

# Project-Based Learning (PBL) and Projects

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# What is a project?

- A project is any **undertaking/enterprise**, carried out individually or collaboratively (depending on availability of resources) and possibly involving research or design, that is carefully planned to achieve a particular aim/outcome. (Wikipedia).
- Is a **planned piece of work** that is designed **to find information** about something or someone, to produce something new, or to improve on something. (Oxford Advanced Learners Dictionary-7<sup>th</sup> Edition).
- Are **assignments** to be done **over a period of time**.
- This is a **dynamic assignment** in which students **explore real-world problems and challenges** and **acquire deeper knowledge**.

# Project – Based Learning

- ❑ Project-based learning (PBL) is an **active student-centred form of instruction** which is **characterised by students' autonomy, constructive investigations, goal-setting, collaboration, communication and reflection** within **real-world practices**.
- ❑ Students work on a project over an extended period of time – from a **week up to a 3 months** – that engages them in solving a real-world problem or answering a complex question.
- ❑ The distinctive feature of project-based learning is the **publicly exhibited final product** such as a functional product, publication, presentation or service for a real audience.

# Watching a video clip on PBL

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Using knowledge from the video clip you have watched, discuss and respond to the following questions:

1. What are the features of PBL?
2. Why do you consider PBL relevant to delivering the LSC?
3. What role is played by the:
  - ❖ teacher
  - ❖ learner in PBL?
4. What are the preliminary tasks involved in carrying out a learning project?

## Types of Projects

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### 1. Simple and routine

- an innovation with creativity which is simple and has **direct process line**
- **Requires limited resources** - for example writing a story book for languages, developing a brochure with a historical timeline of events of a given country.

# Types of Projects

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## 2. Simple and non-routine

- an innovation with creativity which has a **direct process line** though **extraordinary** in nature but requires limited resources
- For example, observing and recording weather of an area, recording data of cases of common illnesses among learners.

# Examples of Projects in English and Literature

**1. Advertisements:** create an advertising campaign to sell a product. The product can be real or imaginary. Try using this to teach persuasion, as an assignment for speech class, or to reinforce skills learned in a consumer class.

**2. Classified Ads:** create classified type ads as seen in newspapers. It could be a wanted ad or a M4F type ad depending on the age of your students. Update the concept and have students create Craigslist ads or Ebay listings.

- Example applications include covering vocabulary words, introducing multiple characters in a drama, examining figures in an historical event, or studying endangered and extinct plants and animals.



**2. Album Covers:** create artwork for an album. The album may be connected to a skill (such a multiplication) and should demonstrate or explain how that skill is used.

- Or the album cover may be connected to a novel and the art work might present a relevant theme in the story.
- Another use would be to have students create natural disaster.
- album covers in a science class where the cover would depict and explain the event.

- **3. Autobiographies:** write the story of your life. This assignment may help you teach autobiography or reinforce a broad range of writing skills.
- **4. Biographies:** write the life story of someone else. It could be a friend, family member, historical figure, or a fictional character.
- **5. Banners:** create an informational banner. Students could create time lines of how their school came to existence or time lines showing how Uganda got its independence.

- **Booklets:** create an informational booklet; showing comma rules, narrator's perspective, genre, figurative language, and more. Booklets can be applied to almost any unit of study and all they require to make are some blank white printer paper folded in half, one of my favorites.
- **Blogs/website:** create blogs/websites for literary characters or historical figures. Create an actual blog for free at [blogger.com](https://www.blogger.com) or just have students write and organize articles on white printer paper if the internet is not available.
- **Brochures:** brochures can be made as either tri-fold or bi-folds. Students can create informational brochure's about geographic locations, a story's setting, or a natural event such as how a tidal wave is formed or how the food chain works.

- **Calendars:** create a calendar charting the dates of key events. This can be applied to the sequence of events in a story, an historical event (like a famous battle) or a scientific event (such as the path of Hurricane Katrina).
- **Collages:** create a collage or collection of images related to a topic. Images can be hand drawn, printed, or clipped from a magazine or newspaper. These work best with large thematic ideas that give students the ability to maneuver, like a collage representing slavery, the 1920s, or an entire story.
- **Yearbooks:** create yearbooks reviewing the characters and events from several stories that the class read or containing information about many important figures from history.

- **Posters:** create posters to review skills. As a bonus, many of these posters can often be displayed during state tests, so if your students create high quality posters, the posters may be a useful resource during the test.
- **Coat of Arms:** create a family coat of arms for a character from a novel or a person from history. A good activity for teaching symbolism.
- **Magazines:** create magazines covering large units of study such as the Industrial Revolution or Darwin's Theory of Evolution, that way many articles can be written. Images may also be drawn or printed and added to the publication.



# THE WORLD NEED Z YOU

WE CAN WORK TOGETHER

TO STOP

THIS



5Rz

- RECYCLE
- REUSE
- REFUSE
- REDUCE
- RETURN

RACE



IN ORDER TO LIVE A BETTER LIFE,  
DO NOT HATE  
INSTEAD OF HATE - POWER BURN  
PLANTS BURN  
LET'S TO USE POLYTHENE  
PLANT MORE TREES  
REPORT POLLUTERS  
PRACTICE BETTER SAVING METHODS  
ENJOICE THE GOOD EARTH AND  
MAKE THE WORLD FREE (A MOUTH IS  
LET IT GO WHEN LET IT GO)  
BRIGHT TO YOU BE, SURELY LIVES  
THE GOOD EARTH AND

# POLLUTION IS AN INFAMY!

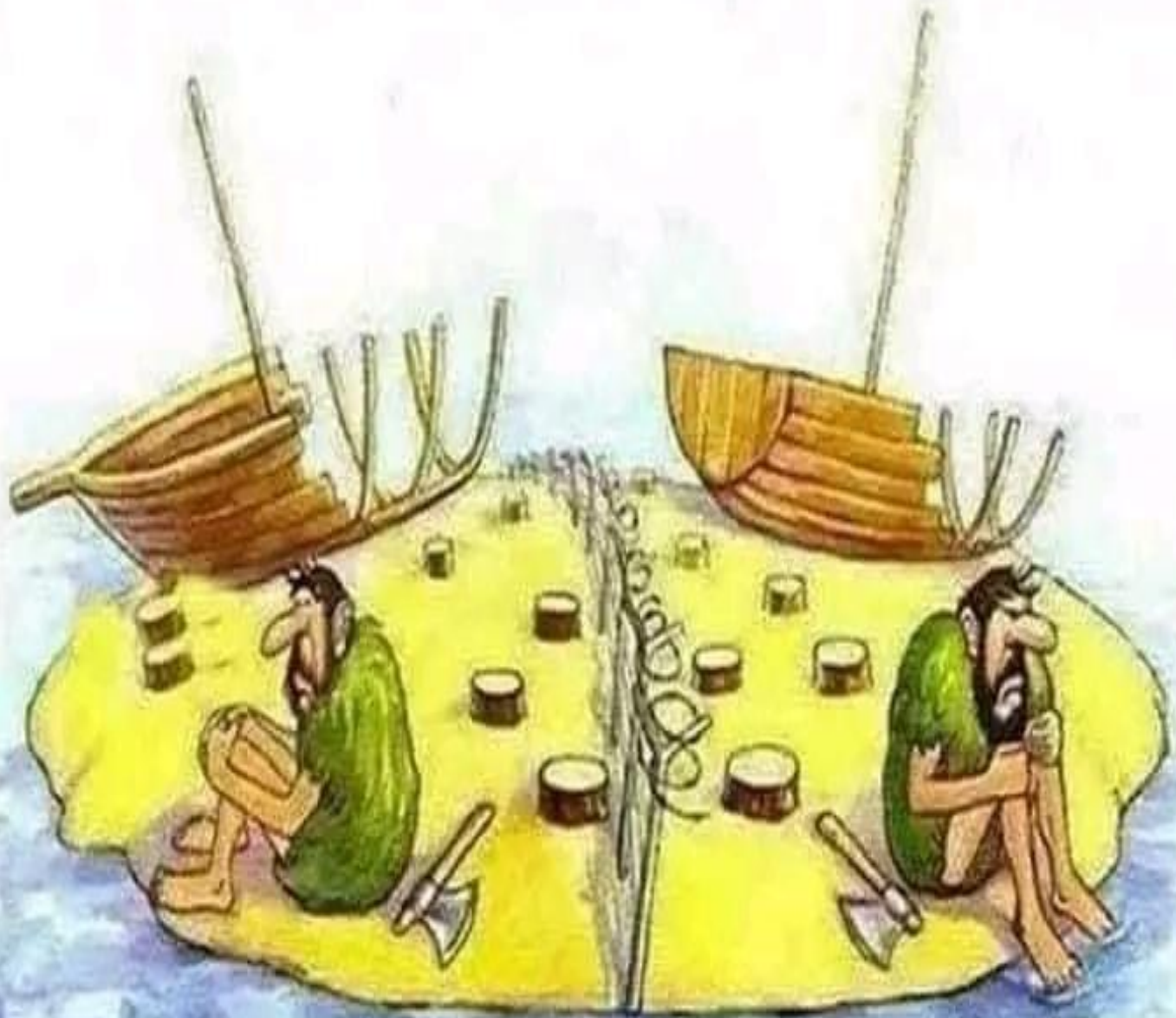


It Starts With You



1. KASIRIE LISA
2. ALDO HADDADAN
3. KINTU SARUN
4. MARIMA ALDIN
5. HANAGAN DEACT
6. HANAGAN DEACT



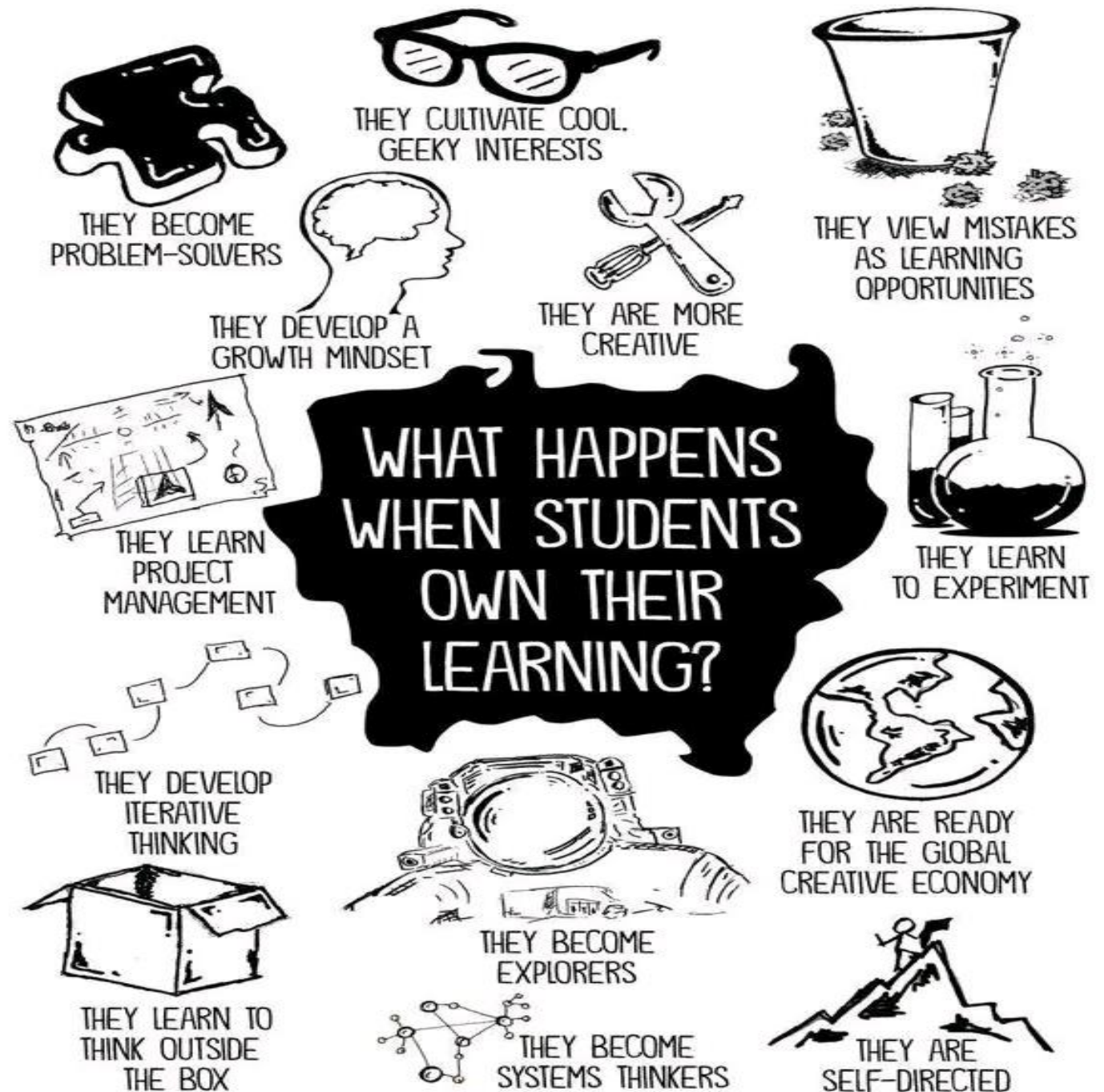
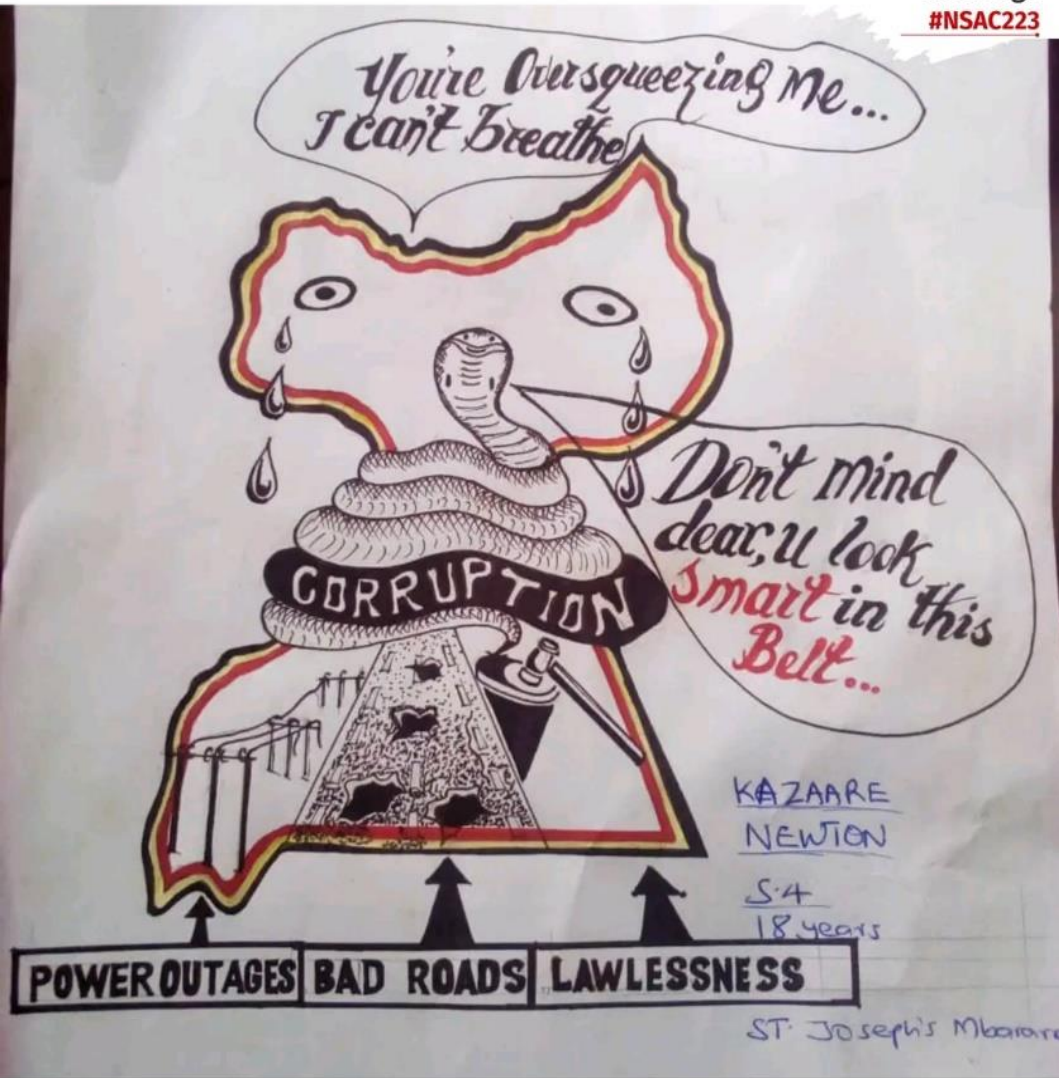


\*The art piece is drawn in form of a human figure, where the head depicts what is on the mind of some officials in the government who are diverting resources meant for public for selfish interests.  
\* In the background, there are scenes depicting poor school structures, hand made in a certain part of the country.  
\* Arms show what should be done to calm down what is explained above.  
NB: This means that the culprits should be arrested as investigations go on.

VACISIT  
NOWAMANI JATHIRO, 23  
St Thomas Anglican college  
Kamukungu  
**ACTION AGAINST  
CORRUPTION**





















# Benefits of Projects

- Projects instills an intrinsic love of lifelong learning.
- Projects offer meaningful learning and growth opportunities.
- Exposes students to a wide range of skills essential to success in the workplace: **teamwork, conflict resolution, decision-making, communication, time management, collaboration, critical thinking, productivity, and problem solving** that learners will need later in life.
- Offers avenues for the **development & strengthening of 21<sup>st</sup> century skills**, etc.
- **Learners can acquire the curriculum content** they need through projects.

# Challenges

- ▶ **Assessment can be challenging**, as projects mostly go beyond the boundaries of subject disciplines.
- ▶ **Implementation of projects takes time** and often has to be organised in extracurricular activities.
- ▶ If learners are not highly motivated and lose interest, there is a **risk of little learning** to take place.
- ▶ If the groups are big, **some learners may not participate**.

# Preliminary Considerations in Designing a Project

- The projects should **lead to achievement of the desired LOs**
- They should be **affordable in terms of time and materials** required.
- **Learners should document the developmental stages** of their projects.
- At the end of the specified time, the **learners should present a product or an output** and evidence of the progress.
- The **evidence should be presented in a portfolio.**

# Cont...

- **Recording in the portfolio should have details like on dates, challenges, guidance by the teacher, what was achieved on each date and how.**
- **Learners should be aware of the parameters to be used to evaluate the project** –provide a checklist to guide during the development stages of the project.
- **At every stage of the project, learners should present their work to the teacher for guidance;** for group projects the teacher should assess individual learners for their participation and contribution towards the project.
- **A learner should present a project in each subject developed basing on the themes or topics in the syllabus.**

# How to Start a Project

❑ There are many ways to begin a project:

**1. Decide what you want your learners to learn** (i.e. provide a situation)

**2. Write down everything that you expect your learners to learn from doing this project.** This could include all kinds of things:

- knowledge of course-specific content, 'generic' skills like working in teams and critiquing drafts.
- Specialist skills (which could range from statistical analysis to carving wood), and personal attributes such as self-confidence.



# Cont...

3. Or **give your learners space to talk about what they are concerned about and interested in**, and

- Then talk about how the project can speak to these concerns and interests.

4. You can also **begin with a** more formal project **‘hook’** an event that is unmistakably different from your day-to-day classes, which introduces the product, the theme, or the essential questions of the project.

6. **Give learners an idea of what projects are & show learners some examples of past projects.**

# Materials to be used for Projects

- Guide the learners to identify projects which can be done using materials which are **locally available and affordable**.
- Project work **should promote industrialisation for employment and wealth creation** – using materials which are in line with “**BUBU**”.

# Phases/Stages of Project Work

- 1. Identification of the project
- 2. Project implementation
- 3. Product
- 4. Report Writing

# 1. Identification of the project/Organisation

- The **project ideas shall be identified and developed by the learners in alignment with the Curriculum themes** under the guidance of the teacher.
- **Learners need to think of something they feel passionate about.**
- **Identify a societal problem that they seek to address using the knowledge & skills learned from the themes/topics** or learning outcomes covered.
- **Define the goal of the project**
- **Students should develop journals/portfolio** as they work on the projects.
- **Learners draft proposals:** Include suitable title aligned to theme/topic, provide a justification/reason of the project, describe methodology(how to carry out the project), identify materials to be used, include group members, etc.

**N.B.** The teacher should assess: Title, alignment to theme, justification of the project, methodology, identification of materials, etc.

## 2. Project Implementation

- For **Phase two** (Project development) and **Phase four** (Report), learners will score differently depending on their contributions and performance.
- For group projects, all the members will earn the same score in **Phase one** (Project identification) and **Phase three (Product)**.
- Learners follow the methods identified at the first stage (organisation) to execute their projects.
- They put the resources they identified in stage 1 to use.
- **Exhibit generic skills** (critical thinking & problem solving, creativity & innovation, Communication, Co-operation & Self-Direct learning, Mathematical Computation & ICT) and values (social responsibility & harmony, honesty/integrity, respect for humanity & environment, justice & fairness, hard work, etc.)
- The teacher should monitor the progress of the learners.

**N.B.** The teacher should assess the: Organisation, Use of resources, focus on generic skills and values.

### 3. Product

- The final outcome of a project, which might be a functional product (a machine), a performance (a theatre piece) or a service (a lesson for younger learners), creates a focus for the project and gives it a purpose from day one.
- Learners produce an original work; displaying some degree of creativity/unique and innovation and accuracy(does the product do exactly what it was meant to do & to what degree?).
- Ensure that students disseminate their findings of projects or display their products at school assemblies, exhibitions, science fairs, VDs, or important school occasions

N.B. The teacher should assess: Originality, creativity and innovation, accuracy

# Report Writing

- After completing the project project, learners should write a report.
- The report should among others bear the following: Title, Introduction, Findings/Results/Methodology, Challenges, Conclusion Recommendations, Signature (by all group members), Date.

**N.B.** The teacher should assess the report basing on:  
Relevancy, Accuracy, coherence

# Assessing Projects

- Projects shall be assessed using a general (standard) checklist.
- UNEB will use the records provided in the checklist to capture the learner's scores.
- The checklist below should be used to assess a project.
- Scores for each parameter are determined by the teacher accordingly.
- The total score for the project will be scaled to 10%. This should be added to the score from the Aol to account for the 20% score to be added to the end of cycle 80% summative assessment



PHASE 1	INDICATORS	MAXIMUM SCORE	ACTUAL SCORE
Identification and Design	<ul style="list-style-type: none"><li>Title</li><li>Problem</li><li>location</li></ul>		
	Alignment of the project to: <ul style="list-style-type: none"><li>Subject syllabus</li><li>Competency/competencies in a specific subject</li><li>Learning outcome(s)</li></ul>		
	<b>Justification of the project:</b> Clearly spells out the reasons for undertaking the project in a specific subject <ul style="list-style-type: none"><li>What is the problem?</li><li>Benefits</li><li>Beneficiaries</li></ul>	03	02
	<b>Methodology:</b> <ul style="list-style-type: none"><li>Appropriate procedures</li><li>Appropriate techniques</li></ul>		
	<b>Identification of resources:</b> Selects appropriate, environmentally friendly and low-cost resources to suit the selected methodology for a particular subject.		

PHASE 1	INDICATORS	MAXIMUM SCORE	ACTUAL SCORE
Identification and Design	<ul style="list-style-type: none"><li>Specifies the resources</li><li>Appropriate resources</li><li>Environmentally friendly resources</li><li>Locally available and low-cost resources</li></ul>		
		x/...	
PHASE 2	INDICATORS	MAXIMUM SCORE	ACTUAL SCORE
Project Development	<b>Steps/procedure:</b> <ul style="list-style-type: none"><li>Follows the design closely</li><li>Records the activities and teacher’s guidance to build a portfolio.</li><li>Uses appropriate techniques with skills and understanding.</li></ul>		
	<b>Resources:</b> <ul style="list-style-type: none"><li>Appropriate selection of resources in accordance with the design, methodology and nature of the subject.</li><li>Low cost and/or locally available materials.</li></ul>		
	<b>Skills</b> <ul style="list-style-type: none"><li>Exhibits Generic skills and values</li><li>Exhibits subject specific skills</li></ul>		

PHASE 2	INDICATORS	MAXIMUM SCORE	ACTUAL SCORE
Project Development	<b>Environmental awareness</b> Project activities reflect environmental protection		
	<b>Efficiency:</b> Uses resources and appropriate technology effectively to come up with a desired product or/and solution		
		x/...	
Product	<b>Originality</b> <ul style="list-style-type: none"><li>▪ Unique and reflects their own ideas and creativity</li></ul>		
	<b>Effectiveness</b> <ul style="list-style-type: none"><li>▪ Closely related to the problem thus serves the intended purpose.</li></ul>		
	<b>Accuracy</b> <ul style="list-style-type: none"><li>▪ Offers correct solution or product suitable to solve societal problem</li></ul>		
		x/...	

PHASE 2	INDICATORS	MAXIMUM SCORE	ACTUAL SCORE
Project Report	<b>Introduction</b> <ul style="list-style-type: none"><li>▪ Scope</li><li>▪ Objectives of the project</li></ul>		
	<b>Body</b> <ul style="list-style-type: none"><li>▪ Procedures</li><li>▪ Methods</li><li>▪ Resources</li><li>▪ Relevant product</li><li>▪ Recommendations</li><li>▪ Conclusion</li></ul>	x/...	
	<b>NB:</b> Each of the above components of the project report should be assessed basing on level scoring.	x/....	
		.....	
TOTAL			

# Number of projects in a year

- A learner should do two projects per term each from a different subject – 12 projects by the end of S1&2 i.e. in all the subjects offered.
- At S3&4, the learner shall do one project in each of the subjects offered before the end of cycle examination.
- These could be an improvement of the projects done at senior 1 & 2.
- By the time the learner sits for end of cycle exams, two projects from each of the subjects registered should have been completed.

## Exhibit the Project

- ❑ Once you've secured a venue and made time in the schedule for learners to develop and run a promotional campaign, you can start thinking about the event itself.
- ❑ The best way to organize an exhibition is to start by thinking about what 'roles' everyone will play.

# Examples of roles you might assign:

- ▶ Learner organisational team:
  1. make sure every equipment is working
  2. make sure event starts on time
  3. go-to people for last-minute crises.
- ▶ Learner front-of-house:
  1. greet the audience and
  2. manage the crowd.

# Examples of roles you might assign:

## □ **Learner presenters:**

1. stand by their work in order to explain it and answer questions

## □ **Teacher:**

1. getting to know the parents.

## □ **Audience:**

1. looking at everybody's work
2. Asking questions
3. providing constructive feedback



# Conclusion

- A project should not be done in one sitting.
- Project work is not optional.
- The DoS should identify what projects to do in a term and timetable them.
- While it may take some time to master projects, it is an extremely beneficial learning strategy for students.

THANK YOU FOR LISTENING