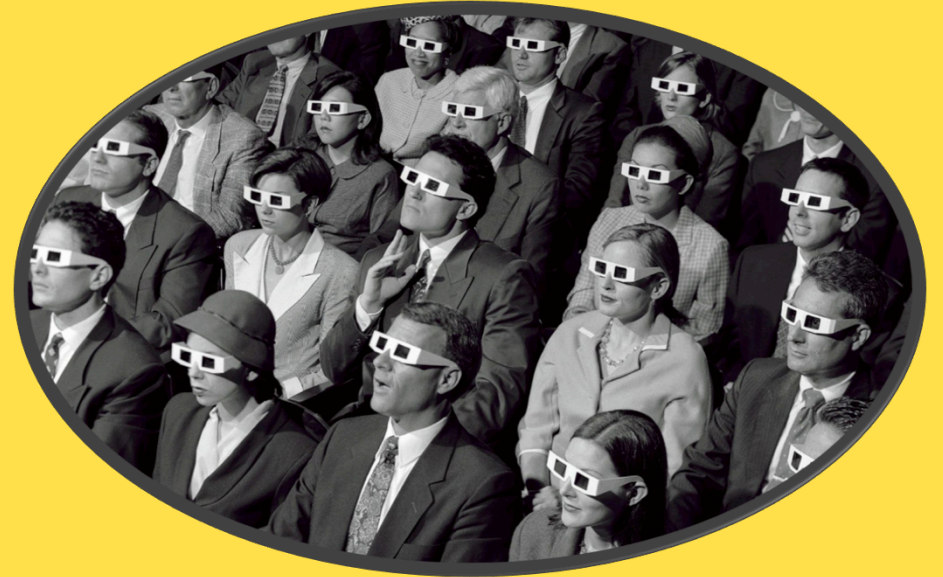
(Buck Institute for Education, 2013)

Revision & Reflection

Revision & Reflection practices can include:

- Journaling
- Preliminary plans/outlines
- Rough drafts
- Practice presentations
- Peer feedback
- Whole-group discussion
- Fishbowl discussion





Public Audience

PBL involves a public audience.

Youth present their work to other people, beyond their classmates and teacher – in person or online. This “ups the stakes,” increasing youths’ motivation to do high-quality work, and adds to the authenticity of the project.



(Buck Institute for Education, 2013)

Conclusion

- How can you take what you have learned today back with you?
- What are the first three things you are going to do?



Contact Us

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- Social Networking

www.facebook.com/afterschooluniversity

- Follow Up Support

www.afterschooluniversity.org

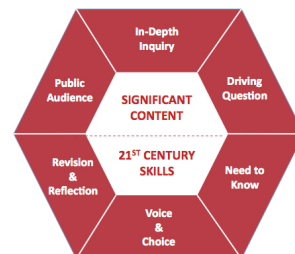
Afterschool University is a social enterprise developed by the YMCA of Greater Long Beach as a comprehensive practitioner-based training for after school staff!





Project Based Learning Framework: The BIE Model*

In Project Based Learning (PBL), students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills (such as collaboration, communication & critical thinking), and create high-quality, authentic products & presentations.



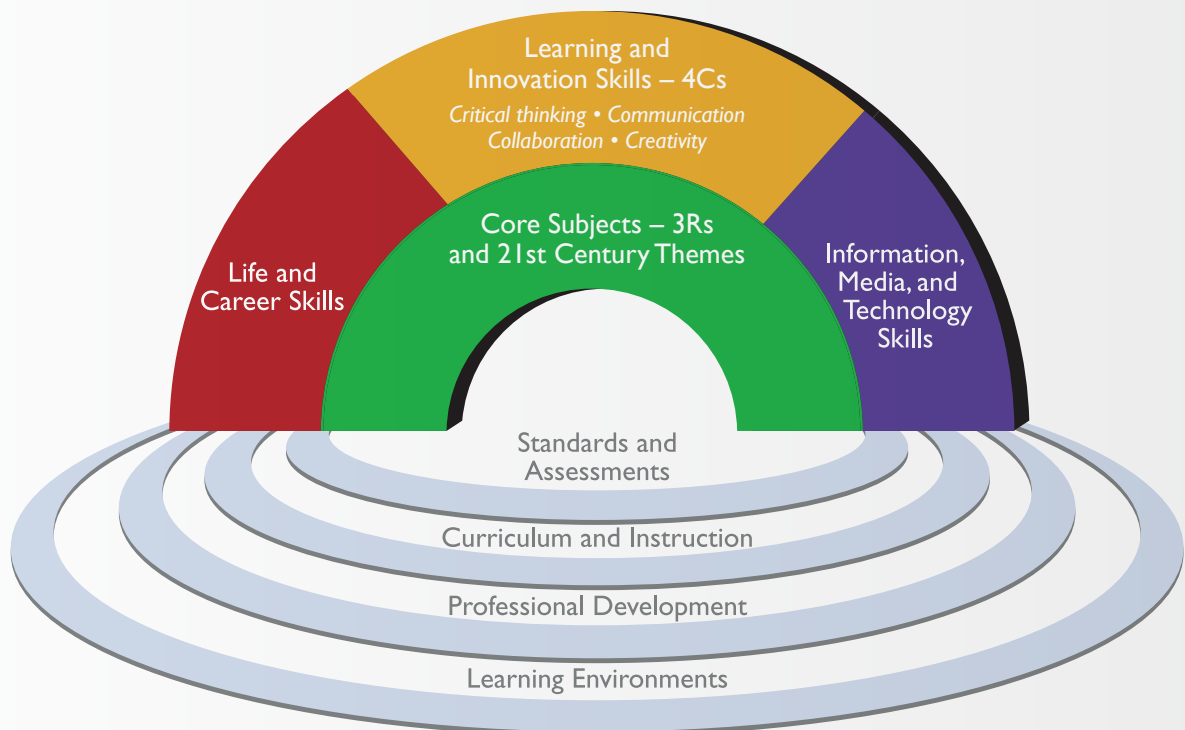
Rigorous, meaningful and effective Project Based Learning:

- **is intended to teach significant content.** Goals for student learning are explicitly derived from content standards and key concepts at the heart of academic disciplines.
- **requires critical thinking, problem solving, collaboration, and various forms of communication.** To answer a Driving Question and create high-quality work, students need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team. They must listen to others and make their own ideas clear when speaking, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations. These skills, competencies and habits of mind are often known as "21st century skills," because they are prerequisite for success in the 21st century workplace.
- **requires inquiry as part of the process of learning and creating something new.** Students ask questions, search for answers, and arrive at conclusions, leading them to construct something new: an idea, an interpretation, or a product.
- **is organized around an open-ended Driving Question.** This focuses students' work and deepens their learning by framing important issues, debates, challenges or problems.
- **creates a need to know essential content and skills.** Project Based Learning reverses the order in which information and concepts are traditionally presented. A typical unit with a "project" add-on begins by presenting students with knowledge and concepts and then, once gained, giving students the opportunity to apply them. Project Based Learning begins with the vision of an end product or presentation. This creates a context and reason to learn and understand the information and concepts.
- **allows some degree of student voice and choice.** Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students' educational engagement.
- **includes processes for revision and reflection.** Students learn to give and receive feedback in order to improve the quality of the products they create, and are asked to think about what and how they are learning.
- **involves a public audience.** Students present their work to other people, beyond their classmates and teacher – in person or online. This "ups the stakes," increasing students' motivation to do high-quality work, and adds to the authenticity of the project.

Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for student success in the new global economy.

21st Century Student Outcomes and Support Systems



21ST CENTURY STUDENT OUTCOMES

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.**

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

21ST CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- **21st Century Standards**
- **Assessments of 21st Century Skills**
- **21st Century Curriculum and Instruction**
- **21st Century Professional Development**
- **21st Century Learning Environments**

For more information, visit the Partnership's website at www.P21.org.



PARTNERSHIP FOR
21ST CENTURY SKILLS

Member

Organizations

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- Adobe Systems Incorporated
- Apple Inc.
- Blackboard
- Cable in the Classroom
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- Crayola
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- Hewlett Packard
- Intel® Corporation
- JA Worldwide
- KnowledgeWorks Foundation
- Learning Point Associates
- LEGO Group
- McGraw-Hill
- Measured Progress
- MHz Networks
- Microsoft Corporation
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- PMI Educational Foundation
- Verizon
- Walt Disney Company