

GETTING STARTED WITH
PERSONALIZED
PROJECT BASED
LEARNING

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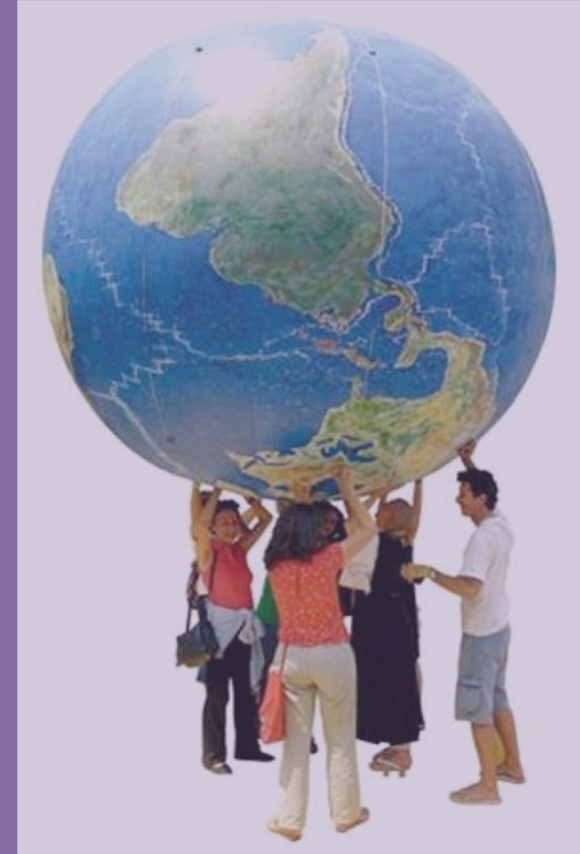
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AATF Northern Illinois Chapter

Atelier d'hiver

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This presentation and materials for this project can
be found on my webpage:

www.msmadame.com

under the Documents tab at the top of the page

Who am I? Who are you ?

- High School?
- Middle School?
- Elementary School?
- AP Teachers?
- Administration?
- Experience with PBL (Give me a 0 to 5)



Ms. Madame

Today's Session Goals



Give an overview of what Project Based Learning is



Explain the steps involved in setting up PBL



Show examples of how to proceed through the steps



Think of ways you can use this in your classes/adapt it to different levels/expand it

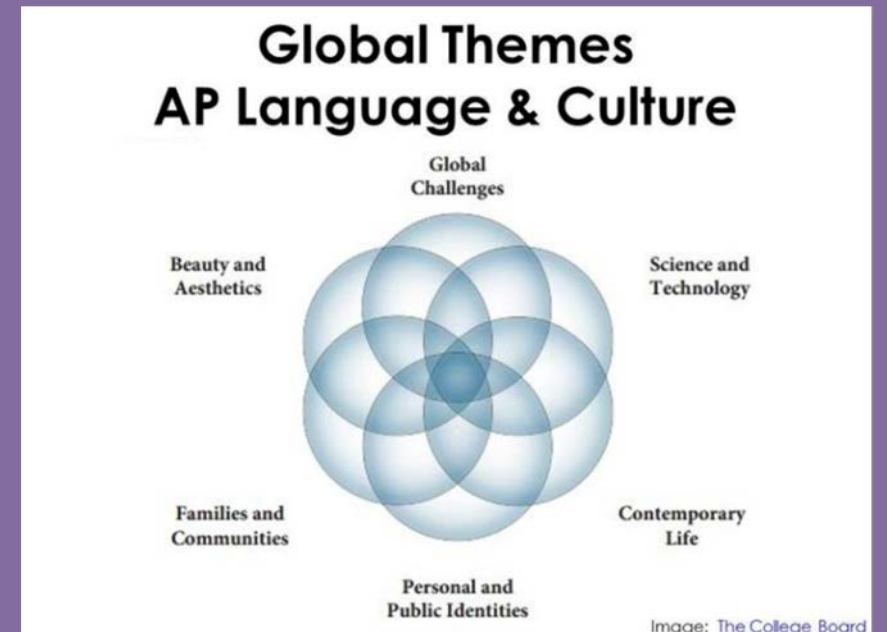
Why ?



Rationale:

We believed we would increase student learning by creating opportunities for students to:

- Pursue the topics (within the AP framework) that interest them
- Take ownership of their learning
- Be creative in the demonstration of their learning



“LEARNING IS CREATION,
NOT CONSUMPTION.
KNOWLEDGE IS NOT
SOMETHING A LEARNER
ABSORBS, BUT SOMETHING
A LEARNER CREATES.”

(THE CENTER FOR ACCELERATED
LEARNING)





“FACTS AND KNOWLEDGE
FROM MY MOUTH TO YOUR
BRAIN END UP SOMEWHERE
ON THE FLOOR IN BETWEEN
US”

LAURA TERRILL
(KIND OF PARAPHRASING HERE, BUT
YOU GET THE IDEA)

THE BRAIN GETS ENERGIZED BY...

Social Learning:

The brain is a social organ



Inquiry Learning:

When our curiosity is sparked, our engagement is heightened.



We also wanted students to:

- Share their learning with their peers
- Learn from their peers as they listened and collaborated in groups
- Use a variety of technologies
- Contribute to the creation of success criteria for project check points and final
- Think critically as they researched and read a variety of sources
- Think creatively as they developed an answer to their driving question

What if ...

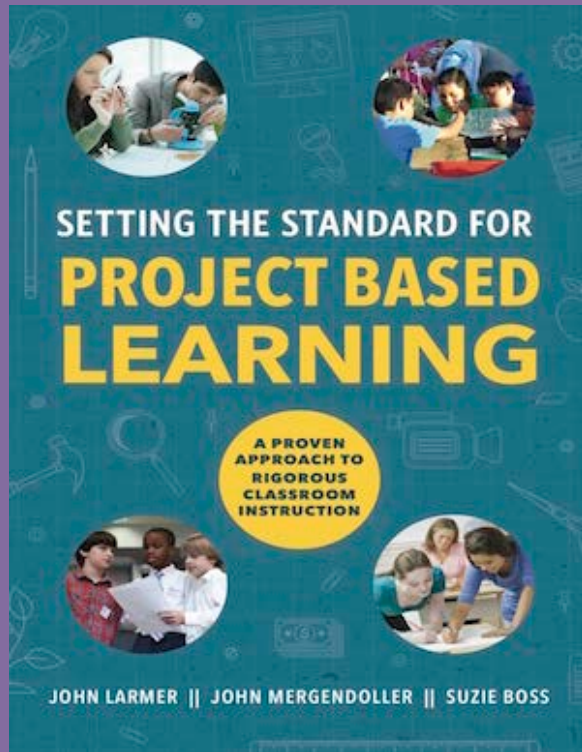
P³ B L

Project Based Learning

“In PBL, students are *pulled* through the curriculum by a meaningful question to explore, an engaging real-world problem to solve, or a challenge to design or create something. They ask questions about the topic and develop their own answers. To demonstrate what they learn, students create products and make their work public to people beyond the classroom.”

(PBL Starter Kit)

GOLD STANDARD PBL BUCK INSTITUTE FOR EDUCATION



Steps to Implementation



During the next 6 weeks, you will investigate a topic that contributes to our theme of *Global Challenges*. We want to see that you are:

- Asking **questions** (many questions at varying degrees of difficulty)
- **Researching** answers to some of those questions
- **Thinking critically** about the specific issue of your choosing and how it contributes to the theme of global challenges
- Creating a list of **IMPORTANT VOCABULARY** for writing about these issues
- Presenting your learning and ideas in a **CREATIVE** way

In order to reach these learning goals, you will be asked to:

- Compare and contrast
- Examine two different perspectives or alternate points of view
- Create Thinking Maps (Show evidence of brainstorming ideas in response to new learning from research)

Questions to Consider:

- Why do these topics matter?
- What should your peers remember when you present your learning?
- In what ways are these ideas enduring?
- What is their relevance in different people's lives?
- How do these topics compare to your own community?

Some Requirements:

- Monitor your progress/learning
- Present your progress/learning to peers
- Present your progress/learning to the teacher
- Give quality feedback to peers
- Listen and learn the content that other peers are finding
- Extrapolate on peers' ideas by pushing alternate points of view or extending the level of thought



Where is your grade coming from?



Driving Question	Articles	Learning Log	Compare/Contrast Alternate Perspectives	Class Discussion/Peer Feedback	Content/Style of Your Learning That Is Presented for Peers
<p>After doing some brainstorming and preliminary research, you create a driving question for your research.</p>	<p>Are you prepared with articles to do your research? Are you mindful of using valid search engines?</p>	<p>This will contain important questions to investigate, notes from reading, what you learned from your research (what conclusions you drew), new questions generated, important vocabulary, thinking map etc.</p>	<p>You will study your global challenge in terms of a Francophone community and compare/contrast it to your own community. You will explore relevance and real- world contexts.</p>	<p>You will participate in small group discussions with your peers. Within these discussions you will question, generate new ideas, evaluate and provide feedback to your peers.</p>	<p>You will develop something unique and interactive to engage your peers in your learning.</p>

Please provide one thought or comment about the Personalized Learning Project.

What is a thinking map?

I think this is going to be a very interesting project. The only question I have is what our topics for this project. I'm very excited.

How will the project be presented?
Written or Online

Approaching many different topics throughout the class will help bring about various topics to discuss during the AP test, which is helpful.

This is going to be helpful in understanding the different themes for the AP test.

This project will be a bit challenging because there are so many topics so I feel like we will want to change topics sometime through.

This project seems interesting and it seems like a lot just because the directions are so broad.

It will be interesting to find out about how other countries view the importance of keeping the environment safe.

This project aligns with our AP themes and exercising our understanding on those themes.

Seems interesting. Seems similar to a project I have done in the past in another class.

I think that this project will help with my knowledge in AP French and prepare me for the exam.

Where will we be doing this?





1. Weekly research (50 minutes IN class; 50 minutes OUTSIDE of class)

2. Weekly share & feedback

- Thinking maps
- Menti
- The Final Word Discussion
- Round Robin
- Fishbowl
- Decision Making
- Book Creator
- Google Forms

Students make some decisions about the project, including how they work and what they will create.

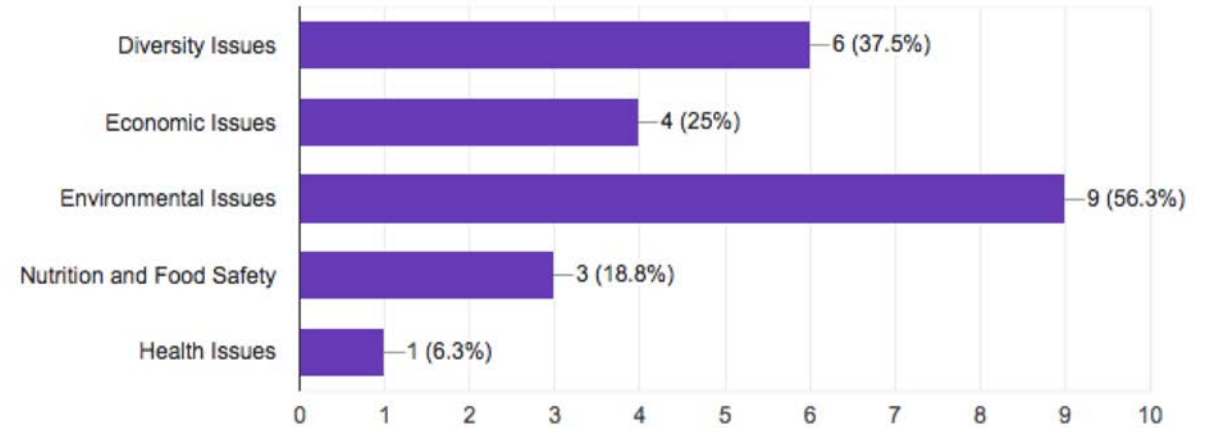


1. INTEREST SURVEY:

Students are asked to take a Google Survey asking which of the recommended contexts within the AP theme of « Global Challenges » they were interested in learning more about.

What topic within Global Challenges interests you the most?

16 responses



I find interest in economy issues in French culture and diversity among the French

The lack of diversity is a huge issues in our current society such as in some workplaces, school, and opportunities. With diversity comes understanding of others cultures and even better understanding of yourself.

I am interested in learning about the actions France is taking to help the environment, and also I am interested in learning about how diversity issues are dealt with in France in comparison to the United States.

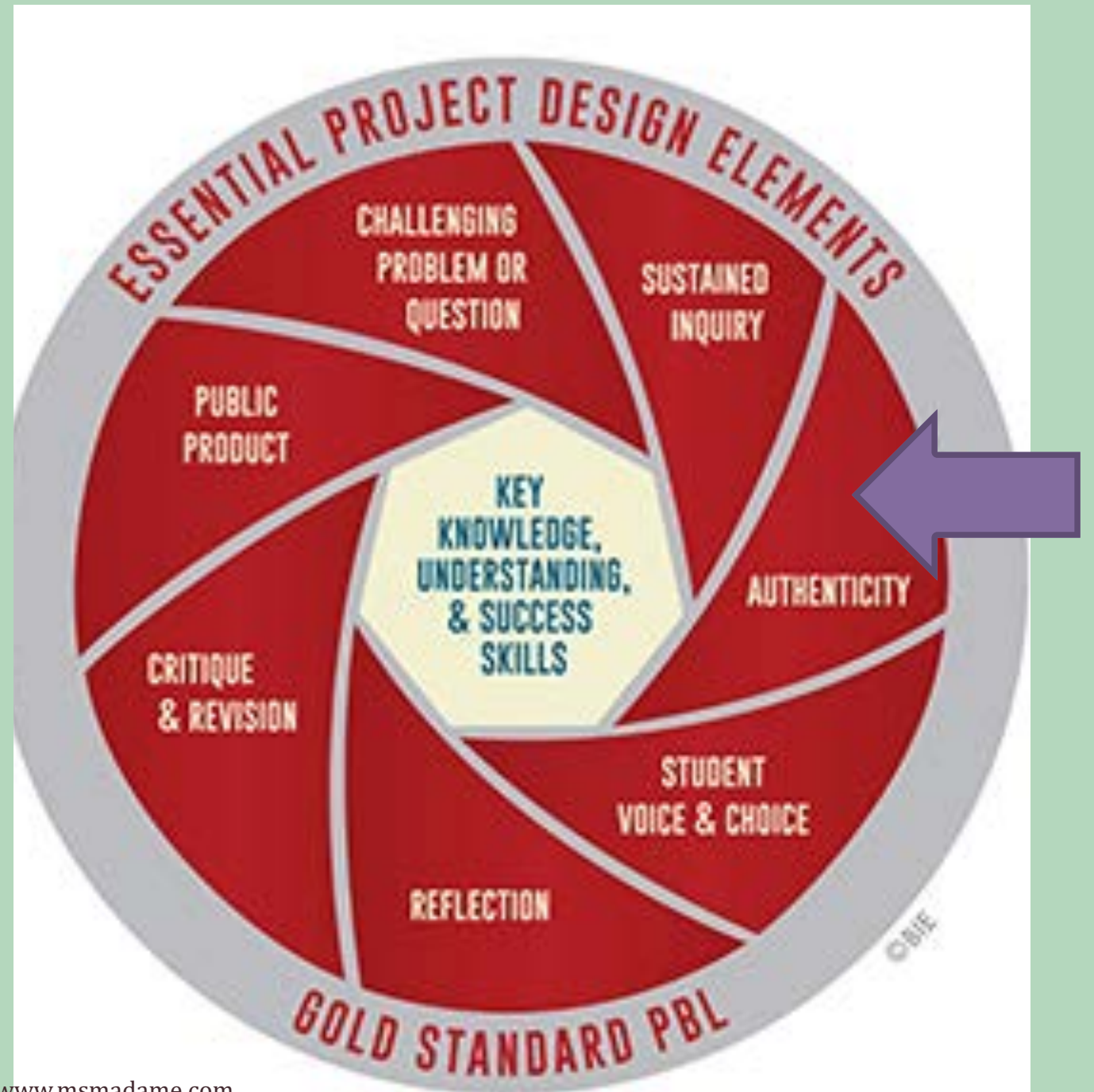
I've always been interested in the environment and it seems like the most interesting topic out of all of them

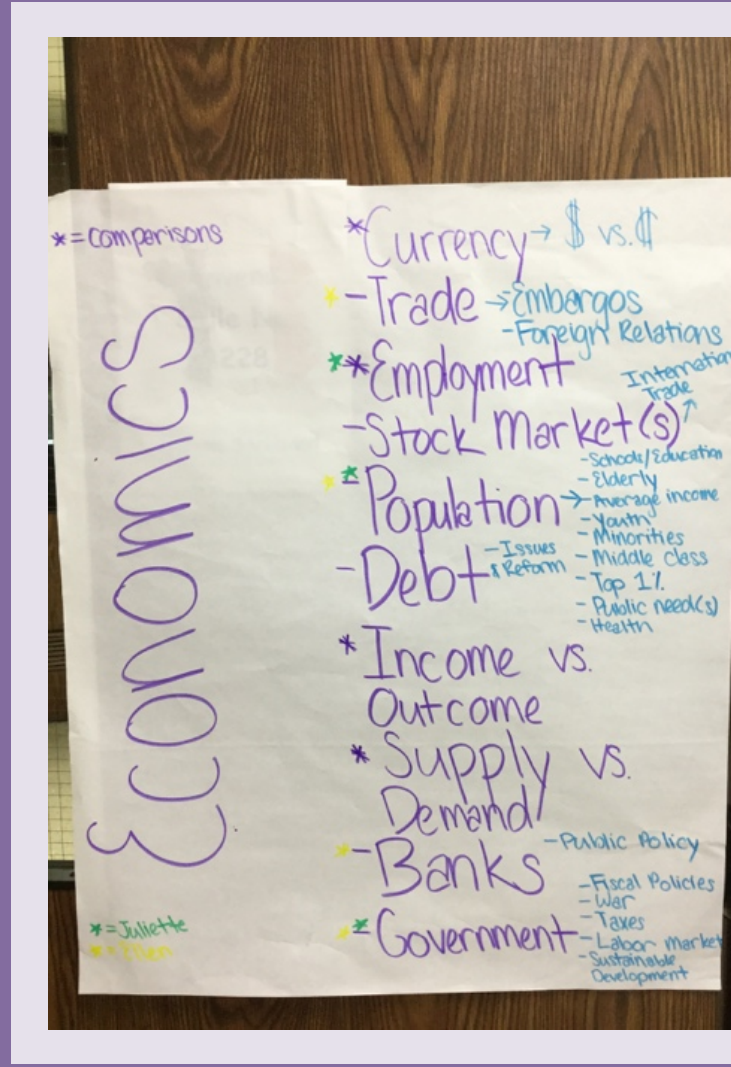
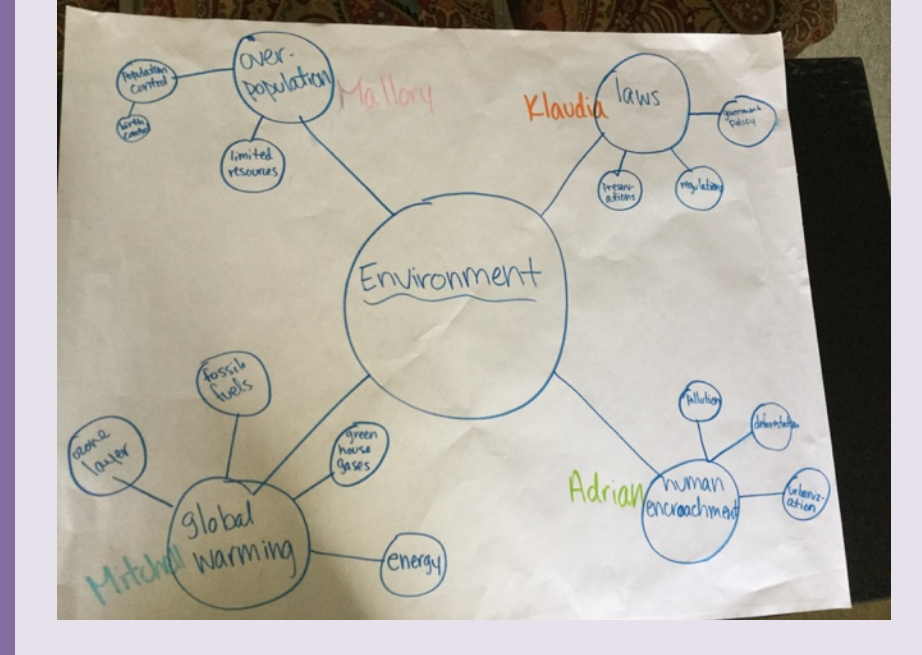
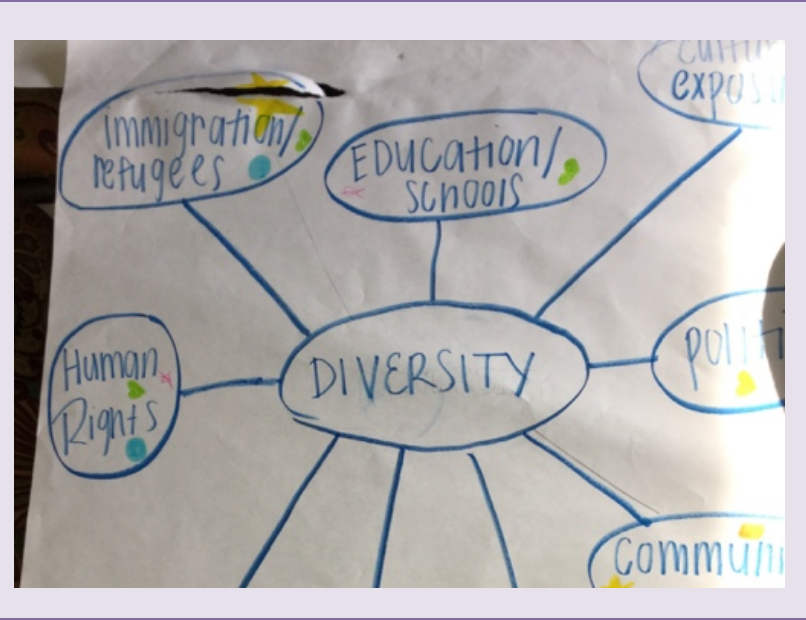
Well, as a Boy Scout, i'm Very active in the outdoors, and environmental issues would interest me, and I also find economics a little interesting I guess.

I am interested in diversity because of all the immigration to France.

The environment has been destroyed by human interference. Environmental issues interest me because I feel that people should know about ways to be environmentally friendly and learn how to help the environment.

The project features real-world context- or speaks to the students' personal concerns, interests and issues in their lives.

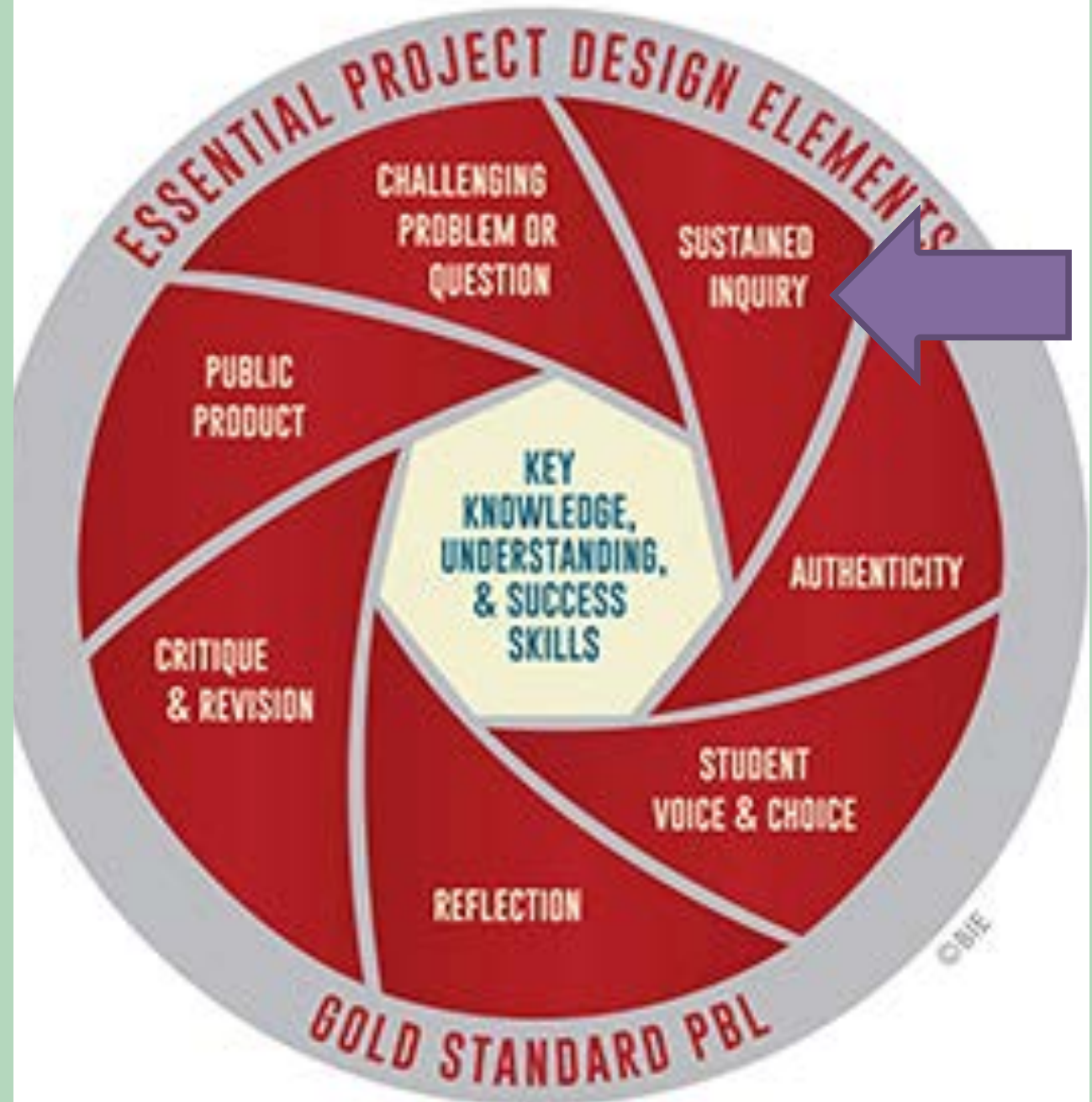




2. Brainstorming topics to research

Using the results of the Google survey, students were grouped with other students who were interested in studying the same contexts. Groups are given butcher paper and asked to brainstorm topics within the context. Students are given a choice of Thinking Maps to brainstorm (Circle Map, Bubble Map). They have a diagram and explanation of Thinking Maps from which to choose.

Students engage in a rigorous, extended process of asking questions, finding resources and applying information.



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Spreadsheets AP French

Week of October 30 Week of November 6 Week of November 13 Vocabulary

TOPIC (ENVIRONMENT, DIVERSITY)-1

	MY GOALS FOR THIS WEEK/ QUESTIONS TO INVESTIGATE	ARTICLES/ RESEARCH	WHAT I LEARNED	NEW MEANING - HOW DOES THIS CONNECT TO MY DRIVING QUESTION?	MY MOST IMPORTANT CONCERNS, PROBLEMS OR QUESTIONS	MY NEXT STEPS ARE	IDEAS FOR CREATIVELY PRESENTING LEARNING
1							
2							
3							
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6							
7							

Table

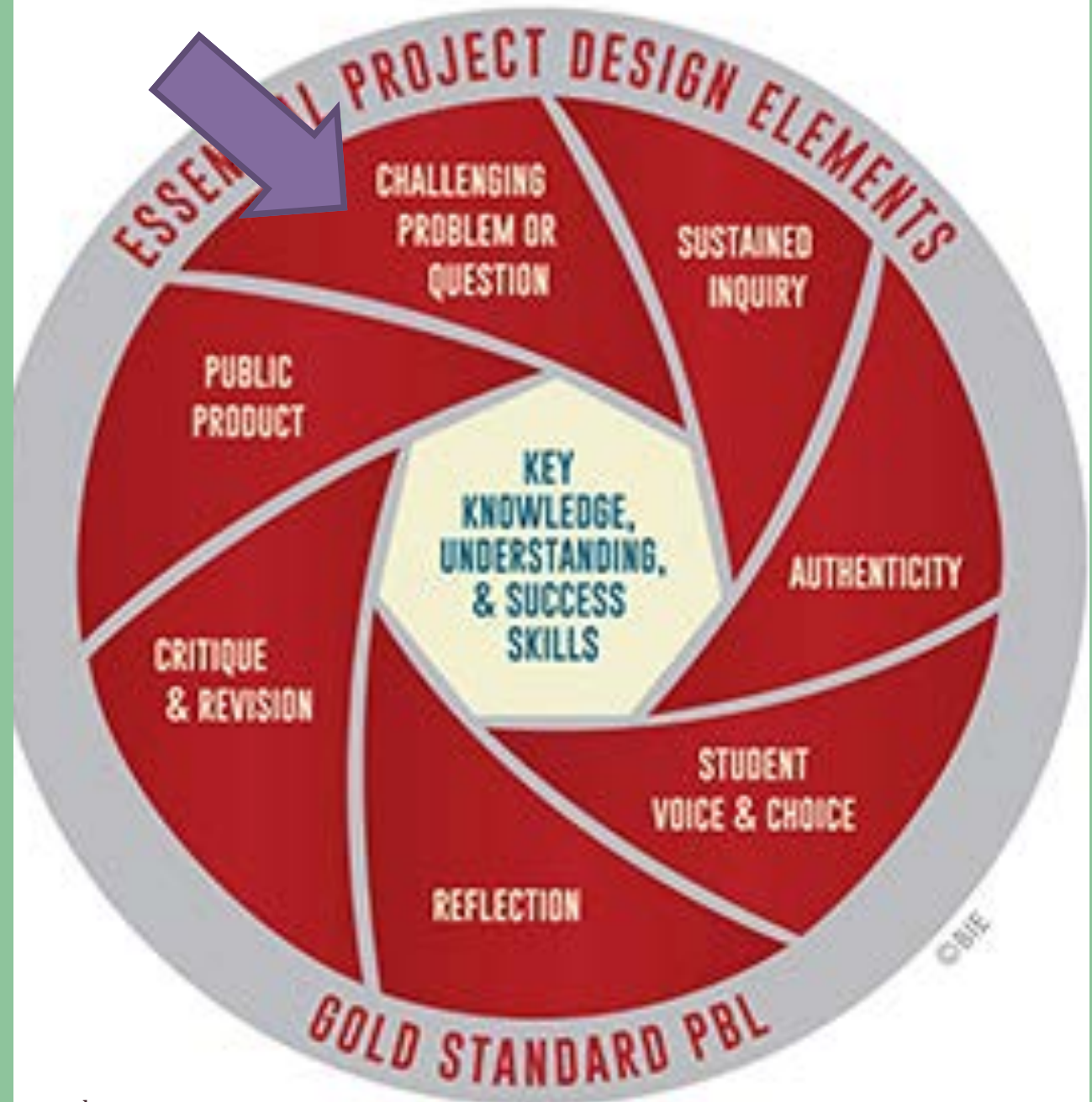
3. LRC Research

4. Intro to Learning Log

As a class, students meet in the Learning Resource Center with the LRC staff. They are instructed on how to use the school database and using only reputable, educational sources for research.

Learning Logs (done in Numbers) will be checked in weekly

The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.



Driving or not ?



Solid driving questions

- How do the arts shape, as well as reflect, a culture?
- What do effective problem solvers do when they get stuck?
- How strong is the scientific evidence?
- Is there ever a “just” war?
- How can I sound more like a native speaker?
- Who is a true friend?

NOT driving questions

- What common artistic symbols were used by the Incas and the Mayans?
- What steps did you follow to get your answer?
- What is a variable in scientific investigations?
- What key event sparked WWI?
- What are some common French colloquialisms?
- Who is Maggie’s best friend in the story?

A good driving question...



- Is *open-ended*; that is, it typically will not have a single, final, and correct answer.
- Is *thought-provoking* and *intellectually engaging*, often sparking discussion and debate.
- Calls for *higher-order thinking*, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
- Raises *additional questions* and sparks further inquiry.
- Requires *support* and *justification*, not just an answer.
- *Recur*s over time; that is, the question can and should be revisited again and again.

5. Formulating a driving question

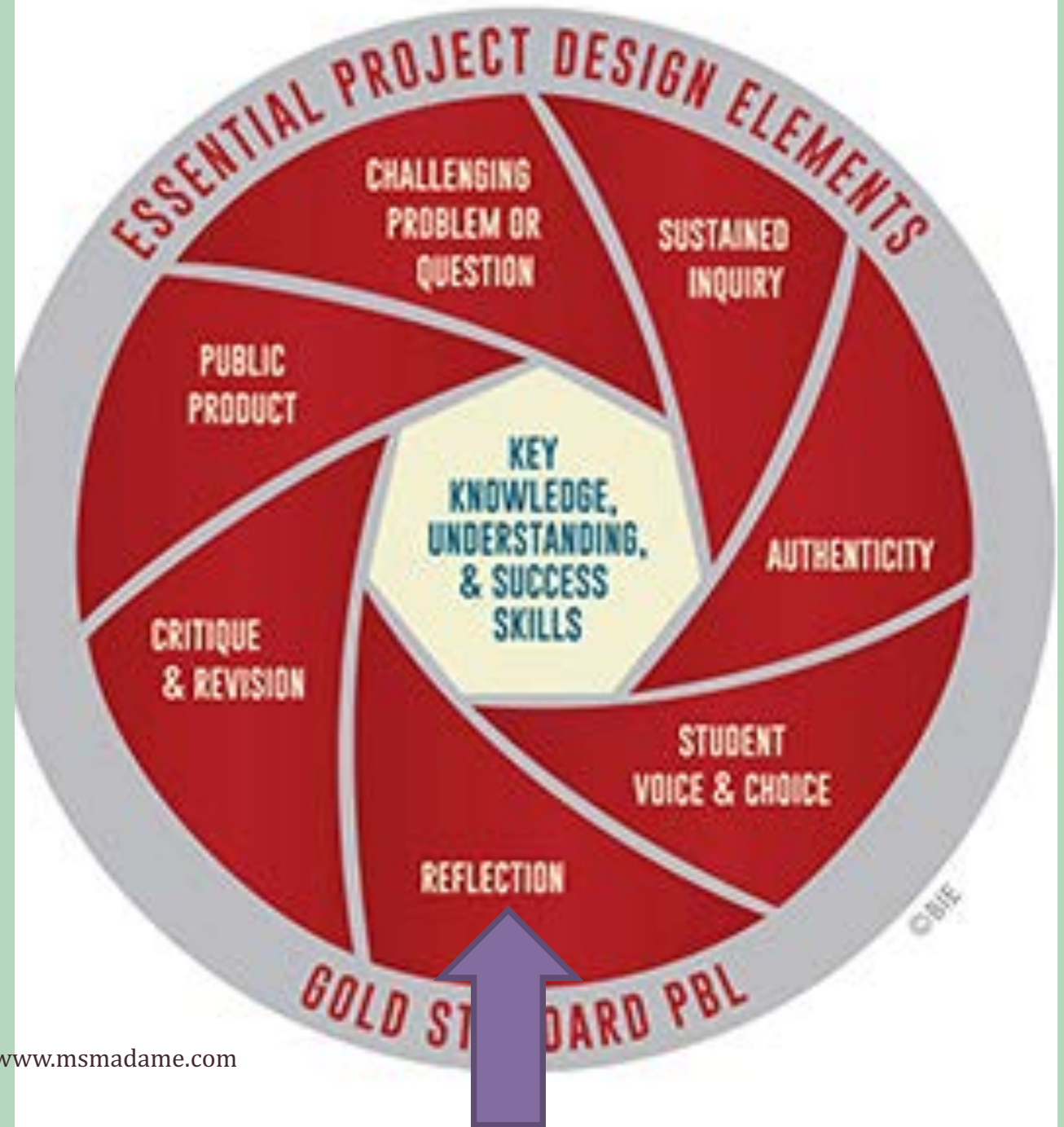
To introduce students to the idea of a good driving question, they will be given a random list of solid driving questions and non-driving questions. They will be asked to determine which are solid and which are not and back up their responses.

Using this list, they will formulate a definition of what makes a good, solid, driving question.

I will share my list of Six Essential Defining Characteristics of Essential Questions to make sure all of the characteristics are listed.

Finally, students will begin a draft of their own driving question.

Students and teachers reflect on the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.



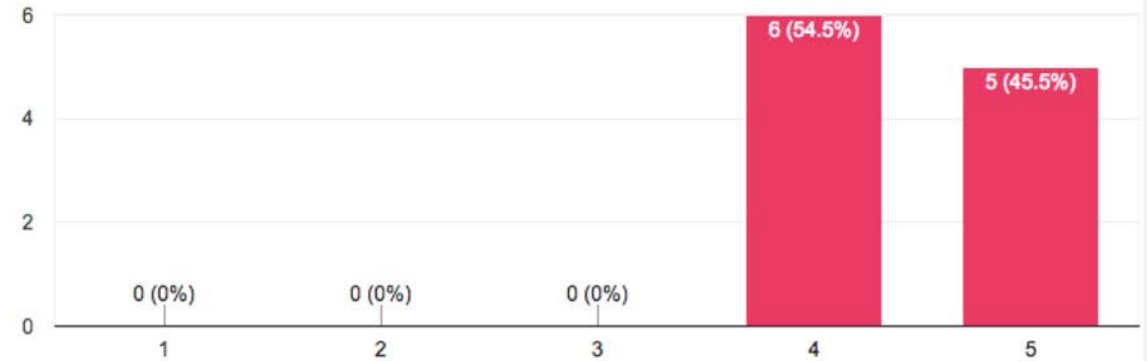
6. The Final Word Discussion

The purpose of this discussion format is to give each student in the group an opportunity to have his/her ideas, understandings and perspective enhanced by hearing from others.

Choose one quote/sentence from an article that you consider to be the most significant from your research thus far. It should be a quote/sentence that stands out to you as being very important to your research or very meaningful in general. You should be able to talk about your quote for about 2-3 minutes.

How productive was this discussion today on a scale from 1 to 5?

11 responses



I feel like we're just getting used to the process of discussing our topic. In the next discussion I think it will be better because we will have more info and understanding of our topic and have a more well developed idea of where we want to go with it.

There could've been a little more discussion but there wasn't really much else to say even after the group would elaborate on their opinions because the presenter would have already elaborated on their own quote.

I feel like mixing groups (topics) really works well and helped me understand how I can further my research and organize it. I like hearing the different topics instead of hearing the same one I'm doing, which helps as well but we have similar ideas. Having others from different groups say things about your ideas really helps.

Helped with seeing if my subtopic was interesting enough

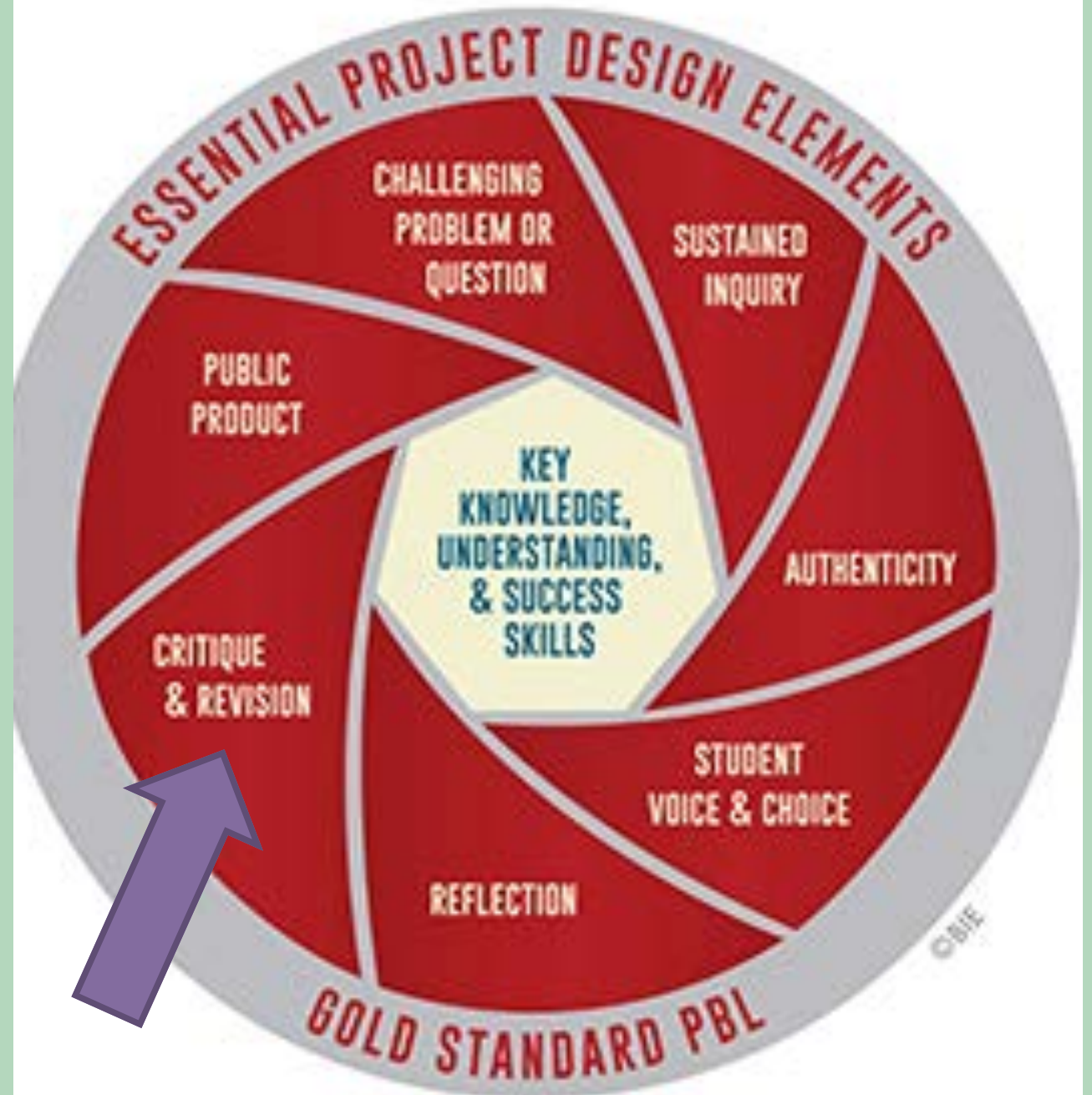
The group members should have all included a question they had about the quote so that everyone else could provide possible solutions. This could help the presenter to think about how to further their research.

I think maybe next time we could do more quotes because I feel like talking about one of our quotes wasn't enough to help with the overall project.

It was a 5

Continue comparing/contrasting each other's work.

Students give, receive and use feedback to improve their process and products.



Round Robin Brainstorming

ROUND 1: What ideas/concerns come to mind in thinking about your peers' driving question? What questions do you have?

ROUND 2: What ideas/concerns come to mind in thinking about your peers' driving question? What questions do you have?

ROUND 3: What ideas/concerns come to mind in thinking about your peers' driving question? What questions do you have?

7. Driving Question Refinement

It is absolutely necessary to have a strong driving question in order to complete the project successfully. Some students struggled with this concept so we decided to focus the weekly sharing/reflection on refining the driving question.



8. Learning Log Feedback: Fishbowl



9: Project Check in: iBook Creator

You are going to present what you have accomplished in your research thus far

Required elements to include in your presentation:

- Driving Question
- Key Research
- Please include at least 5 different pieces of textual evidence that are significant to your learning.
- Analysis/New Connections
- Includes a speaking component

10. Brainstorm Final Project



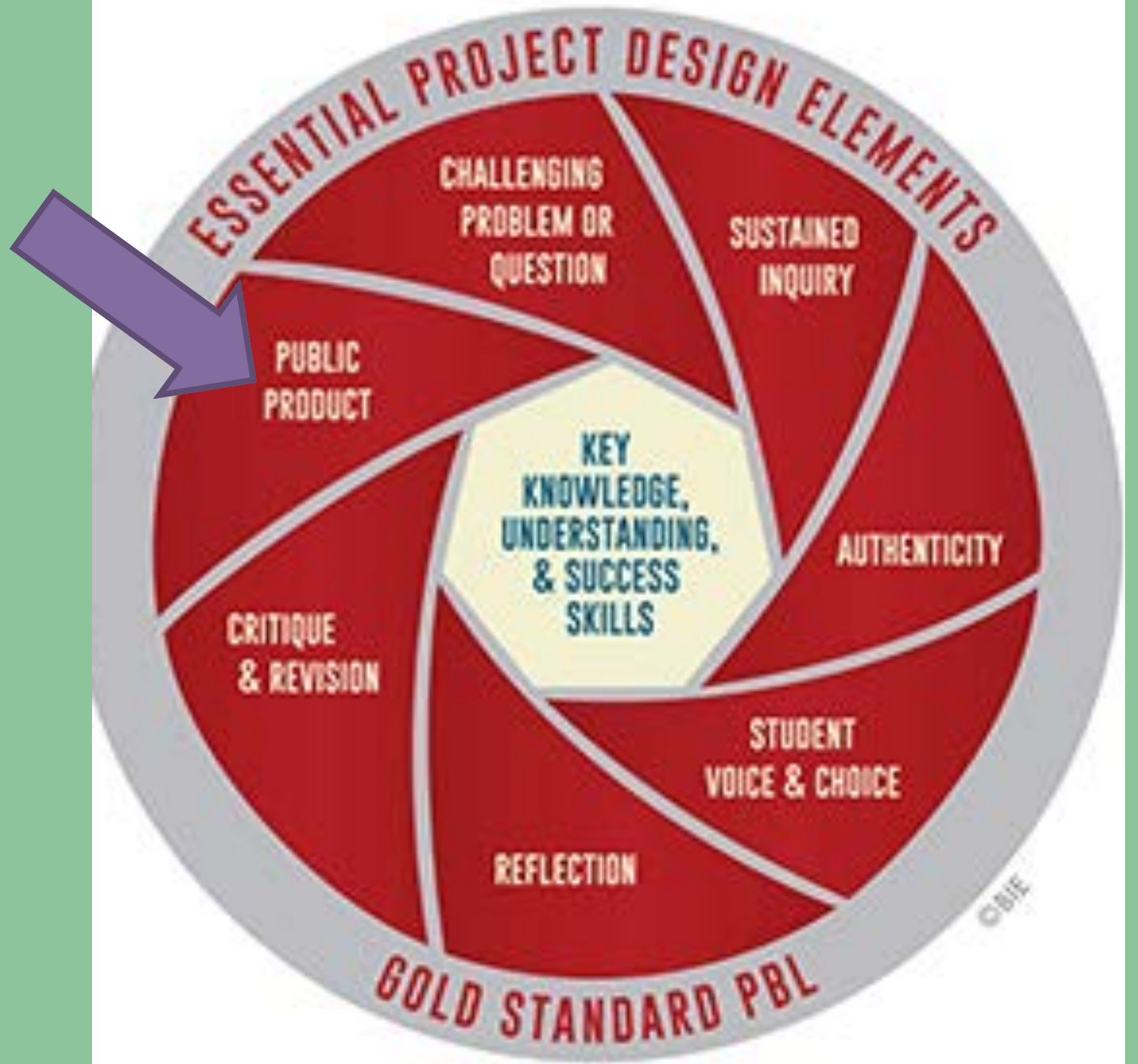
1. In thinking about your learning in its entirety with this project, what aspects of your research should your peers know about?
2. Why might this topic or question matter to you?
3. Why might it matter to people around you (family, friends, city, nation)?
4. Why might it matter to the world?

Questions to Consider when deciding on your final product:

- What is one or more possible solutions to the problem you researched?
- How can you display your ability to problem solve and/or innovate?

What should be the criteria for success?

Students make their project work public by displaying and/or presenting it to people beyond the classroom.







WHAT CAN YOU
DO TO MAKE
YOUR LEARNING
ENVIRONMENT
MORE OPEN TO
“DISCOVERY”?

References:

- “Nine Things Educators Need to Know About the Brain” In an excerpt from his new book, psychologist Louis Cozolino applies the lessons of social neuroscience to the classroom. MARCH 19, 2013
- Ed Leadership – Getting Personalization Right
- “Inviting Uncertainty into the Classroom” Ronald A. Beghetto
- “The Genius of Design” John Spencer
- “Student Engagement: Key to Personalized Learning” Larry Ferlazzo
- “Setting the Standard for Project Based Learning” John Larmer, John, Mergendoller, Suzie Boss
- “BPL Starter Kit” Buck Institute for Education
- “Making Thinking Visible” Ron Pitchhart, Mark Church, Karin Morrison
- “Questioning for Classroom Discussion” Jackei Acree Walsh, Beth Dankert Sattes
- “Differentiated Instruction: A Guide for World Language Teachers” Deborah Blaz
- “The Keys to Planning for Learning” Donna Clementi and Laura Terrill
- “Educating for Global Competence: Preparing our Youth to Engage the World” Anthony Boix Mansilla and Anthony Jackson- Asia Society
- ISTE – “Turn Your Classroom into a Personalized Learning Environment”
- Google training summer 2017 – Learning Logs in Numbers App

MERCI BEAUCOUP!

PLEASE CONTACT ME WITH
QUESTIONS, COMMENTS,
SUGGESTIONS

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