



PBL in Out-of-School Time

What are your questions about introducing project-based learning in afterschool or summer programs?

Bellringer!

**What are you wondering about
PROJECT-BASED LEARNING?**

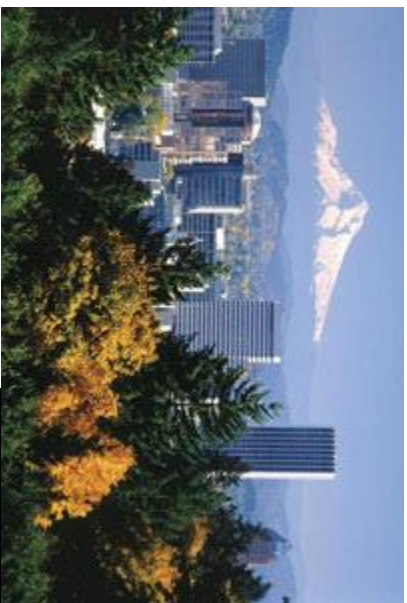
**Please add your questions to the
poster.**

Leading for Student Engagement

How to Plan and Sustain Effective Project-Based Learning Initiatives



Suzie Boss
[@suzieboss](https://twitter.com/suzieboss)
April 28, 2016



edutopia™

WHAT WORKS IN EDUCATION
THE GEORGE LUCAS EDUCATIONAL FOUNDATION



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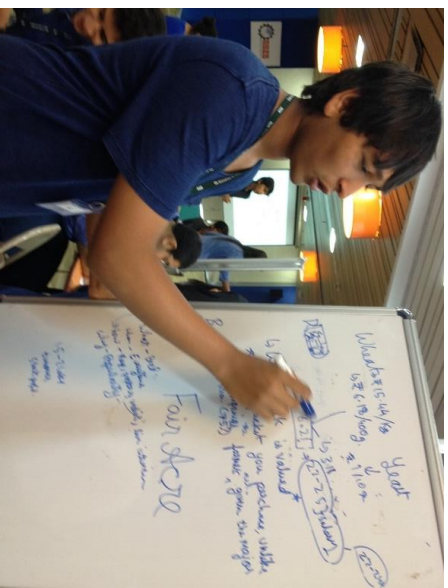




When it comes to PBL, are you...

- A) Armchair traveler:** curious from afar
- B) Tenderfoot:** setting out on first journey
- C) Explorer:** finding your way
- D) Scout:** can guide and teach others

How do you define PBL?



Take a few minutes to skim handout (Sample Project Sketches).

Pick *one* example that you think would engage your students.

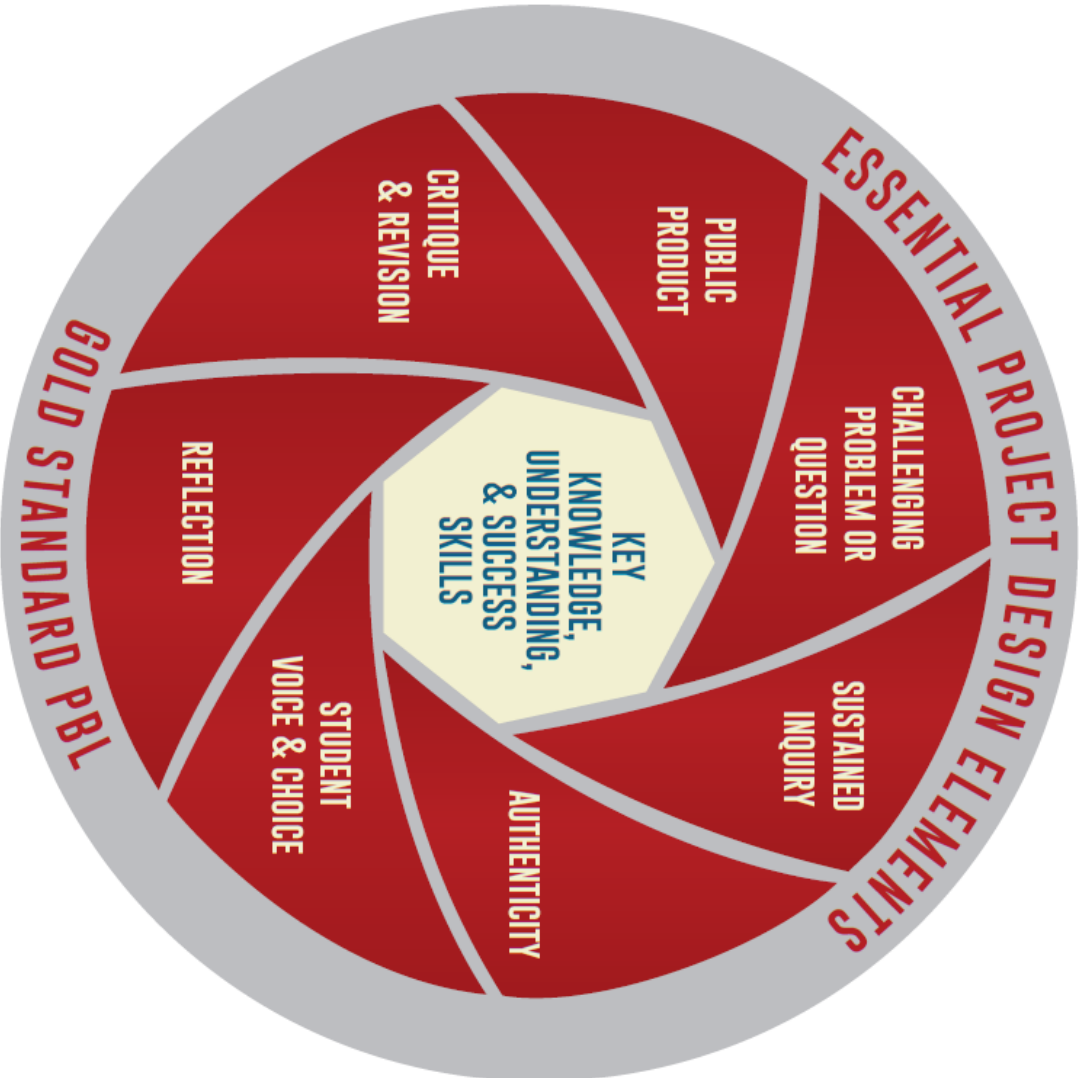
Discuss your choice with your table.

What makes it appealing?

What qualities do engaging projects share?

Let's compare:

- What *qualities* do project sketches share?
- What's *essential* for high-quality PBL in out-of-school time?



The PBL Advantage

- ✓ Increases engagement
- ✓ Makes concepts memorable and transferable
- ✓ Prepares students for real-life challenges (college, careers, citizenship)

For out-of-school time programs, PBL offers “a model at once structured and flexible.”

~ City of Philadelphia, OST Program

Natural Alignment

What matters for informal learning?*	What happens in PBL?
Learning that is active	Learning by doing, both hands on and minds on
Learning that is collaborative	Learning and creating products through teamwork, building the skills of effective collaboration
Learning that is meaningful	Learning through student-driven inquiry into important, real-world questions and problems
Learning that supports mastery	Learning to deeply understand content and build success skills, with iterative cycles of feedback and revision leading to a public product
Learning that expands horizons	Learning that allows for student voice and choice

* Adapted from *Setting the Standard for Project-Based Learning*
(Larmer, Mergendoller & Boss, 2015)

**Where will you find
good project ideas?**



Millions of world's children still lack access to education

Anxiety and depression is rising among teenagers - and girls are suffering most, new study reveals

Malala Yousafzai, Youngest Nobel Peace Prize Winner, Adds to Her Achievements and Expectations

Hunger kills more people every year than AIDS, malaria & tuberculosis combined.

BULLYING: WORDS CAN KILL

**The Amazon Rainforest Disappeared
Way More Quickly This Year**
Widespread deforestation is even worse than you think

Protests Flare After Ferguson Police Officer Is Not Indicted

Ripped-from-Headlines Projects

NOT IN OUR TOWN

Working Together for Safe, Inclusive Communities.

HOME ABOUT BLOG GROUPS LOCAL LESSONS NOT IN OUR SCHOOL VIDEOS

Mosaic: No One Walks Alone

In Light In The Darkness videos Not In Our Town Videos (All) Video Category: Hate Crimes
Video Category: Immigrants Video Category: Preventative Strategies

Like One person likes this. Be the first of your friends.

Mosaic: No One Walks Alone
by TheWorkinGroup

CONTRIBUTE Donate today >

NOT IN OUR TOWN
highlights communities
working together
to stop hate.
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CONNECT:

www.niot.org

What do you hear students asking?

- Is graffiti art or vandalism?
- What rights do we have as children?
- How can we find homes for unwanted pets?
- How can we honor the heroes in our lives?
- Can I afford to go to college?
- How can we make downtown safer for kids?
- Why don't we see birds near our school?
- Will we be fatter than our parents?



Right-sized problems are...

- ✓ Accessible
- ✓ Actionable
- ✓ Big enough to matter,
small enough to tackle



How might you connect with experts?



Look for experts close to home...

For example:

- Build database of parents' careers, interests, hobbies
- Connect with college students as "near peers"
- Build partnerships with area employers
- *And what else?*

Is there time for feedback/revision?

**“I’ll bet there are
3 or 4 versions
beneath this one.”**



Showtime!

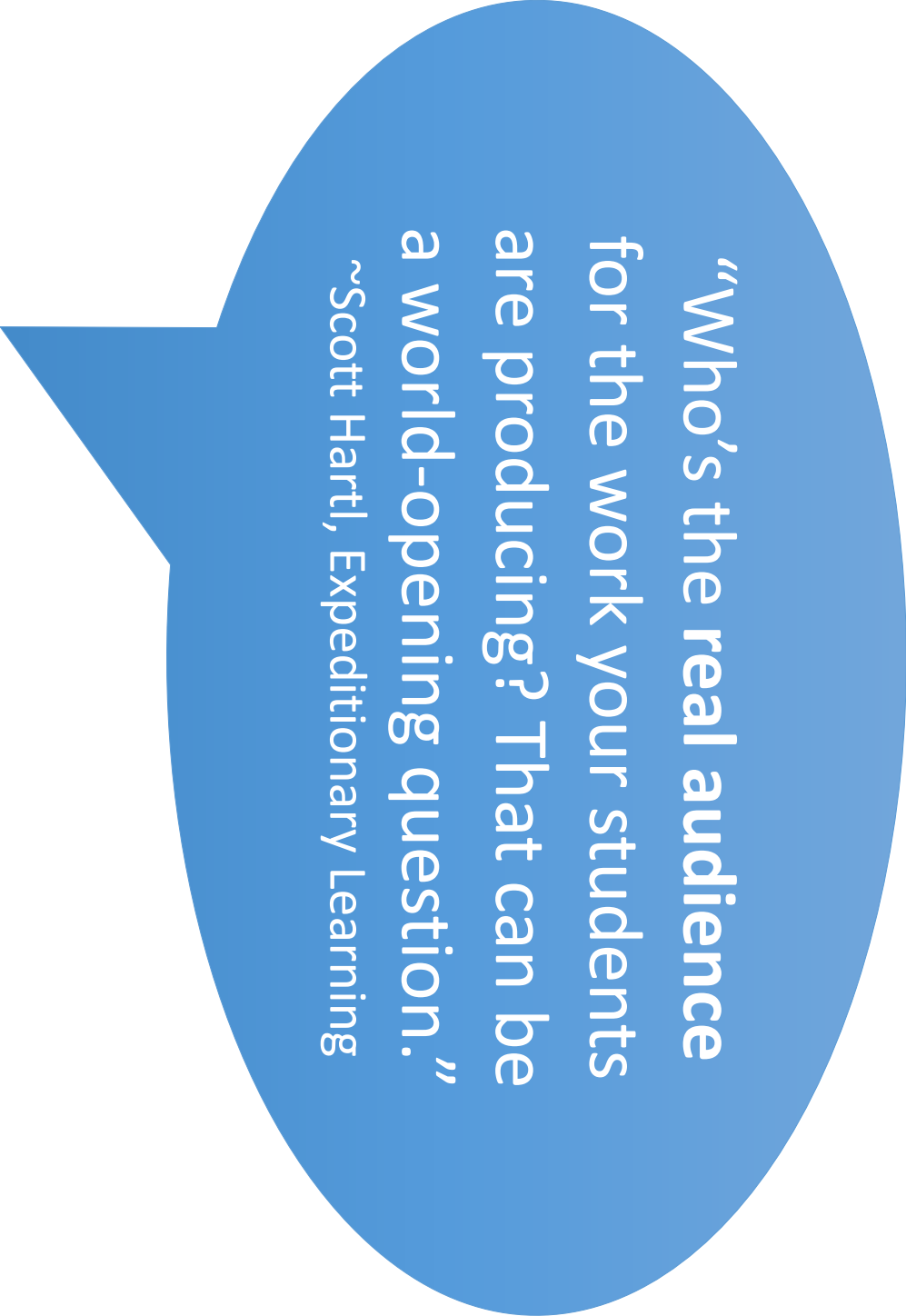
What will students make,
share, demonstrate?
Who's the audience?



What's an *authentic* product?

Who?	What?
Authors	Books, magazines, blogs, Q&A
Videographers	Documentaries, public screenings
Scientists	Journal articles, posters, position papers, testimonials
Historians	Museum exhibits, articles, tours
Business people	Pitch to investors, marketing plans

(Remember: The *product* is not the *project*.)



**“Who’s the real audience
for the work your students
are producing? That can be
a world-opening question.”**

~Scott Hartl, Expeditionary Learning



Hello Neighbor summer project Caldera, Portland, OR



ROOSEVELT
ROUGH
WRITERS

PATRIK
MCDARDE
Founder and Program Director of
People-Places-Things

—Montana Pennington and Isyrea Harris

...no one around you can speak your native
...migrant families who were stuck in the
...write and read English while also
...Patrick has also broken down many of the
...knowing each other better.

*If someone treats
you as an assumption, those*

—Isyrea Harris

...justice is staying humble,
...coming to have authentic

...fighter because he helps
...wish well. He also
...to be more
...a truly



**"I HAVE ALWAYS
WANTED TO SEE PEOPLE
GET ALONG WITHOUT
THE PROBLEMS OF
STEREOTYPES GETTING
IN THE WAY."**

—Patrick McDarde



Think Critically About Audience

What do you want from audience?

- Technical feedback (i.e., pitch session with experts)
- Response or action (i.e., voter education night)
- Cultural celebration, honoring community members

Who's the audience for "real-world" version?

- Documentary film, red carpet night
- Historical exhibit, museum
- Book release party, author chat
- Science exhibition, testimony

How can technology connect students with authentic audience?

**How will you build and sustain your PBL program
in out-of-school time?**

What will stay the same/what will change?



Online Professional Learning and Technical Assistance for 21st CCLCs


Learn Teach Tools Network

Search »


Y4Y > Learn > Project-Based Learning

Project-Based Learning

Introduction to Project-Based Learning

 The introduction provides an overview of project-based learning, including the benefits of authentic projects and engaging students in a process of inquiry. Learn how to design hands-on projects and move from a driving question to a culminating event to a reflection on learning.

Implementation Strategies

 Find strategies to move project-based learning into practice, including setting project goals and keeping projects student-centered. Learn how to sustain your project over time and how to document your project's progress.

Coaching My Staff

 Learn how to coach staff to effectively plan projects, engage youth, and document learning. Identify ready-to-use tools to help you in building your staff's skills.

Tools

 Find ready-to-use and customizable tools that can assist you in planning, implementing, and assessing your projects.

Search »

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Sign In

My Notebook PROJECT-BASED LEARNING

The Notebook is a useful way to jot down notes as you go through the various topics available on the **You For Youth** website. If you'd like to use the notebook, please **sign in** if you already have an account or **register now** to join the Y4Y community!

Glossary

PROJECT-BASED LEARNING

Search This Topic

Type here to filter terms...

Show Project-Based Learning Glossary

[View Entire Glossary](#)

<https://y4y.ed.gov/learn/pbl>

Reflecting



What questions do I still have? (How will I find out what I *need to know*?)

What are my next steps for bringing PBL experiences to out-of-school time?

Find Your PBL Allies

You for Youth: www.y4y.ed.gov

Buck Institute for Education: www.bie.org

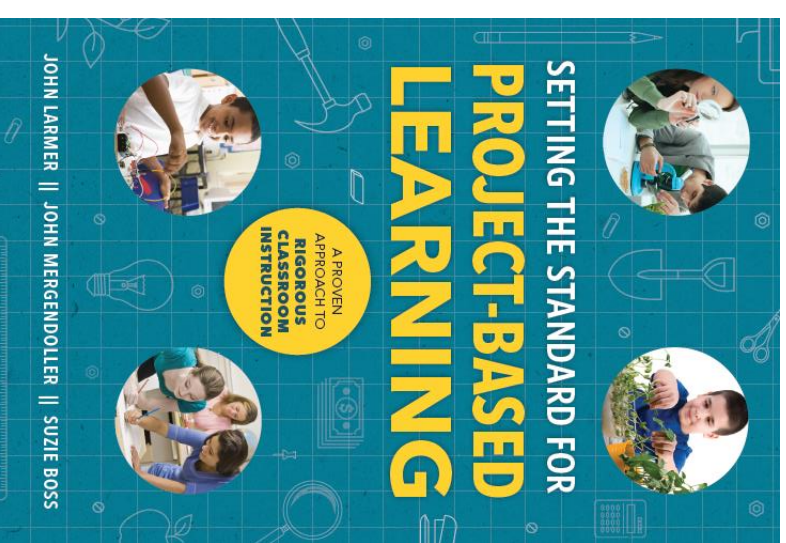
Edutopia: www.edutopia.org

New Day for Learning series on afterschool programs

www.edutopia.org/new-day-for-learning-two

Contact me: @suzieboss on Twitter

suzieboss@gmail.com



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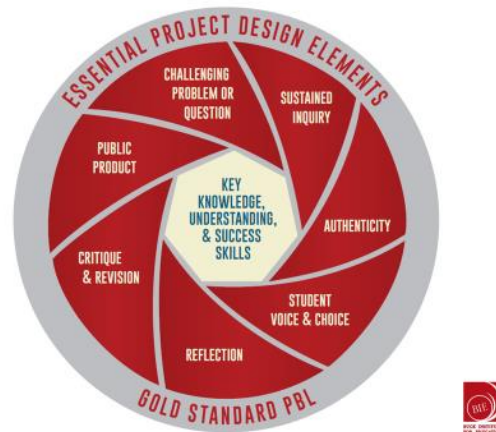


Suzie Boss

[@suzieboss](https://twitter.com/suzieboss)

April 28, 2016

Key slides from today's session:



Essential Project Design Elements for PBL from the Buck Institute for Education.
Learn more about Gold Standard PBL at www.bie.org

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*Adapted from *Setting the Standard for Project-Based Learning* (2015)

Learn more about best practices for informal learning from Learning in Afterschool and Summer:
<http://learninginafterschool.org/position.htm>

The screenshot displays the 'You For Youth' website interface. At the top, a blue navigation bar contains the 'Learn', 'Teach', 'Tools', and 'Network' menus, along with a search box. Below the navigation bar, the page title reads 'Online Professional Learning and Technical Assistance for 21st CCLCs'. The main content area is titled 'Project-Based Learning' and includes several sub-sections: 'Introduction to Project-Based Learning', 'Implementation Strategies', 'Coaching My Staff', and 'Tools'. Each sub-section features a small icon and a brief description. On the right side of the page, there are two additional widgets: 'My Notebook' and 'Glossary'. The 'My Notebook' widget provides information about using the notebook and includes links for signing in or registering. The 'Glossary' widget includes a search bar and links to view the project-based learning glossary or the entire glossary.

<https://y4y.ed.gov/learn/pbl>

You for Youth website offers online professional learning and technical assistance for 21st Century Community Learning Centers. Learn more at <https://y4y.ed.gov>

Other websites shared today:

Edutopia's New Day for Learning video series on exemplary afterschool programs:

www.edutopia.org/new-day-for-learning-two

Not in Our Town/Not in Our School:

www.niot.org

Books mentioned today:

Real World Projects (Boss, 2015)

Reinventing Project-Based Learning, 2nd Ed. (Boss & Krauss, 2014)

Setting the Standard for Project Based Learning (Larmer, Mergendoller, & Boss, 2015)