LEARNING AND ASSESSING

THROUGH PROJECTS

SESSION OUTCOMES

- To appreciate the use of projects in learning and assessment
- To develop teaching/learning projects
- To understand how to assess project-based learning

21ST CENTURY SKILLS:

- Innovation
- Time Management
- Research skills
- Values
- Risk taking/ Willingness to fail
- Critical Thinking
- Problem solving
- Creativity
- Collaboration
- Communication
- Technology

PROJECTS: KEY MESSAGES

- **Projects are assignments given to the learners to be done over a period of time using 21st century skills.**
- **They are done either individually or in groups depending on the nature of the project.**
- **Learners are expected to come up with a tangible product focused on genuine issues or problems.**

TYPES OF PROJECTS

1. **Simple and routine: These are simple and have direct process lines and require limited resources e.g. in R.E., finding out methods of worship in the community and how they build relations. In Geography, the activities in the community and how they affect local climate. These involve simple investigating, recording, and reporting.**
2. **Simple and non-routine: These are *innovations* with creativity which have a direct process line though extra ordinary in nature but require limited resources. e.g., Inventing other uses of cassava than the usual.**

TYPES OF PROJECTS

3. Complex and routine: These are innovations which are unique, achievable but do not have a direct process line, changes form, requires continuous research, and demands more resources and highlights creativity, e.g., why people in the same area build houses facing the same direction and why they use particular materials.

4. Complex and non-routine : These are innovations which are unique, they cannot be easily achieved due to uncertainties, being interdisciplinary, are creative in nature.

NOTE: In the LSC context projects will be limited to types 1 and 2.

WHY USE PROJECTS?

- **Project-based learning promotes:**
- **Innovativeness**
- **Creativity**
- **Problem solving**
- **Collaborative skills**
- **Time management**
- **Research skills**
- **Critical thinking**
- **Values**

DEVELOPING PROJECTS

- **Identification of the project: Title (aligned to the theme); Objectives (i.e., success criteria)**
- **Organisation: Planning, Methodology, Resources, Drafting, Implementation, Creating a portfolio and documenting**
- **Report writing**

MATERIALS FOR PROJECTS

- Schools are advised to guide the learners to identify projects which can be done using materials which are locally available and affordable. Use low cost materials, e.g., waste materials like plastics.
- Schools are encouraged to use materials which are in line with “Buy Uganda Build Uganda” (BUBU). By so doing the project work will be promoting industrialization for employment, inclusive growth, and wealth creation.
- Materials should be environmentally friendly.

HOW MANY PROJECTS SHOULD A LEARNER TAKE IN A YEAR?

- A learner will have a maximum of two projects every term provided that by the time the learner sits for final UNEB examinations, a project in each of the subjects registered for has been completed and submitted for assessment.
- For example, if a student sits for eight subject examinations, that student will have completed at least one project in every subject.

TEACHER'S ROLE:

In project based learning and assessment, the teacher is expected to:

- **Make observations**
- **Hold conversations**
- **Provide guidance and support to the learner**
- **Keep records**

Formative Assessment

Receive a product and report

This is continuous throughout the project lifetime.

EXAMPLES OF PROJECTS

HISTORY:

- School Museum
- Documentation of family background, school, Important Personalities in school and environment
- News bulletin on school history
- Documentation on migrations e.g refugees
- Evaluation projects of past historical contexts to make decisions. (Arguing for a course of action given historical facts and events using multiple perspective analysis, i.e., practicing decision making that may be needed in future contexts.)

GEOGRAPHY:

- **Analysing (mapping) the area around the school and community and deciding where the best location for future development (food, services, government buildings, parks, etc.) would be.**

ENGLISH AND LITERATURE

- Write collection of poems (not less than 20 on the same theme)
- Developing a calendar
- Write and stage drama skit
- Produce school or class magazines not less than 70 pages
- Produce and present news bulletins for school assembly or any other audience/school notice board
- Write a short story of about 5000 word
- Produce documentaries
- Produce a basic English and a local language dictionary
- Folk stories not less than 25 and translate in English
- Proverbs and riddles 50 and more
- E.t.c

LANGUAGES

- **Produce effective product (poster, advertisement, argumentative writing, play, poem, or other textual or non-textual product) that effectively succeeds in its purpose for its intended audience.**

CRE/IRE

- **Worship projects,**
- **start a choir,**
- **Worship instruments,**
- **Thematic plays**
- **Charity to the needy etc.**
- **Design a prayer**

ENTREPRENEURSHIP

- **Any money-making venture derived from the learning outcomes**
- **School business club**

PERFORMING ARTS

- **Concerts**
- **Songs, plays, dances thematically**

TECHNOLOGY AND DESIGN

- **Products of technology like furniture, produce machines etc**

ART AND DESIGN

- **Products of art with new innovations**

AGRICULTURE

- Grow crops with new innovations
- Rear Animals with new innovations
- Create manure/fertilizers
- Basic farm tools and implements etc

FOODS AND NUTRITION

- **Bakery products new innovations**
- **Food products new innovation**
- **Write a book on nutrition**

SCIENCE SUBJECTS

- Create machines
- Write book
- Manage the environment by recycling innovations, air purification etc.
- Testing water quality to evaluate water from different sources given local research capacities. Findings can lead to suggested action plans.

RECYCLING BOTTLES

MATH

- **Use algebraic functions to make decision making in homes or entrepreneurial domains more efficient. (Comparing different inputs and outputs to make an action plan for efficiency.)**

ASSESSING PROJECTS

	Phase	Indicators	Max Score
1	**Identification, planning, design**	**Title, alignment to theme, justification of the project, methodology, identification of materials**	**x/.....**
2	**Project Implementation**	**Organisation, Use of resources, focus on generic skills and values**	**x/.....**
3	**Product**	**Originality, creativity and innovation, accuracy**	**x/.....**
4	**Project report**	**Relevancy, Accuracy, coherence**	**x/.....**
	Total		**x/.....**

ASSESSING PROJECTS

- **Scores for each parameter will be determined by the teacher. The total score for the project will be scaled to 10%. This will be added to the 10% score from the Activities of Integration to account for the 20% score of the end of cycle summative assessment.**
- **A learner who has not been assessed at school level does not qualify to be graded. UNEB will actualise this through regulations.**

PROJECT REPORT TEMPLATE

SUBJECT	
THEME	
CHAPTER	
TITLE OF THE PROJECT	
CLASS	
STREAM	
DATE	

PROJECT PARTNERS

S/N	PROJECT PARTNERS	POSITION	SIGANTURE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

TEACHER RESPONSIBLE: .....

HYPOTHESIS/ PROBLEM TO ADDRESS

JUSTIFICATION:
WHY ARE YOU CARRYING OUT THIS PROJECT

METHODS USED

RESOURCES OR IDENTIFICATION OF MATERIALS USED

IMPLEMENTATION/PROCEDURES FOLLOWED

PRODUCT

1. A WELL LABELLED ILLUSTRATION OF THE FINAL PRODUCT
2. RESULTS/FINDINGS
3. CHALLENGES AND RECOMMENDATIONS
4. CONCLUSION

CONCLUSION

- **A project-based approach to learning can help educators engage students in thinking deeply about content, while also learning critical thinking, communication, and collaboration skills. Project-based learning connects students to their learning in ways that traditional instruction often doesn't. Also, students love it!**

EXAMPLES OF ANALYTIC AND HOLISTIC RUBRICS ARE EASY TO FIND USING A GOOGLE SEARCH. KEY WORDS: "ANALYTIC RUBRIC, PERFORMANCE TASK" OR "ANALYTIC RUBRIC, BIOLOGY, PROJECT", AND SO ON.

THANK YOU