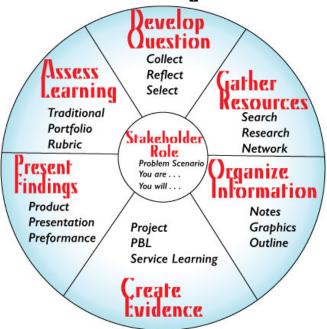# Project and Problem-based Learning
RFA PBL in a Nutshell

All PBL sessions are standards-based, with rigorous thinking skills, and rich literacy skills threaded through the models. Based on the concept of Making Learning Whole (Perkin's, 2014), each PBL level, from the Micro and Mini to the Macro and Mega presents a complete, 7-step PBL cycle.

In addition, concept building with big ideas, essential questions and thematic units, support the selected projects or problems as the pivot points for the entire PBL learning adventure. The centerpiece of the learning is inquiry-exploration, investigation, experimentation, and evidence-based learning.

The overriding goal of the sessions for k12 teachers and teacher teams is to become competent and confident with PBL through multiple, compacted and intense practice repetitions (Coyle, 2009) as they move from the Micro and Mini PBL lessons to more sophisticated, student-centered inquiry of the Macro and Mega PBL units.

Problem Based Learning for 21st Century Citizens

"If you can't explain it simply, you don't understand it well enough." - Albert Einstein

Sustained Professional Learning
Options: Micro, Mini, Macro, Mega PBL Models

Day 1: Micro PBL Lesson – Required Orientation
Take-Aways: Overview of PBL 7-Step Cycle
                 Introductory Micro-Lesson (45 minutes)
                 Complete PBL Lesson with Stakeholder Roles (1Period)

Day 2: Mini PBL Lesson – Revisit with Rigor
Take-Aways: Deeper Understanding of PBL Cycle
                 Academic and Essential Questions
                 Complete PBL Mini-Lesson of 1-2 Days

Day 3: Macro PBL Lesson – Rich and Relevant
Take-Aways: Conceptual Understanding of PBL Learning
                 Big Ideas, Themes and Taglines, Graphic Displays
                 Complete PBL Macro-Unit (Weeks/Month)

Day 4: Mega PBL Lesson – Robust, Ongoing PBL Units
Take-Aways: Universal Theme-Grade/Dept/School
                 Research Searches-Digital and Text
                 Complete PBL Mega Unit-Quarterly, Semester, Year-long

Consider this sustained, professional learning initiative around inquiry learning. Initiate, implement and institutionalize (Fullan, 1998) real and enduring change in instruction and transition toward student-centered learning models that get results.

Robin Fogarty Associates . . . we believe that the classroom teacher makes the difference . . . we publish books for teachers, by teachers on the science and magic of teaching . . . we host seminars for educators throughout the United States . . . we work in schools and districts all over the world, helping teachers inspire students to learn for life.

Robin Fogarty & Brian Pete authors of:
         How to Teach Thinking Skills Within the Common Core
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         From Staff Room to Classroom A Guide for Planning and Coaching Professional Development
         Integrating Curricula With Multiple Intelligences Teams, Themes, and Threads
         The Portfolio Connection Student Work Linked to Standards
         How to Integrate the Curricula Third Edition
         Problem –Based Learning and other MI Curriculum Models
         InFormative Assessments: Routine, Reflective, Rigorous

PBL-In-A-Nutshell: Problem-based Learning for 21st Century Citizens

Objectives and Outcomes:

Participants will:
• Learn how to Develop Academic and Essential Questions
• Discover Simple 21st Century methods of Gathering Resources
• Explore Classroom Strategies that Teach Students to Organize Information
• Design Appropriate PBL Models to Demonstrate Learning
• Facilitate Authentic Presentations, Products or Performances
• Use Compendium of Formative and Summative Assessments

Develop Question
• Collect - generate academic (content) and essential (universal) questions
• Reflect - classify questions as convergent or divergent
• Select - decide on best over-arching question to guide unit of study

Stakeholder Role
• Problem scenario . . . Begin with the end in mind
• You are . . . students investigate from a specific point-of-view
• You will . . . the learning goal is relevant and specific to their character

Gather Resources
• Search - use both internet searches and library resources
• Research - find the pertinent information
• Network - interview appropriate people

Organize Information
• Notes - use notecards to capture ideas and rearrange easily
• Graphics - create graphic organizer or thinking map to refine connections
• Outline - develop a traditional outline as sequential or step-by-step guide

Create Evidence
• Project - use project-based learning as the anchor for exploration
• Problem-based Learning - identify the problem to investigate and solve
• Service Learning - determine community concern to address and pursue

Present Findings
• Product - demonstrate completed, extraordinary project to share findings
• Presentation - use digital-rich tools that show findings in compelling way
• Performance - develop a dance, drama, comedic act or musical to highlight findings

Assess Learning
• Traditional - quizzes, tests, grades, rankings, essays,
• Portfolio - collect items, select key one, reflect briefly to explain choices
• Rubrics - develop student-generated rubric to appraise learning

Call 800-213-9246 to Schedule an On-Site Professional Learning Session