



# Project-Based Learning Professional Development Institute: A Home for your Future Self

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**Time Frame** 1000-1260 session(s)

## Essential Question(s)

- How is a project -based learning different from a traditional lesson?
- What are the critical elements of a project-based learning experience?
- How are project-based learning experiences designed?

## Summary

This professional development activity is designed to introduce participant educators to the components of project-based learning (PBL). The professional development immerses the participant in a mini-project based learning and then introduces the essential components. Participants are also given time to explore PBLs online and finally, given time to create their own PBL or adapt one from their online exploration. This particular professional development is designed for three days of activities with a six to seven hour working day. This presentation is designed primarily for upper elementary to secondary teachers.

## Learning Goals

- To engage and immerse participants in a mini-PBL experience
- To identify and investigate the essential elements of PBL
- To support participants in exploring and creating their own PBL experience.

## Materials

- Vacation labels
- Candy Bars
- Attendance sheets for each day
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# Engage

## Presenter's Note- Preparation

Prior to beginning this presentation, make copies of all handouts for participants. There are also two card sort sets ( PBL sequence card set 1 and elementary or secondary activity card set 2) to prepare for small groups of three or four. The two card sort sets should be run on a different color of card stock , cut up, and placed in baggies for later use. Ensure that internet connectivity at the site is available for both the presenter and participants. Participants will either need to bring their own devices (ie: Chromebooks or laptops) or have devices provided by the site host. If you play the travel destination icebreaker, you will need to print off the prepared stickers on Avery 5395 Name Badges. You can add travel destinations of your own or repeat the same locations if your participant group is larger than 24.

Day 1: As participants walk into the room, have a sign in sheet for them to sign, name badges for participants, and display slide one of the presenter slide that shows the title of the professional development.

To engage participants immediately and to get to know them better, show slide two that is an icebreaker called "Where Am I". This icebreaker is a version of the K20 strategy, [Kick Me](#). Participants will receive a label on their back from the presenter. Explain to the participants that these labels represent the top 25 vacation destinations as identified by U.S. News and World Report. The participant's goal is to guess what vacation destination label is on their back by asking only "yes or no" questions of other participants. The first one to guess correctly their vacation destination is declared a winner and receives a candy bar as a prize. Note: Participants must not only remember what responses they have received previously to their questions but also constantly devise and revise new questions to narrow down a potential response. This process of elimination and revision is a higher-order thinking process.

Pass out the instructional strategy sheet to all participants. Using the card on slide two (or three) as a prompt, explain that when participants see this strategy card, they are to write on their instructional strategy sheet how it was used in this presentation and how they also might use it as a strategy in their classroom. Allow a few minutes for participants to fill out the instructional strategy sheet every time an instructional strategy is introduced. Ask participants how they also might use this strategy with their students.

## Presenter's Note- Icebreaker For Smaller Groups

For a smaller group, of less than 20, it might be more helpful to use the icebreaker, [Mingle, Mingle](#), which is hidden as slide three. This is a variation of that strategy. In this icebreaker, participants randomly pair up and are asked to discuss forced choice questions, about each other such as "Are you more a couch potato or an activity enthusiast? Allow five minutes for the first set of partners to discuss the first question. At this point, the presenter should ask pairs to introduce their partner to the group and share which choice their partner discussed. After the first question and discussion, have participants change to a new partner and follow the same process as the first forced-choice question. Continue rotating to a new partner until all forced choice questions are addressed.

Display slide four. Welcome participants to the professional development. Explain the role of the K20 Center in providing this professional development. Also introduce the presenters and have them share a little of their educational background or experiences.

Display slide five. Address today's learning objectives and explain that this presentation should take approximately three days

Display slide six. The caveat for today is that designing a project-based learning experience can be challenging. Research suggests that its advantageous for students to immerse themselves in a project even if the project design is not perfect or has all the essential elements.

# Explore

# Explain

## Extend

# Evaluate



## Follow-up Activities

# Research Rationale

## Resources

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