# PROJECT BASED LEARNING (PBL) IN THE LSC

**BY AKWANG JOHN ROBERT**

**30 MARCH 2024**

**TEL: 0782650404**

# PROJECT-BASED LEARNING (PBL)

- PBL is a **teaching method that encourages students to learn by applying knowledge and skills through real-world projects.**

- Students **work on projects** for an extended period of time, from a week to a semester.

- They **solve real-world problems** or answer complex questions, and then demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

- PBL can make **learning come alive for students** and **present opportunities for deeper learning** in context.

# Definition of a Project

- A piece of work/undertaking/enterprise that is carried out individually or collaboratively and possibly involving some 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-7th Edition).

# Projects Cont…

- These are assignments given to the learners to be done over a period of time.

- Students work from a week up to a 3 months.

- Learners publicly exhibited final product.

- A project should not be done in one sitting.

- Project work is not optional.

# Importance of PBL

❑Help students develop important skills tied to college and career readiness, such as:

• Critical thinking

• Problem solving

• Collaboration

• Self-management

• Working in teams

• Managing projects and holding leadership roles

• Oral and written communication, etc.

# Benefits of School Projects for Secondary Students

• **Deeper Understanding:** Projects encourage students to actively explore and synthesize information, leading to a more profound grasp of concepts.

• **Essential Skills:** Projects foster critical thinking, problem-solving, communication, and collaboration skills, crucial for lifelong success.

• **Increased Engagement:** Projects cater for diverse learning styles and interests, making learning more interactive and enjoyable.

# Elements
## of a good project

- Purpose and Relevance
- Time
- Complexity
- Intensity
- Connected
- Access
- Shareable
- Novelty

# Materials

- Use locally available and affordable materials.

- BUBU

- Environmentally friendly

# How many projects should a learner take in a year?

N.B. For now according to NCDC:

- a maximum of two projects every term provided that by the time the learner sits for final UNEB examinations, projects equivalent to the number of subjects to register for should have been completed.

- In other words,

- every subject registered for at Senior four for final examinations should have a completed project after the four years.

- But in the Rumour Mills from UNEB:

- 1 project

# Developing The Projects

- Projects shall be based on themes to be identified annually by NCDC/UNEB and disseminated to schools across the country.

- The themes shall reflect national concerns. E.g. *The potential of civic education to develop citizens*

- However, at school level the project ideas shall be identified and developed by the learners in alignment with the themes under the guidance of the teacher in consultation with resource persons (e.g. job-related practitioners/experts).

# How To Guide Learners to Develop Projects

1. Share with learners the theme provided and ask them to study the theme provided.

2. Ask learners thought provoking questions such as; *If you could address the problem/challenge/issue in the theme, what would it be and how do would you go about addressing it?*

3. Take the learners through the learning outcomes in the syllabus book and ask them to identify a project they can do that relates to the theme.

4. Show learners audio-visual images or national newspapers and ask them to identify the societal problem/challenge/issue that the theme captures and identify a project they can do to address it.

5. Ask learners to observe the school and identify an history & political issue problem/issue/challenge related to the theme and identify a project they can do to address it.

# Teacher's Role

Make observations.

• Hold conversations.

• Provide guidance and support the learner.

• Keep records.

• Receive a product and report.

This is continuous throughout the project lifetime.

NB; Observe the development of generic skills which fit the project i.e.

• Critical thinking and problem solving.

• Creativity and innovation.

• Communication.

• Cooperation and learning.

• Mathematical computation and ICT.

# Learners' Roles

- Form groups

- Collaborate

- Research

- Make plans

- Undertake projects

- Document and profile their work

- Consult

# Project Ideas/Products For History And Political Education

- Write a **book/ebook** about a favorite historical and/or political event or character.

- Profile a local politician, tracing their career path and write a **biography**

- Create a **video (documentary)** or **podcast** about the political leaders of Uganda.

- Construct a **historical timeline** of Uganda and visual display of events leading to the Independence in 1962.

- Document the **timeline** and key events of a historical political movement.

# Cont…

- Design an **infographic** explaining how a bill becomes a law.

- Organize a **mock political debate** on a given topic.

- Create a **social media page**/**website** to launch campaign for a political cause.

- Start a **blog** covering history, politics and policy.

- Make a **documentary** on a local political or social justice issue.

- Document a local issue through interviews, photos(**collage or photo journal**) and research

Create **informational materials** to educate others on a topic.

Create an **interactive map** of colonisation of Uganda.

Design a **model** of pre-independent Uganda and explain its political structure.

Start a **podcast** covering local government issues.

Start an **advocacy group** to address a community need.

# Showcase Examples of Completed Projects

Samples of what my students & Others

# Stages of Project Development

1. Project identification and design

2. Project Implementation

3. Product

4. Project Report writing

# Assessing Projects

- Still contentious

| PHASE 1 | INDICATORS | MAXIMUM SCORE | ACTUAL SCORE |
|---|---|---|---|
| **Identification and Design** | ▪ Title<br>▪ Problem<br>▪ location | | |
| | Alignment of the project to:<br>▪ Subject syllabus<br>▪ Competency/competencies in a specific subject<br>▪ Learning outcome(s) | | |
| | **Justification of the project:** Clearly spells out the reasons for undertaking the project in a specific subject<br><br>▪ Benefits<br><br>▪ Beneficiaries | 03 | 02 |
| | **Methodology:**<br><br>▪ Appropriate procedures<br><br>▪ Appropriate techniques | | |
| | **Identification of resources:** Selects appropriate, environmentally friendly and low-cost resources to suit the selected methodology for a particular subject. | | |

# Activity 1: Developing Project Proposals (15 Minutes)

1. Using the theme of, "*The Role of Students in Creating a Culture of Peace,*" write a project proposal of the project you will undertake.

| PHASE 1 | INDICATORS | MAXIMUM SCORE | ACTUAL SCORE |
|---|---|---|---|
| **Identification and Design** | ▪     Specifies the resources<br><br>▪     Appropriate resources<br><br>▪     Environmentally friendly resources<br><br>▪     Locally available and low-cost resources | | |
| | | x/… | |

| PHASE 2 | INDICATORS | MAXIMUM SCORE | ACTUAL SCORE |
|---|---|---|---|
| **Project Development** | **Steps/procedure:**<br>▪   Follows the design closely<br>▪   Records the activities and teacher's guidance to build a portfolio.<br>▪   Uses appropriate techniques with skills and understanding. | | |
| | **Resources:**<br>▪   Appropriate selection of resources in accordance with the design, methodology and nature of the subject.<br>▪   Low cost and/or locally available materials. | | |
| | **Skills**<br>▪   Exhibits Generic skills and values<br>▪   Exhibits subject specific skills | | |

| PHASE 2 | INDICATORS | MAXIMUM SCORE | ACTUAL SCORE |
|---|---|---|---|
| **Project Development** | **Environmental awareness**<br>Project activities reflect environmental protection<br> **Efficiency:**<br>Uses  resources and appropriate technology effectively to come up with a desired product or/and solution | | |
| | | x/… | |
| **Product** | **Originality**<br><br>▪    Unique and reflects their own ideas and creativity | | |
| | **Effectiveness**<br><br>▪    Closely related to the problem thus serves the intended purpose. | | |
| | **Accuracy**<br><br>▪    Offers correct solution or product suitable to solve societal problem | | |
| | | x/… | |

| PHASE 2 | INDICATORS | MAXIMUM SCORE | ACTUAL SCORE |
|---|---|---|---|
| **Project Report** | **Title**<br><br>**Introduction**<br><br>▪   Scope<br><br>▪   Objectives of the project | | |
| | **Body**<br><br>▪   Procedures<br><br>▪   Methods<br><br>▪   Resources<br><br>▪   Relevant product<br><br>▪   Recommendations<br><br>▪   Conclusion<br><br>▪   Signature & Name & Date | x/… | |
| | **NB:** Each of the above components of the project report should be assessed basing on level scoring. | x/…. | |
| **TOTAL** | | ……. | |

# UNEB VERSION

UNEB PROJECT 2  Rubric for pretest  2023.docx

# Conclusion

- While it may take some time to master projects, it is an extremely beneficial learning strategy for students