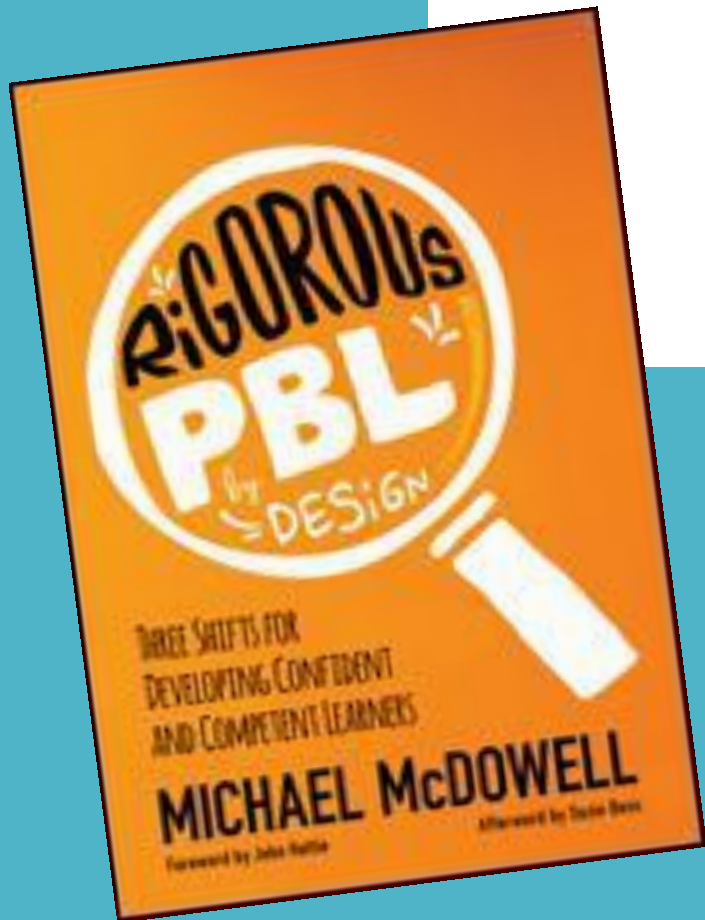


Project Based LEARNING



Myth 1: “Sage on the stage” vs.
“Guide on the Side”

Truth: Teachers need to be
adaptive

Myth 2: Students learn by doing.

Truth: Not without the proper support system.

Myth 3:

PROJECT
based
learning



Truth:

project
based
LEARNING

Design Shift 1

Clarity: Students should be clear...

- on what they are expected to learn
- where they are in their learning
- what next steps they need to take to advance their learning.

Levels of Learning

Surface – encounter content for the 1st time

Deep – practicing and deepening understanding

Transfer – engaging in cognitively complex tasks

- Learning Intention
- Success Criteria (Levels of Learning)
- Driving Question (? And content)
- Tasks (Levels of Learning)
- Entry Event (Scenario, Expectations, Audience, & Format)

Design Shift 2

Challenge: Students need to have...

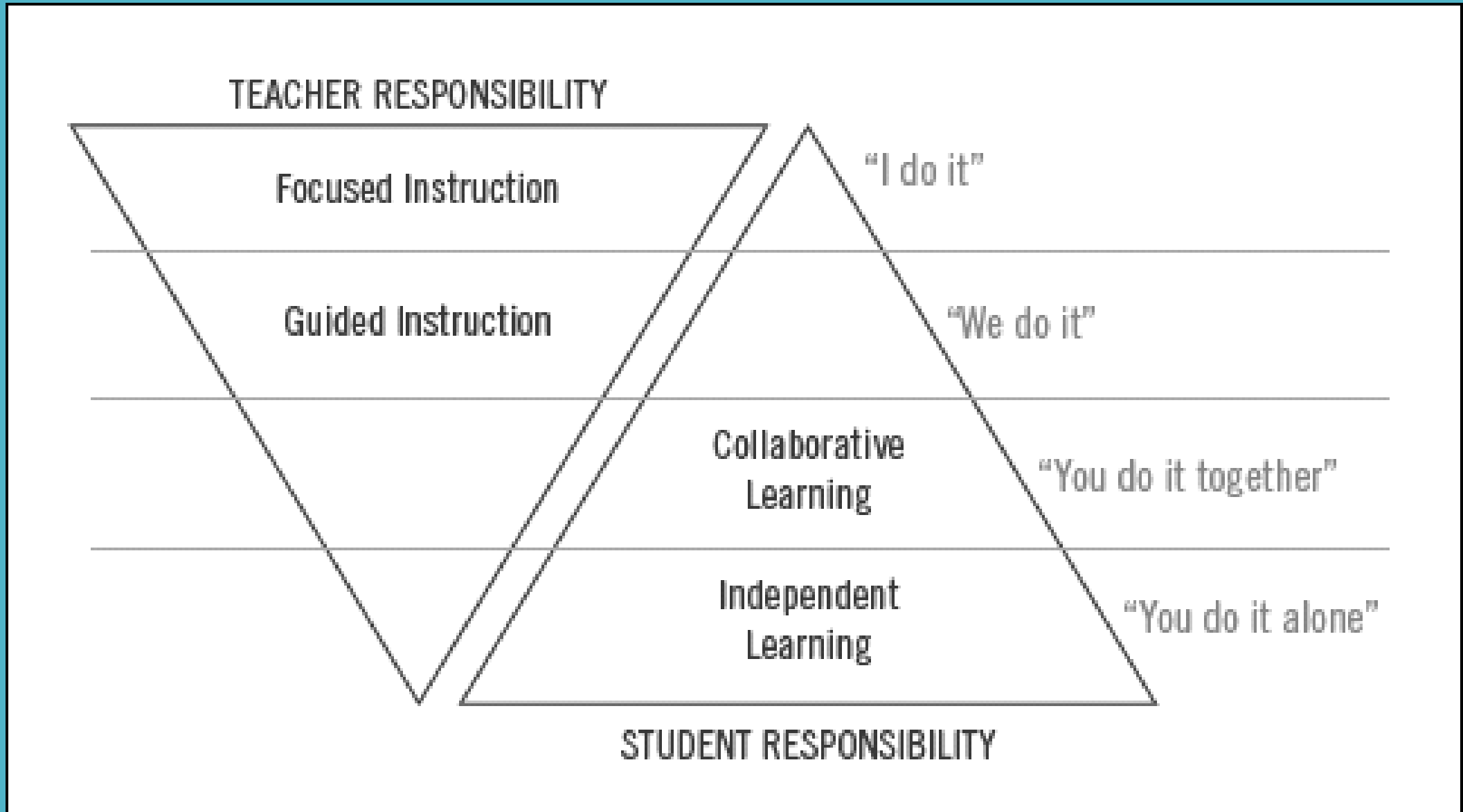
- Consistent balance of surface, deep, and transfer knowledge
- Each level requires different instructional interventions, tasks, and feedback

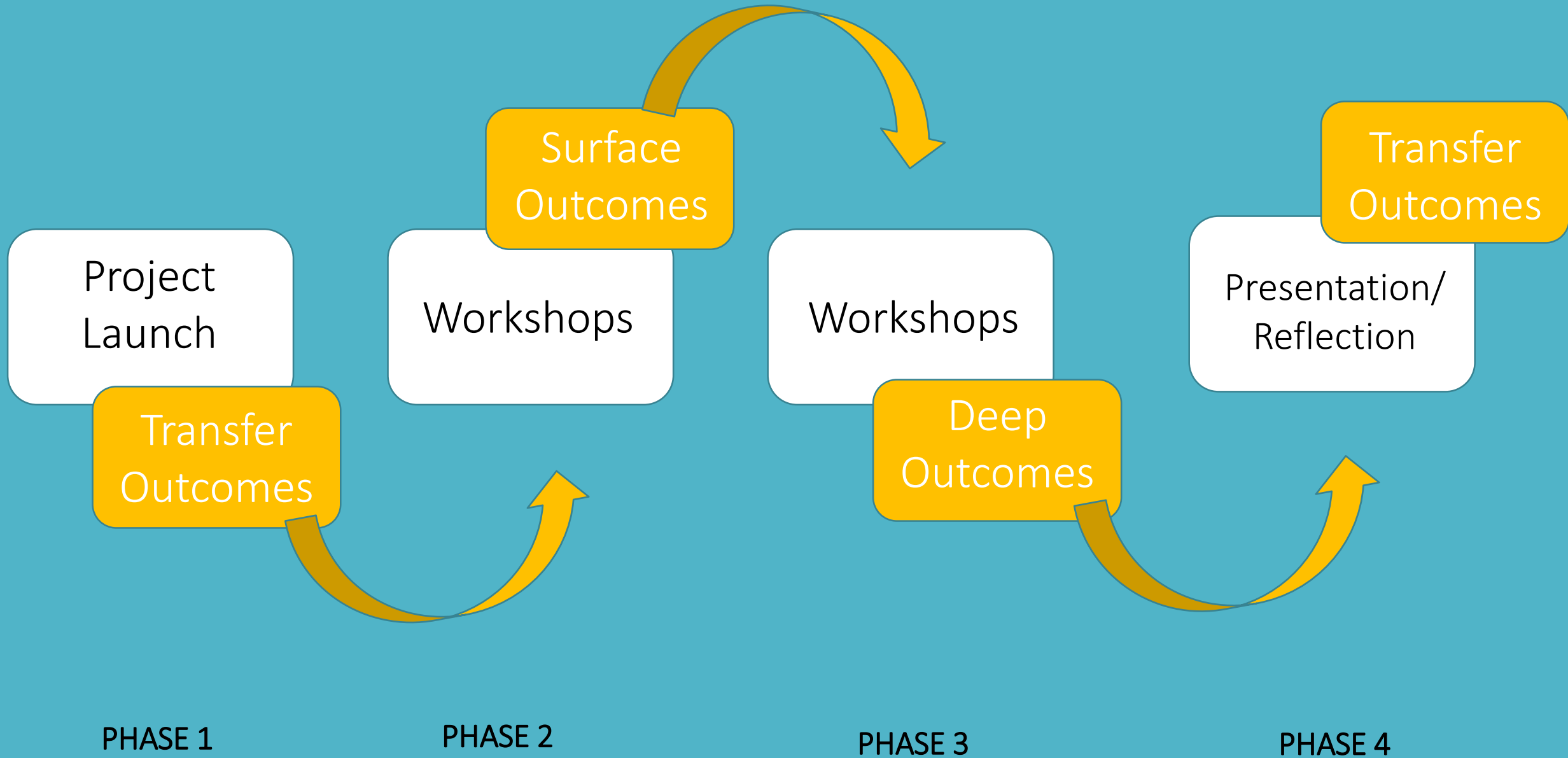
After Launch...

Surface Level - direct instruction/direct feedback

Align – Instructional/Feedback/Learning Strategies with Levels of Learning

Gradual Release Model





Design Shift 3

Culture: Students need...

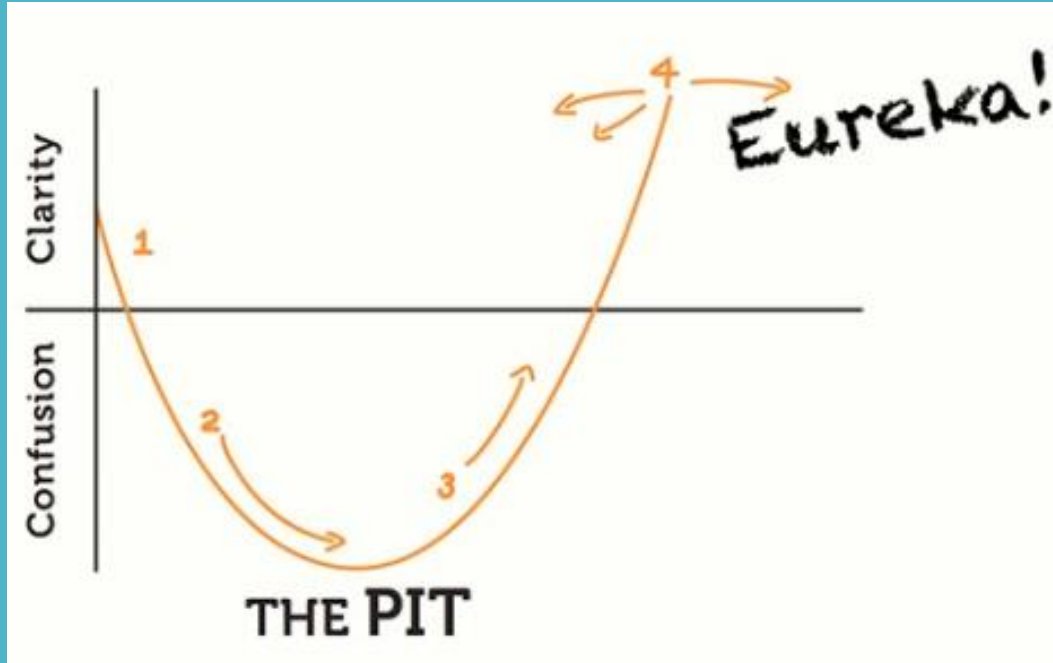
- To be able to talk about and monitor their learning and advocate their next steps

Develop a Culture of Confidence

- Establish agreements and protocols that focus on student learning
- Provide tools for students to know their level of progress or proficiency
- Create conditions for students to engage with failure in their learning
- Establish processes for students to offer, receive, and use feedback to improve learning

The Learning Challenge with James Nottingham

<https://vimeo.com/128462566>



JAMES NOTTINGHAM'S THE LEARNING CHALLENGE

Eureka!
Eureka, you found it! The feeling of enlightenment and discovery you feel at this stage is the essence of learning. This is what makes the learning journey so worthwhile. Congratulations to yourself!

Easy Learning
Easy Learning

Concept
Find a concept worth learning that you know a little bit about.

Question
Find the problem, the question, and the obstacles to understanding. How can you do this by comparing your own way with another, considering if it always applies, or trying to find a solution that works in all cases.

The Pit

Cognitive Conflict
If you've discovered bits of evidence and evidence to your concept, and realised how complex your chosen concept is, then you are in The Pit! This is where deep learning really gets going.

Construct
Identify patterns, relationships and meaning between all the bits you've uncovered. Draw it all together. Think by writing, explaining, grouping or talking. Use your findings to create a more precise understanding of your concept.

Consider
Ask both of your learning partners: "What strategies worked best? What would you change next time? How do you apply your new understanding to different contexts?"

Adapt
Apply
Transfer
Survive

Challenging LEARNING

Resources

[PBL Resources Link](#)

[PBL Unit Examples Link](#)

