CEIP EL CARMEN ERASMUS + PROJECT

"STRONG ROOTS, EVERGREEN SPIRITS"

MOBILITY-STRUCTURED COURSE

PROJECT BASED LEANING IN THE CLASSROOM: SETUP, INTEGRATION AND REFLECTION

EUROPASS   TEACHER   ACADEMY
TEACHER: ILARIA BARBIERI
FLORENCE 27TH TILL 1ST SEPTEMBER 2018
Language of the course: English

Participant: Beatriz Zafra Salcedo

17th August2018-Monday

.The participants in this course <u>introduce</u> themselves providing info about their nationality and job:

> Dan is a primary school teacher. He is an Englishman but has been working in Berlin for 5 years.
> Beatriz comes from Ibiza and works within Professional Studies teaching Cook and other staff related to the catering field
> Both Renata and Sylvia teach in the same Vocational Training centre in Poland
> Kassia is an English teacher in a Secondary Private School.
> Finally there is me.

Then the teacher herself tell us about her professional career and the School (EUROPASS- CENTRO STUDI EUROPEO) where we are doing the course and Erasmus+ .We were provided with the <u>timetable and the contents</u> we will deal with every day.

.<u>Case study</u>
We watched a video about a school in California. It dealt with problematic schools and how teachers used PBL, cognitive and methodological skill develop by students.
The video is in edutopia.org "What Works in Public Education", Edited by Ken Ellis
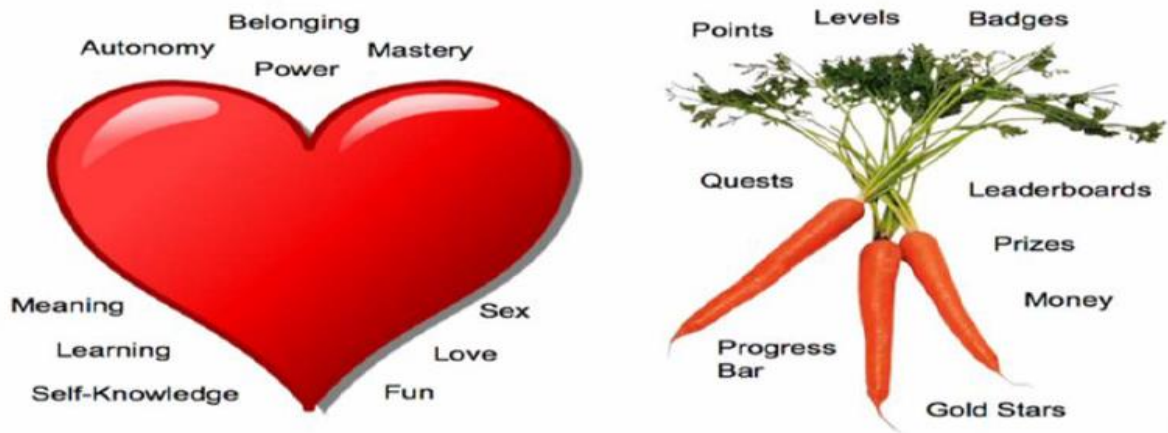.<u>Motivation</u>
Introduction to the motivational role of PBL

28th August 2018-Tuesday
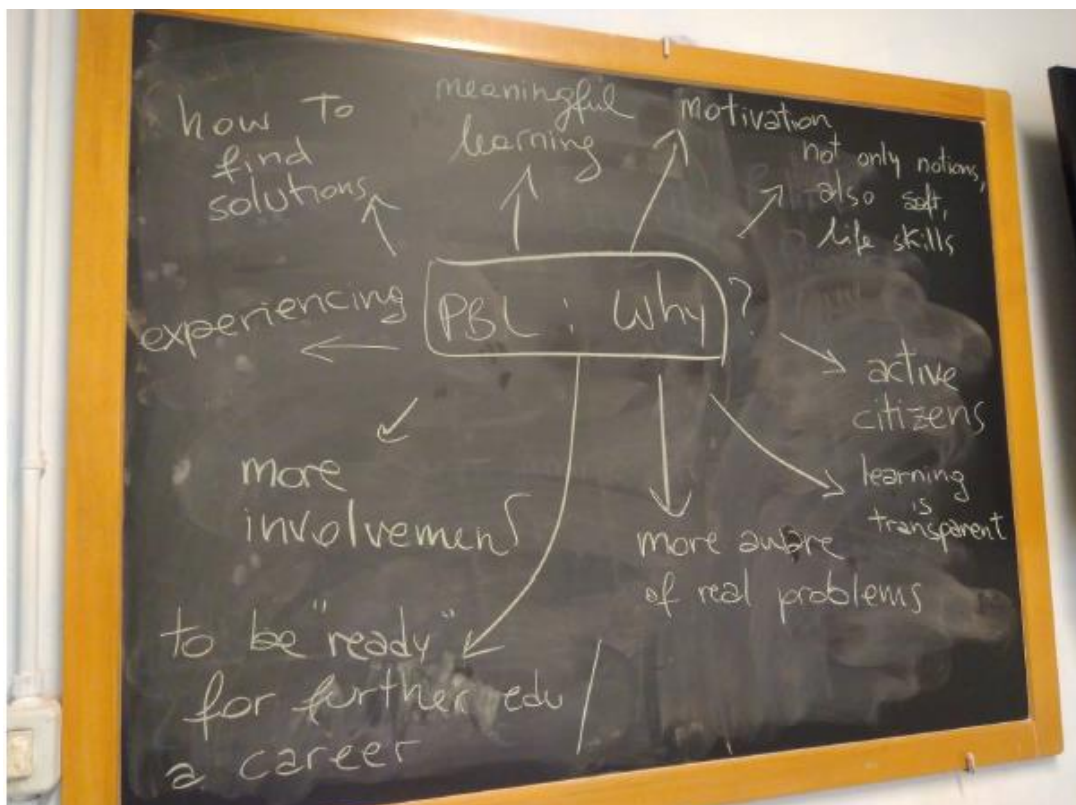

Why should we use PBL?

-------→Why? **Motivation** (intrinsic vs extrinsic motivations) on the part of the teacher and on the students.

Intrinsic value   >   Extrinsic Rewards

Intrinsic value:
- Belonging
- Autonomy
- Power
- Mastery
- Meaning
- Sex
- Learning
- Love
- Self-Knowledge
- Fun

Extrinsic Rewards:
- Points
- Levels
- Badges
- Quests
- Leaderboards
- Prizes
- Money
- Progress Bar
- Gold Stars

Online quizzes can provide students with opportunities to learn with FUN! You don't always have to prepare those quizzes: they can also create them for their classmates!
Technological tools to motivate students with fun activities: **Kahoot**, Socrative, Quizizz

how to find solutions
meaningful learning
motivation
not only notions, also soft, life skills
experiencing
PBL : Why?
active citizens
learning is transparent
more involvement
more aware of real problems
to be "ready" for further edu
a career

PRONS AND CONS OF INTRINSIC MOTIVATION AND EXTRINSIC MOTIVATION

	INTRINSIC MOTIVATION	EXTRINSIC MOTIVATION

Prons	-Long-lasting -Self-sustaining -Focused on the subject	-Produces quick changes -You do not need to know your students so well
Cons	-Slow -Demands a lot of preparation -You need to know a lot of your students	-Distract from truly learning objects -You need greater and greater rewards

What should we do?Hhhhhhhh, let´s combine both kind of motivators

-------→**Another reason why we should use PBL is** to <u>develop students' **key competences**</u>

Key competences

COMPETENCE: A DEFINITION BY HOSKINS AND CRICK
"a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world in a particular domain"

Hoskins, B & Deakin Crick R., (2010) *Competences for Learning to Learn and Active Citizenship: different currencies or two sides of the same coin?* European Journal of Education, Vol. 45, Number 1, March.
http://terec.usarb.md/files/6414/1344/9644/Learning_to_Learn_and_Civic _Competences_Dif .

Key Competences: European Framework
This framework was developed by the European Commission in consultation with all member states and published on Official Journal of the European Union in 2006.
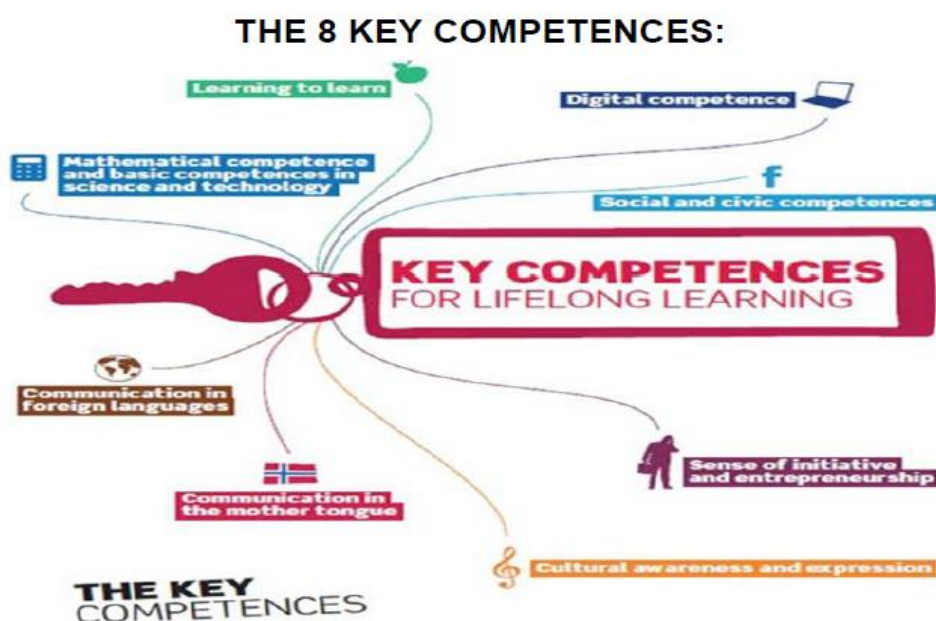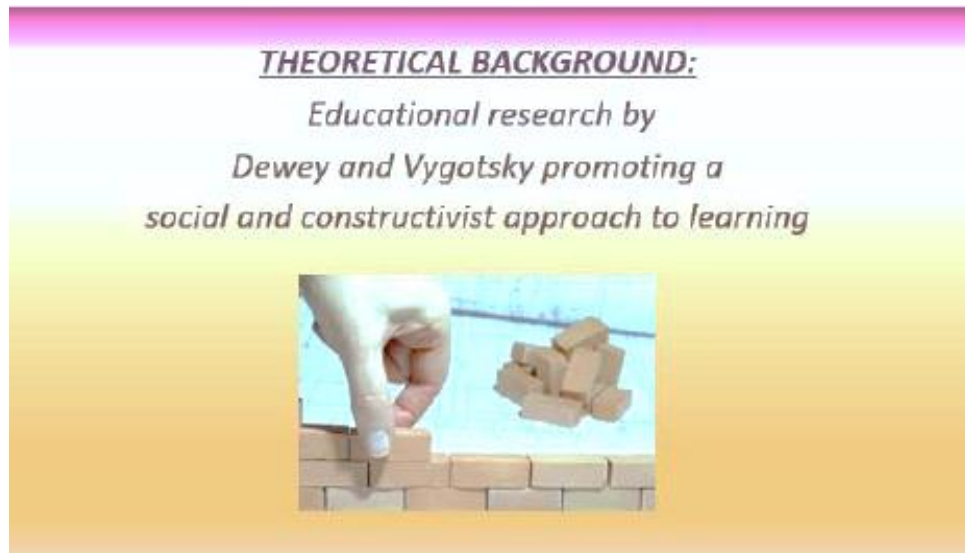

Those 8 competences are interdependent. . . . with the following **TRANSVERSAL SKILLS** playing an important role in each of them:
       critical thinking
       creativity

initiative
problem solving
risk assessment
decision taking
constructive management of feelings

HOW TO TEACH KEY COMPETENCES?
...we need a **"competence-based"** teaching approach

In key competence approaches, educators should connect knowledge and skills with **REAL LIFE situations**! Knowledge and skills are for life, not to stay within the school walls. A competence should be used to move in the world, it has little to do with repeating a book chapter by heart!

Why is providing real life examples important?
- This can motivate learners much more !
- It is easier to remember concepts if YOU discover on your own
- 360° individual growth

WE REFLECTED ON AND CARRIED OUR SELF-ASSESS OF TEACHING APPROACH RELATED TO KEY COMPETENCES. TO DO SO WE USED THE FOLLOWING GUIDELINES AND THEN PASSED IT TO OUR OTHER COLLEAGUES FOR THEM TO PROVIDE EACH OTHER FOR SOME FEEDBACK.

DRIVING QUESTIONS: to what extent does your teaching **already involves a key competence approach?** In which areas would you like to **make progress**?

TASKS:
1a) Next to each of the key principles in the box below insert one 'X' in the relevant column to indicate to what extent it is present in your teaching:

KEY PRINCIPLE	Not at all present	Weakly present	To some extent present	Strongly present
1. Task-based				
2. Interdisciplinary				
3. Collaborative and individualized				
4. Learner- and teacher-led				
5. Technologically innovative				
6. Take place both inside and outside of school				
7. Involve collaboration with the wider community				
8. Pay attention to the social and emotional aspects of learning				
9. Classroom-based formative assessment				
10. Student self-assessment of transversal skills				

1b) Choose one or two key principles that are not fully represented in your teaching. What is preventing you from fully implementing these principles in your practice?

2) One or two principles that, in your opinion , are present in your teaching. Please provide evidence for that.

PEER   REVIEW
In your opinion, to what extent does your **classmate's evidence** reflect the key principle/s of teaching and assessing key competences which he/she has selected?

Remember to be constructive in your feedback and clearly explain what you found to be in line with the key principle/s, and/or what you found to be missing or incorrectly understood.

TEACHING KEY COMPETENCES: PRINCIPLES.
1) TASK BASED(active, authentic, collaborative tasks with multiple solutions)
2) INTERDISCIPLINAR
3) BOTH COLLABORATIVE & INDIVIDUALIZED
4) BOTH LEARNER- AND TEACHER-LED
5) If possible, TECHNOLOGICALLY INNOVATIVE
6) INSIDE AND OUTSIDE of school
7) COLLABORATION WITH THE WIDER COMMUNITY
8) ATTENTION TO SOCIAL AND EMOTIONAL ASPECTS

WHY DO STUDENTS HAVE TO BE ACTIVE IN LEARNING?
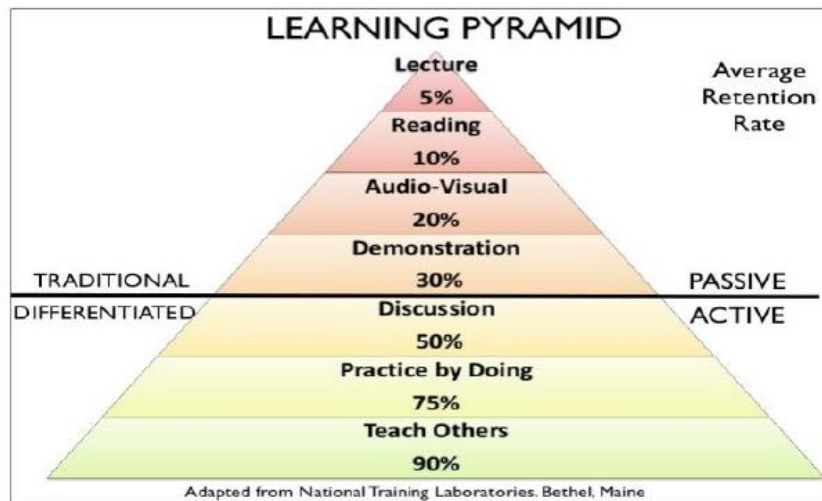
If information is actively processed, manipulated and/or produced, memory will be long lasting!

HOW TO IDENTIFY THE IDEAL TOPIC FOR YOUR PBL.
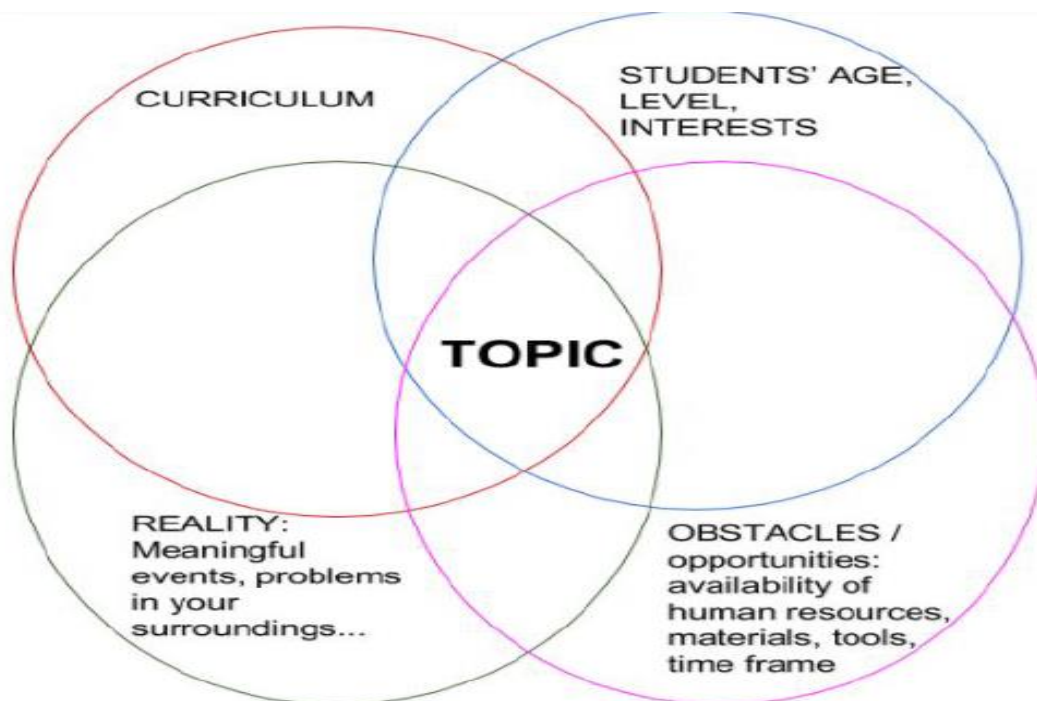
29th August 2019-Wednesday

PBL Includes:

-Inquiry Based Learning
-Problem Based Learning
-Task Based Learning

INQUIRY-based learning

INQUIRY = a seeking or request for truth, information or knowledge

1 step: QUESTIONING *

2: exploration and investigation

3: providing a description, finding a solution

*it is not only the teacher, but also **students**. Students generate new questions, which will lead them to new knowledge
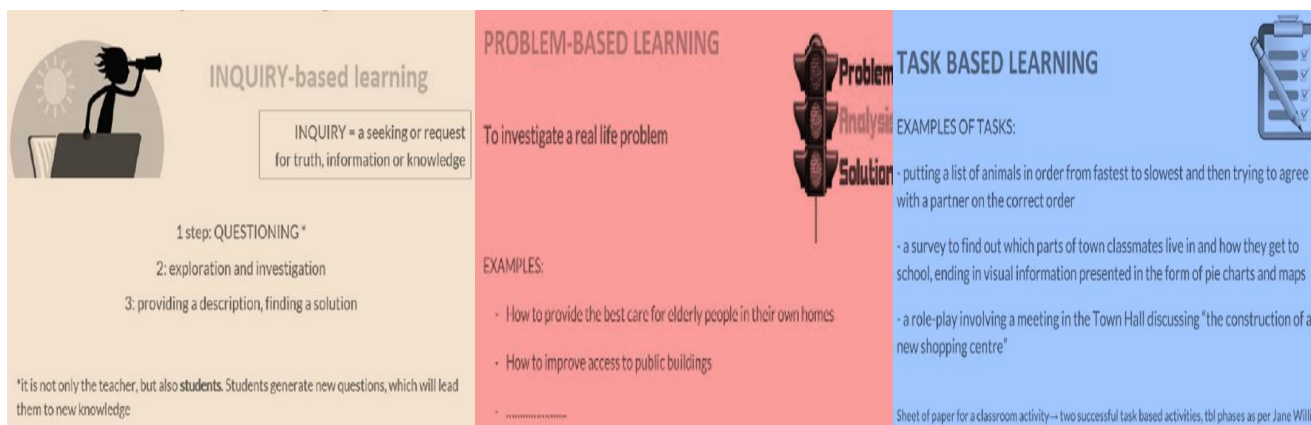
PROBLEM-BASED LEARNING

To investigate a real life problem

EXAMPLES:

· How to provide the best care for elderly people in their own homes

· How to improve access to public buildings

· ....

Problem
Analysis
Solution

TASK BASED LEARNING

EXAMPLES OF TASKS:

- putting a list of animals in order from fastest to slowest and then trying to agree with a partner on the correct order

- a survey to find out which parts of town classmates live in and how they get to school, ending in visual information presented in the form of pie charts and maps

- a role-play involving a meeting in the Town Hall discussing "the construction of a new shopping centre"

Sheet of paper for a classroom activity→ two successful task based activities, tbl phases as per Jane Willis

Task Based Learning

.Video (TELFVideos.com) about an English lesson for adults to identify the skeleton of it. Students were asked to create their own ideal society

   1-Elicit vocabulary to set context.
   The teacher gives them some parametres beforehand.
   Teacher goes around the groups taking notes of the errors to correct them later on.
   2-Students design their own ideal society, so it helps them practice their oral skills
   . While team work students work involves negotiation.
   3-Students present it to class. It is very important how ,to whom , where (at school or anywhere else and) why they are gonna present their work.

This activity is student-centred.

.Our teacher gives us some sheets with some more other examples of Task Based Learning as well as the definition of "task" according to Jane Willis, Aston University, UK.

.The teacher tell us to think of a topic to design a Task Based Learning activity including listing, ordering, sorting, comparing, problem solving, project work, sharing personal anecdotes etc

.Student-centred activity called Cornell-Note Taking Method.

The students take note , diagrams etc during the lesson and at the end of the page they´ve got a small space to write the main points in the notes above after the class.

What´s the difference between Task Based Learning and Project Based Learning?

Project Based Learning is more complex, it takes longer time (let´s say 10 days) ,involves different tasks, a task does not always involves solving a problem, a project is interdisciplinar, if possible with the wider community, very carefully planned , implies both individual and group work and leads to a tangible useful end product .

We watched a video about Project Based Learning in a Primary School and how the topic ("heat") was identified by the teacher.

For Project Based Learning we need to take into consideration 4 factors:
  -connection of the topic with students` reality, current events, personal experiences
  -the curriculum standars
  -students´ age, previous knowledge, culture, level, interests
  -resources we have (space , time, materials)

.We watched a video about Project Based Learning in a Secondary School:"Anatomy of a Project: Kinetic Conundrum"(edutopia.org):

Students must produce a product for a subject, which is the product (sculpture). But to start with, the teacher does two driving questions. So the teacher starts by making a gap of knowledge the students need to fill in to create their sculpture.

The teacher proposes different tasks that will lead them to the final product.

 We all analyse the design of the Project-based activity we have just watched in the video: DRIVING QUESTIONS, CURRICULUM TOPICS, PHASES, PRE-KNOWLEDGE NEEDED, GRADE LEVEL, TEACHERS INVOLVED, EXTERNAL ENTITIES, TIME, MATERIAL, PROJECTS PRESENTATION, PROJECT TITLE and the PROJECT EVALUATION.

.Our teacher gives us a document I attached underneath entitled "Getting started with PBL (Hint: Don´t go crazy)" by Andrew Miller and a check list of the essential project design elements by the Buck Institute for Education in 2015.

Getting Started With Project-Based Learning

(Hint: Don't Go Crazy)

Before the start of the school year, many of us want to use the remaining weeks of summer to learn some new skills -- such as project-based learning (PBL). One of the things we stress for new PBL practitioners is, as I say, "don't go crazy." It's easy to go "too big" when you first start PBL. I have heard from many teachers new to PBL that a large, eight-week integrated project was a mistake. So how do you start PBL in ways that will ensure your success as a learner and teacher? Here are a few tips to consider.

Start Small

As I said, "Don't go crazy!" Instead of targeting a million standards, focus on a few power standards. Concentrate the learning on one subject rather than multiple disciplines. PBL emphasizes in-depth inquiry over coverage. Leverage this principle in designing your first PBL project. Make sure that project won't take more than two to three weeks. Instead of doing real-life fieldwork, consider having the learning occur in the classroom. Ensure authenticity and public audience, but keep it focused.

Plan Now

One of the challenges of PBL, but also one of the joys, is the planning process. In PBL, you plan upfront. By using the backwards design process, you can effectively map out a project that's ready to go in the classroom. Once you plan it, you're free to differentiate instruction and meet the immediate needs of your students rather than being in permanent crisis-mode trying to figure what will happen tomorrow.

Limited Technology

We love technology, but sometimes we get too "tech happy." When first doing PBL, you should focus on mastering the design and implementation process; technology is another layer to the work that can complicate things. If you plan on using technology, stay limited in your choice. As you get begin to master PBL as a teacher, you can then use technology to manage the process. But as a PBL beginner, focus on the PBL process itself.

Know the Difference Between PBL and Projects

This is the big one! I can't stress this enough! With PBL, the project itself is the learning, not the "dessert" at the end. If you are doing projects in the classroom, you may or may not be doing PBL. In fact, many teachers think they are doing PBL, but are actually doing projects. Again, in PBL you are teaching through the project, not teaching and then doing the project. If you want a quick way to see if you're meeting the essential elements of PBL, I highly recommend the Buck Institute for Education's PBL Project Checklist. It helps to make sure that you are focusing on aspects such as inquiry, voice and choice, and significant content.

We are all learners, and when we start something new, we start small. We limit our focus to help us master the bigger thing step by step. Through mastery of manageable goals, you can be well on your way to becoming an advanced PBL practitioner. Since you are learning a new process, your students are learning one as well. They need a manageable experience just as you do! Start your own learning and planning process now in these last remaining weeks of summer so that you have time to unpack what PBL can mean for your teaching, and implement it in a manageable way for you and your students.

source: https://www.edutopia.org/blog/project-based-learning-getting-started-basics-andrew-miller

TO DIG DEEPER AND TO GET EXPERTISE ABOUT PBL:
http://www.innovationunit.org/sites/default/files/Teacher's%20Guide%20to%20Project-based%20Learning.pdf

Essential Project Design Elements Checklist

Whatever form a project takes, it must meet these criteria to be Gold Standard PBL.

Does the Project Meet These Criteria?	👍	👎	?
KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.			
CHALLENGING PROBLEM OR QUESTION The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.			
SUSTAINED INQUIRY The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.			
AUTHENTICITY The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.			
STUDENT VOICE & CHOICE The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.			
REFLECTION The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.			
CRITIQUE & REVISION The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.			
PUBLIC PRODUCT The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.			

All in all, to design PBL, a teacher´s idea must be realistic.

. Our teacher suggests us to start reflecting on a topic to develop our own.

30th August 2019-Thursday

.Yesterday we identified the topic we wanted to work on .Today Ilaria gives us another some "Project overview guidelines". We can use in groups, pairs or individually so that out Project is tailor made for our students.

She says the main starting point should be how to join the topic to the final product. I have decide to do it about "Australia" cos this is the one we thought about at school in our group work and the starting point will be the coral barriers being in danger by the seaweeds and the growing amount of CO_2 emission.

.Next we discuss how to make the audience active while projects are being presented:

        -by telling the audience to write
                3-things they have liked
                2-suggestions
                1-question

Of course there are more ways eg:
                -giving the peers a document with some criteria for them to fill in using a scale
                from 5 (excellent) to 1 (poor)
                -another document with their opinion about the content, structure, presentation
                and an overall view of the project
                -presentation rubric
                -a more open written feedback

1st September 2019-Friday

.**How to assess a project**. Example to start from, case study " *Are you business savvy?"*

.*Competition activity* (ANNEX 1)

TITLE: ARE YOU BUSINESS SAVVY?
GRADE: 8th

SUBJECTS:MATHS, ECONOMICS, possibly ENGLISH
Another possible side subject: MOTHER TONGUE (for example, if students are asked to write formal letters to some local business…)

DRIVING ISSUE:
Economic crisis: how to start a business and save money...

DRIVING QUESTION:
How do mathematical models allow me to make the most money?

PROJECT DESCRIPTION:
Your class is starting a grocery store. Each group is going to pick a different section of the grocery store (i.e. dairy, produce). Before you open the store you must investigate different ways to reduce cost (i.e. buying in bulk as opposed to individual products), establish a price to maximize profit on the products, make comparisons to other grocery stores to see how much of a product you would have to sell to make as much money on the product as the competition, etc. You will begin by deciding what products your section will have (what you want to buy/sell, keep it 15-20 products). You will use the various methods to determine the best strategy for buying products to get the most profit.
How can you show how you saved money by buying your products one way rather than another and how much "money" you would make with the prices you set? (--> linear equations to show).
At the end of the project, you will present your information to see if your business strategy makes sense. To whom? (--> in front of local business owners/managers, parents, and your fellow students)

POSSIBLE PRODUCTS:
posters, PowerPoint, website…

PEOPLE INVOLVED: Teachers, Principals, Board Members, Store owners/managers, local business leaders

MATERIALS: Graph paper, Graphing Calculators, Computer…

TECHNOLOGY: Computer, Projector, Graphing Software, Excel…

TIME FRAME: approx 1 month (but it depends on how many hours per week they will work)

KNOWLEDGE AND SKILLS NEEDED:

	Already Have Learned	Taught Before the Project	Taught During the Project
1. Oral Presentation Skills		X	X
2. Presentation Software	X		
3. Decimals	X		
4. Unit rates, Proportions	X		
5. Solving 1-2 step algebraic equations		X	
6. Add and Subtract Polynomials			X
7. Graph Linear Equations			X
8. Use Systems of Linear Equations			X
9. Make predictions based on Linear Equations			X

CHRONOLOGICAL DEVELOPMENT:

Week 0:
Before Project begins students should be able to multiply decimals, solve proportions, do unit rates, and solve one-two step algebraic equations. If students are having trouble in these areas you can provide a resource center that students could use in order to practice these concepts or you can teach mini-lessons if you think the majority of the class is having difficulty in these areas. The grouping should be heterogeneous and encompass all types of learning styles.

Week1:
The first day or two should be spent on teaching the students unit rates, taxes, whole numbers, decimals, fractions, percents, percent increase and decrease, and integers. Most of this should be a review, but it is important that students know how to do this before they can start the project. The first day of this week is also a good time to introduce the total cost activity because it gives the students incentive to learn the material.

Week 2:
Have students do journal prompt 21 before the competition activity is started. Have students work on the Competition activity (see annex 1) during class so that the teacher can answer questions about project. Do a mini lesson about demographics and population in order to introduce supply and demand. Students should present by the end of the week and then complete both self -performance rating scale and the group performance rubric. They should also be introduced to the Grocery Store activity.

Week 3:
Have students do a journal prompt. STUDENTS START TO WORK TO COME UP

WITH THEIR PERSONAL SOLUTION/PROPOSAL a few days in class so that the teacher can answer questions about project. A teacher can do a mini lesson to help students learn to give an oral presentation. Students present in front of professionals (this can also be done later).

Week 4:
EVALUATION. Students need to complete both self- performance rating scale (ANNEX 2) and the group performance rubric (ANNEX 3) and do journal prompt (ANNEX 4).

OTHER TIPS:
Set an Entry Event. Eg.: Change the room to look more like a grocery store, perhaps some canned goods could be in the room and donated to a local food bank. Students then can guess the price of items, retail or wholesale.

ANNEX 1 : COMPETITION ACTIVITY

Scenario: You are a local grocery store owner. You need to investigate your local competition. Pick 4-5 grocery stores that are in the same area as your store and investigate the prices of the products you chose, so that you can set your prices to compete with the local stores. Graph the results on a coordinate plane and compare.

	DEVELOPING 1	PROFICIENT 2	ADVANCED 3
Displays a strategic approach when accessing information 20%	I analyzed information randomly or without an explicit strategy.	I described plan and explained choices for analyses of data.	I described and defended choices for the comprehensive analyses of data.
Includes all pertinent information 30%	I did not consider or include all possible sources or consumers. I limited myself to just the data collected	I Showed consideration for data outside sample size by seeking information from current local stores.	I considered data from outside sample; consulted local businesses, investigated trends in shopping either electronically or in person before I analyzed data.
Records information efficiently 25%	I recorded data in an unorganized way.	I recorded data neatly and in an efficient manner.	I recorded data neatly and in an efficient manner allowing for analysis in several different ways.
Organizes and labels selected information 25%	I did not organize the data into meaningful mathematical outcomes.	I organized the data into percentages or ratios. I made labels coherent and correct.	I organized the data in the most concise and useful mathematical way. I made labels clear and informational.

Self performance rating scale (students assess themselves) (ANNEX 2) It´s much better using odd numbers for rubrics rather than even numbers because with these we always tend to stay in the middle, which is the comfort zone.

Directions: **Use this form to give feedback about your performance in your group. Circle the appropriate number after each statement.**

1: Major difficulty, 2: Needs Improvement, 3: Okay, 4: Very Good, 5: Excellent					

1. I was involved in the group activities.	1	2	3	4	5
2. I listened to others opinions in the group.	1	2	3	4	5
3. I was a helpful and encouraging member of the group.	1	2	3	4	5
4. I was able to stay on task with my assignments.	1	2	3	4	5
5. I did not dominate group discussions.	1	2	3	4	5
6. I was able to constructively criticize group members without using put-downs.	1	2	3	4	5
7. I was able to accept criticism from my group members	1	2	3	4	5
8. I developed a good working relationship with my group members.	1	2	3	4	5

.Group performance rubric (ANNEX 3) As it is the group work what is being judged, each student assesses everyone else. Then there are two open questions.

Group Performance Rubric

	Developing 1	Proficient 2	Advanced 3
Group Participation	Some members participated in group activities.	Most members participated in the group activities.	All members participated in the group activities.
Group Cooperation	Some members listened to others or encouraged others in the group.	Most members listened to others in the group and encouraged others in the group.	All members listened to others in the group and encouraged others in the group.
Task Management	Members did not stay on task or complete assignments on time.	Most members stayed on task during the project and completed most assignments on time.	All members stayed on task throughout the project and completed all assignments on time.
Giving Criticism	Members had difficulty criticizing each other without using put-downs.	Most members were able to criticize each other without using put-downs.	All group members were able to criticize each other without using put-downs.
Taking Criticism	Members had difficulty taking criticism without taking offense.	Most members were able to accept criticism without getting upset.	All group members were able to accept criticism without taking offense.

What did you like the most about your group?
What would you improve?

.Final journal prompt (ANNEX 4) .We have open questions. Questions 1,2 and 3 are assessing the students´ knowledge about the standards (the curriculum topics); question 4 is assessing their learning skills and their behaviour.

ANNEX 4
Final Journal Prompt:
1. How can you show total cost versus total profit to other people?
2. Why is it important to investigate the competition when setting your own prices?
3. What do you think is the best way to solve linear equations and inequalities?
4. What did you learn while doing this unit? What did you enjoy the most about this unit? What did you dislike? What are some suggestions you have to improve this unit?

.We teachers can consider four aspects in order to assess complex tasks (let´s take into consideration the 4 previous annexes):

What--→Inquiry/Team work/Collaboration/Knowledge, curriculum topics, teacher`s work, transversal skills, key competences, final product(s), presentation skills
Who--→Teacher or students/Students in each group/Peer assessment/at the end
When--→ During the project/During or the project or at the end/At the end/ test
How--→ Rubric (a tool) / Rubric, open questions/test, description/bull´eye evaluation form (la diana de evaluación; in Orientación Andújar there´s one)

.Rubrics
It´s a good idea to ask your students what the rubrics might be; then they would reflect on those criteria, remember them while producing their work and would not feel victims of them when assessed.

Rubrics advantages:
.They help ensure that your grading standars do not change over time
.You can refer to the description rather than having to write long comments so that would save you time
.They reduce the systematic bias that can be introduced between different graders (eg other teachers)

How to create a rubric
.Teachers can get a clear picture of the strenghts and weak points of their class. They can identify skills or concepts that need more instructional time and student effort.
.Students can monitor their progress so they can recognize the strenghts and weak points of their work and direct their efforts accordingly.

Web page--→ www.rubric-maker.com

I have searched the net and checked there is this web site served by the USA for free (**rubistar.4teachers.org**) *we only have to check some words which are more South-American than Spanish like and also h*TTP://CORUBRICS-ES.TECNOCENTRES.ORG.

.Edmodo.com
You must log in as a teacher in this platform. It`s free.

Private section
You can create group or classes
Public section(spotlight→teachers from all over the world can access to your materials. There you can share materials for free or sell them/ topics->materials by topics and there you can find about PBL)

ASSESSMENT
KINDS OF ASSESSMENT

SUMMATIVE

FORMATIVE

SELF ASSESSMENT

PEER ASSESSMENT

SUMMATIVE

Assessment of learning.

Summary judgments of student performance

E.G. test that students take at the end of a learning unit, at the end of a school year, or at the end of secondary school

FORMATIVE

Assessment for learning.

"real time", to understand how well learners understand a new concept

Teachers / peers provide the learner with feedback on what they still need to do to meet the learning objective

Teachers may adjust his approaches to meet learning needs more effectively

SELF-ASSESSMENT

its FOCUS: student's personal development!

Progress is measured against the student's prior performances – so it is a self-referential approach

To assess complex tasks...

WHAT	WHO	WHEN	HOW
- Inquiry - Team work / collaboration - Knowledge - Curriculum topics - Quality of the project - Teacher's work - Transversal skills - Key Competences - End product(s) - Presentation - Understanding of one's learning - Communication - Behaviour	- Self - peers - teacher (s) - Parents - Community, experts, users, customers - Other classes/ schools	- Before … - At the beginning - During - At the end - After …	- Rubric - Test / exam / quiz - Open questions - Descriptions - Marks - Competition/ prizes - Vote - Feedback forms - Oral feedback - Oral questions - Evidence/ examples - Portfolio - Diary - Checklists - Recording (audio, video..) - Bull's eye evaluation form / diana de evaluacion

Subcategories: materials, originality, meeting learning goals

EVALUATION TOOLS

PORTFOLIO

"A compilation of academic work and other forms of educational evidence assembled for the purpose of evaluating coursework quality, learning progress, and academic achievement; determining whether students have met learning standards or other academic requirements for courses, grade-level promotion, and graduation; helping students reflect on their academic goals and progress as learners; and creating a lasting archive of academic work products, accomplishments, and other documentation."

RUBRICS

- They represent the performance expectations

- They describe the different components of a performance

- To assess: papers, projects, oral presentations, artistic performances, group projects, behavior…

- They can be used as scoring guides, to provide formative feedback, to guide ongoing learning efforts…

As a conclusion:

PROJECT BASED LEARNING
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euro pass teacher academy

Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge.

IT INCLUDES PROBLEM BASED LEARNING, INQUIRY BASED LEARNING AND IT IS MUCH MORE.

The aim is the creation of something tangible, to be **PRESENTED** at the end of the process.

So let´s make use of this **PLANNING PBL: what to establish**
TOPIC:
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LEARNING GOALS:
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....

PRODUCT(S):
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BACKGROUND INFORMATION/ PRE-KNOWLEDGE NEEDED:
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PHASES:
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....
....

GRADE LEVEL:..
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SUBJECTS:

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....

TEACHERS/ CLASSES/ SCHOOLS/ EXTERNAL ENTITIES
INVOLVED:

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....

TIME REQUIRED TO COMPLETE THE PROJECT:

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....

MATERIALS(hardware/software, publications (textbooks, books, magazines, pamphlets), speakers/guests, other…

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PROJECT PRESENTATION:

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PROJECT TITLE:

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PROJECT EVALUATION:

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Finally, we all received our certificates.

During this course we could enjoy for two half-days activities related to a deeper knowledgeable of Florence and a full day trip ON Saturday to St Gimignano, Siena and Tuscany products tasting .

To finish with , I wish to thank our teacher Ilaria for she is so great a person and my mates together with who I have learned and enjoy a lot.

EXAMPLES OF PROJECT BASED LEARNING:
https://www.youtube.com/watch?v=1fWiKuok9vA → A "problematic school"
https://www.youtube.com/watch?v=H7LHsL0iB_w HEAT
https://www.youtube.com/watch?v=sqziXTTjrtY PUBLIC ART
https://www.youtube.com/watch?v=ZX1bv30rYIk "A day in the life of project based learning"
https://www.bie.org/project_search
https://www.hightechhigh.org/student-work/student-projects/
https://iearn.org/cc/space-2
https://www.learningreviews.com/Project-Based-Learning-Lesson-Plans

USEFUL LINKS FOR PBL

- http://www.innovationunit.org/sites/default/files/Teacher's%20Guide%20to%20Project-based%20Learning.pdf
  (FULL GUIDE)

- https://www.edutopia.org/blog/project-based-learning-getting-started-basics-andrew-miller
  (TO GET STARTED)

MATERIALS PROVIDED DURING THE COURSE WILL BE AT OUR SCHOOL STAFF DISPOSSAL