Contemporary Learning

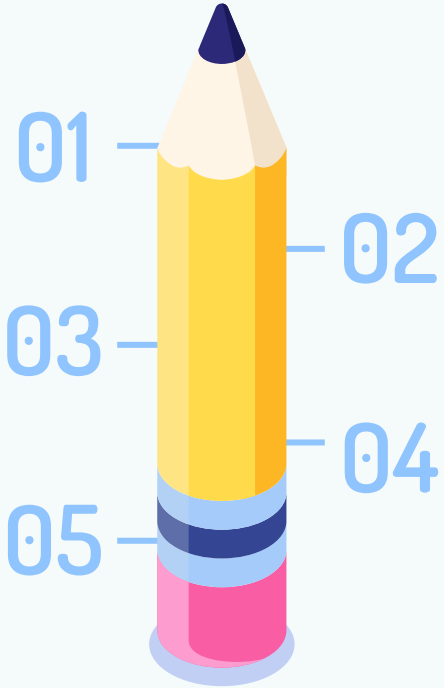
2019-2020 recap and a look towards 2020-2021

TABLE OF CONTENTS

Contemporary Learning
2019-2020 Updates

What is PBL?
Active learning through real-world, personally meaningful projects

Design Thinking
Dynamic, continuous improvement



Entry Points
Common Assessments
Professional development
Curricular revisions

Now is the time
We've well begun. We're half done.

01

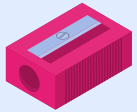
Contemporary Learning

2019-2020 recap

IN BRIEF

LMS
Structured flexible learning

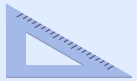
Websites
Improved communication



PD
Tools and design principles

Curriculum
Collaborative and flexible

Remote Learning
Impetus aka rocket fuel



Systemic Changes
Collaboration around data - delayed opening, common assessments, redesigned schedules

Learning Management Systems

Canvas

High School

Google Classroom

Grades 1-8

Seesaw

Kindergarten

Teacher Websites

Templates shared

Consistency and ease of transition

Professional Development

Teacher leader designed and delivered

Improved communication

Contact and LMS information

Professional Development

Designing Flexible Learning Environments

High School
February 18th

Screencasting and numerous other tech skills and tools

March 16th

LMS Support

February through June

Summer Curriculum Writing

Flexible Learning

Adaptations that will work for F2F, remote, and hybrid

Common Assessments

Allow for collaborative use of data to improve

Redesigned units

To optimize new learning schedules

Group Project HS Social Studies

David Reader - group assignments for any environment (F2F, hybrid, fully remote)

- Creating guidelines
- Flexible, such as allowing for social distancing
- High academic rigor

Primary Source Research MS Social Studies

Johnathan Maxson - virtual field trip with the Historical Society of Haddonfield to learn about primary sources

Students will create their own primary sources based on their unique experiences related to the COVID era

Virtual conference with the Historical Society of Haddonfield curator to capture and document for archive purposes.

Systemic Changes

District Innovation Coach

Executive Board of NJLA
Future-Ready Expertise

Flexible Learning Schedules

High School Modified Block Schedule
Middle School *Bulldawg Block*
Elementary Schools reorganized schedule to allow for common planning time
Data analysis days for common assessments

02

Project-based learning

Shifting HSD to more authentic learning experiences

PBL Defined

Project Based Learning is a method that **engages students** in learning **important knowledge** and 21st century skills through an extended, **student-influenced inquiry process** structured around complex, **authentic questions** and carefully designed **products** and learning tasks.

Problem Based Learning asks students to explore real-world problems and then then create presentations and/or products to demonstrate their interpretation of the answer which serves as documentation for what they have learned.

Overlap, and often used interchangeably - both focus on **student-centered inquiry process**

Theoretical Underpinnings

Jean Piaget

We build knowledge based on our experiences

Seymour Papert

We build knowledge when we are actively engaged in constructing something in the world

What is PBL?

Real World Connection
Authentic problem that drives the curriculum

Core to Learning
This is the way that they learn the content

(≠fluff)

Structured Collaboration
Group roles
Ongoing formative assessment
Checklists
Menus
To-do's

Student Driven
Teacher is coach
Redirects
Gives hints but not answers

Multi-faceted assessment
Integrated throughout
Formative check ins
Students self-assess

Research
More engaged/self-directed
Deep, transferable learning
Problem-solvers, collaborators
As well or better on high stakes tests

What it's not

Project-oriented learning (which is otherwise regarded as "fluff" or "homework")

What is the common thread woven throughout our strategic goals?

Cultural Competency

Listening to **others**

Social-Emotional Learning

Relate with **others**

Contemporary Learning

Work with **others**

Which is better for Social Learning?

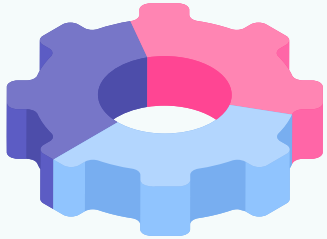
Traditional?

Deliver content
Practice
Recite facts (test)
Repeat

PBL?

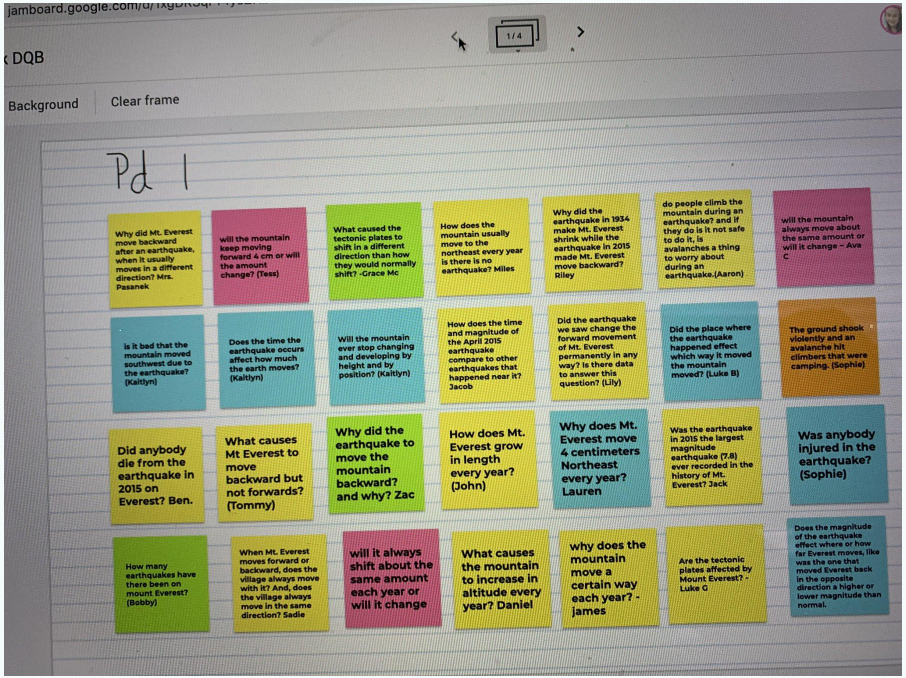
Find problem
Solve problem
Make solution
Publish/share solution

PBL is powered by Social Learning



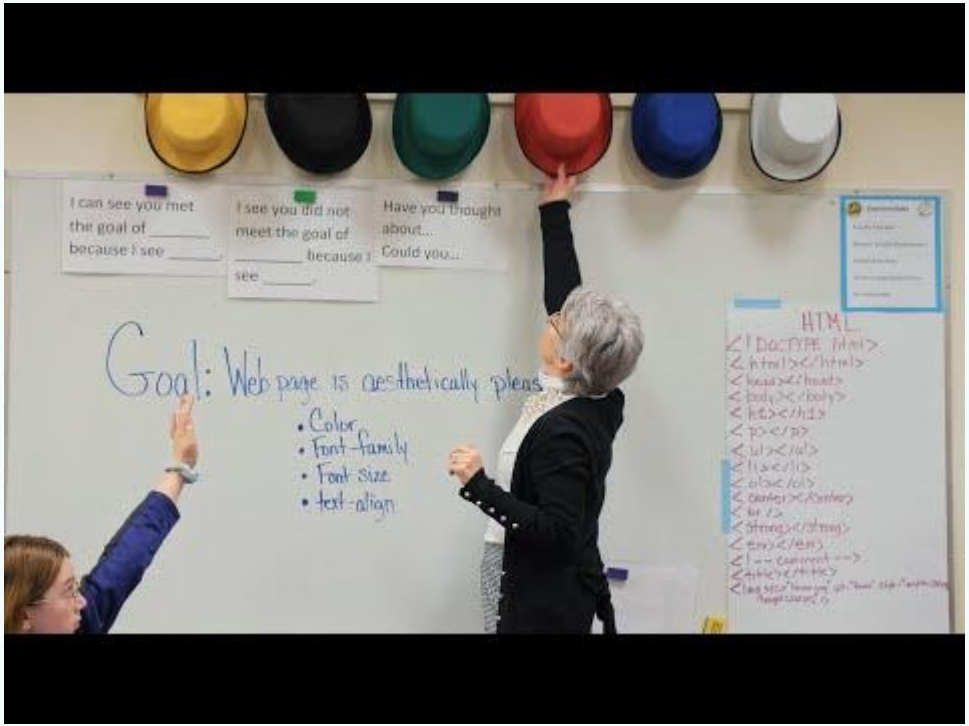
Student-driven Real World

Student Driven



Structured Collaboration

Multi-faceted assessment



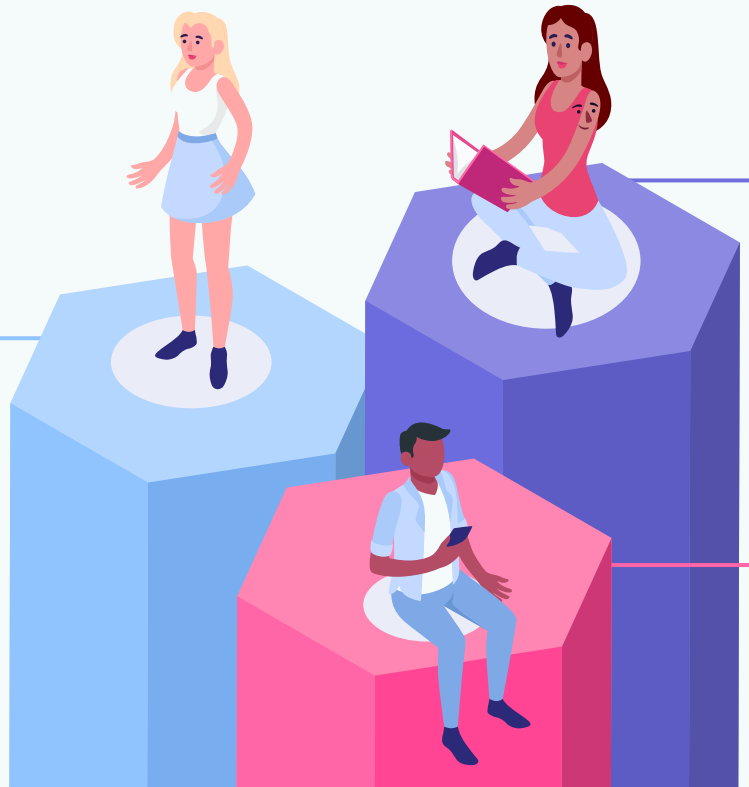
Multi-faceted assessment

Criteria derived from standards
Progression through levels
Co-created rubric
Models
Rubric is primary reference

—Meeting

Criteria not all based on standards
Students reviewed rubric but did not co-create
Rubric used to evaluate not as a scaffolding tool

—Approaching



Not standards based
No student voice
Little distinction between levels of achievement

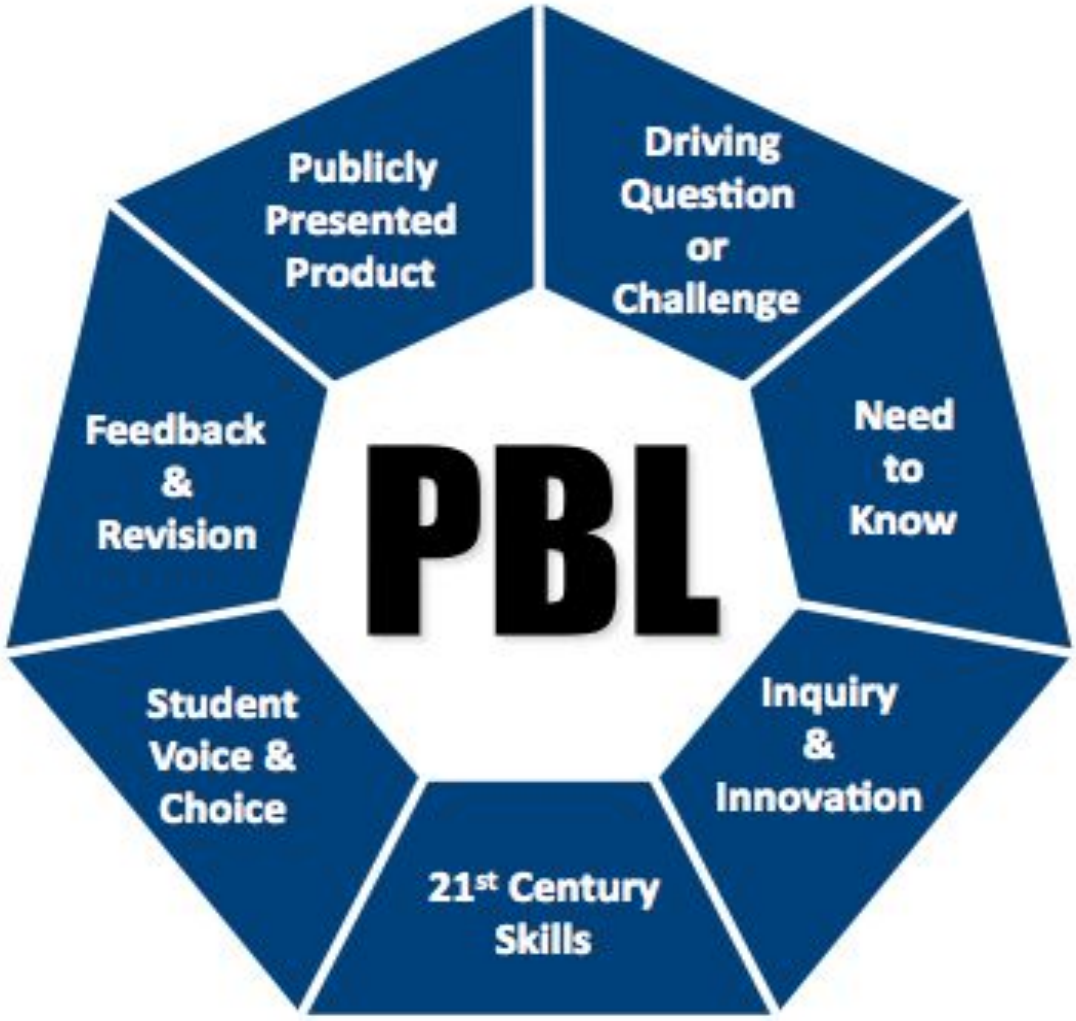
—Not Yet

RUBRIC for RUBRICS

	Criteria	1 Below	2 Approaching	3 Meeting
DESIGN	Selection & Clarity of Criteria (rows)	Criteria being assessed are unclear, have significant overlap, or are not derived from appropriate standards for product/task and subject area	Criteria being assessed can be identified, but not all are clearly differentiated or derived from appropriate standards for product/task and subject area	All criteria are clear, distinct, and derived from appropriate standards for product/task and subject area
	Distinction between Levels (columns)	Little or no distinction can be made between levels of achievement	Some distinction between levels is clear, but may be too narrow or too big of a jump	Each level is distinct and progresses in a clear and logical order
	Quality of Writing	Writing is not understandable to all users of rubric, including students; it has vague and unclear language which makes it difficult for different users to agree on a score	Writing is mostly understandable to all users of rubric, including students; some language may cause confusion among different users	Writing is understandable to all users of rubric, including students; it has clear, specific language that helps different users reliably agree on a score
USE	Involvement of Students in Rubric Development *	Students are not involved in development of rubric	Students discuss the wording and design of the rubric and offer feedback/input	Teachers and students jointly construct rubric, using exemplars of the product or task
	Use of Rubric to Communicate Expectations & Guide Students	Rubric is not shared with students	Rubric is shared with students when the product/task is completed, and used only for evaluation of student work	Rubric serves as a primary reference point from the beginning of work on the product/task, for discussion and guidance as well as evaluation of student work

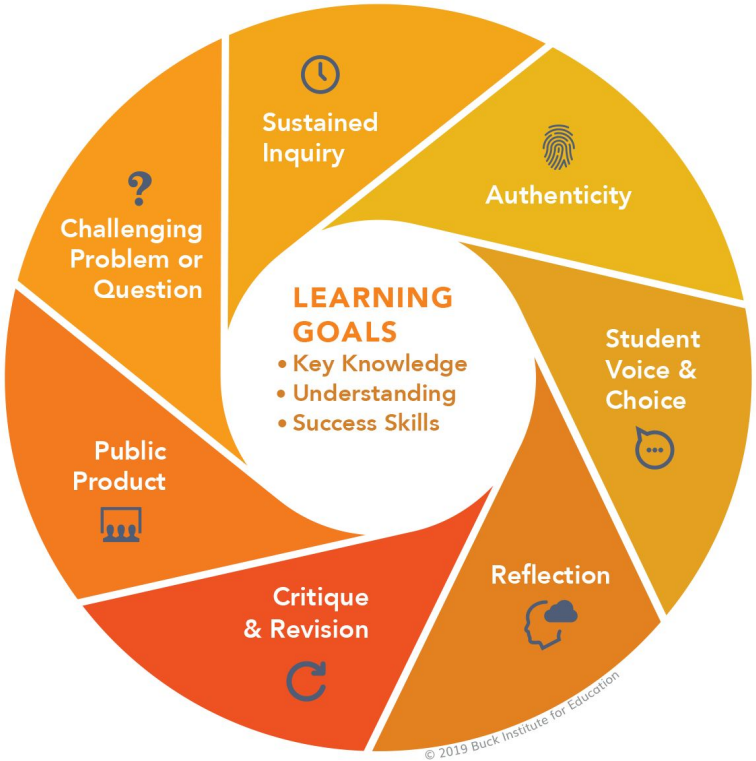
*Considered optional by some educators and a critical component by others
Rubric adapted from Dr. Bonnie B. Mullinix, Monmouth University, NJ

© 2019 Buck Institute for Education


Publicly Presented Product
Driving Question or Challenge
Need to Know
Inquiry & Innovation
21st Century Skills
Student Voice & Choice
Feedback & Revision
PBL

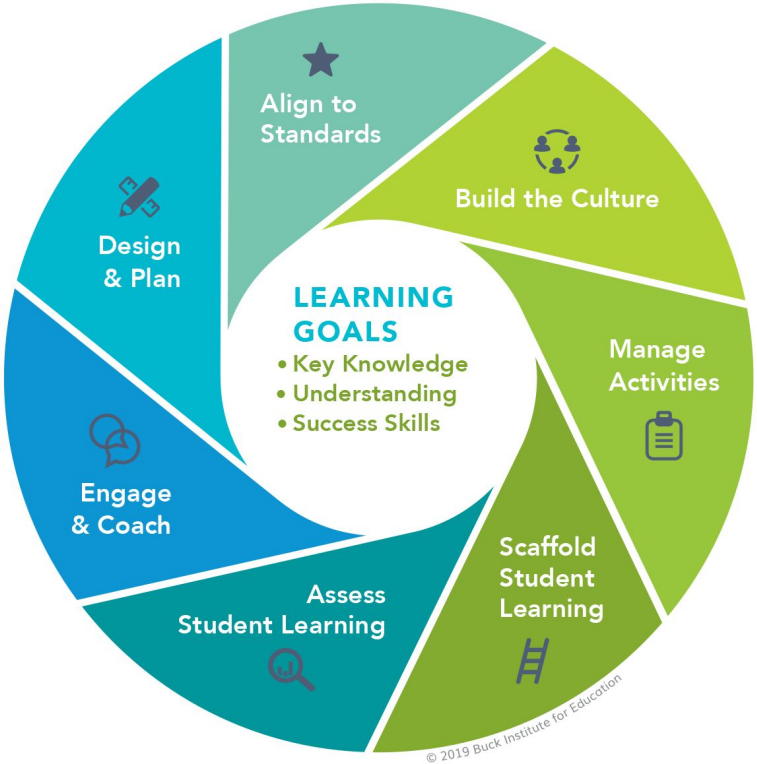
Gold Standard PBL

Seven Essential Project Design Elements



Gold Standard PBL

Seven Project Based Teaching Practices



Design Thinking

Dynamic, continuous improvement

03

Ill-structured

04

Entry Points

Planning - Big Ideas

Driving Question

Look at curriculum - what question can frame it?

Map project

Collaboratively

Plan Assessments

Begin with the end - UBD

Manage Process

Scaffolding and assessment

PBL Unit Planner

Unit Title: One that engages student inquiry		Total Duration of the Unit:
Subject/Course:	Teacher(s):	Grade Level:
Other subject areas to be included, if any: (For cross-curricular PBL)		

Standards / Core Competency Focus

Which Standards or Core Competency/Competencies will be my focus?

Scenario	Challenge
Real or imaginary scenario within which the project will take place	A description of task as it is presented to the students

Driving Unit Question

For the teacher: A question that helps initiate and focus the inquiry
For the student: A question that creates interest and a feeling of challenge and guides the project work

Well begun is half done.

- Aristotle and
Mary Poppins

Role Model Designs

(sampling, not full representation)

High School

Environmental Science
Arts in the Courtyard

Middle School

Open-Sci Ed
Mardi-Gras
Lit Installations

Elementary Schools

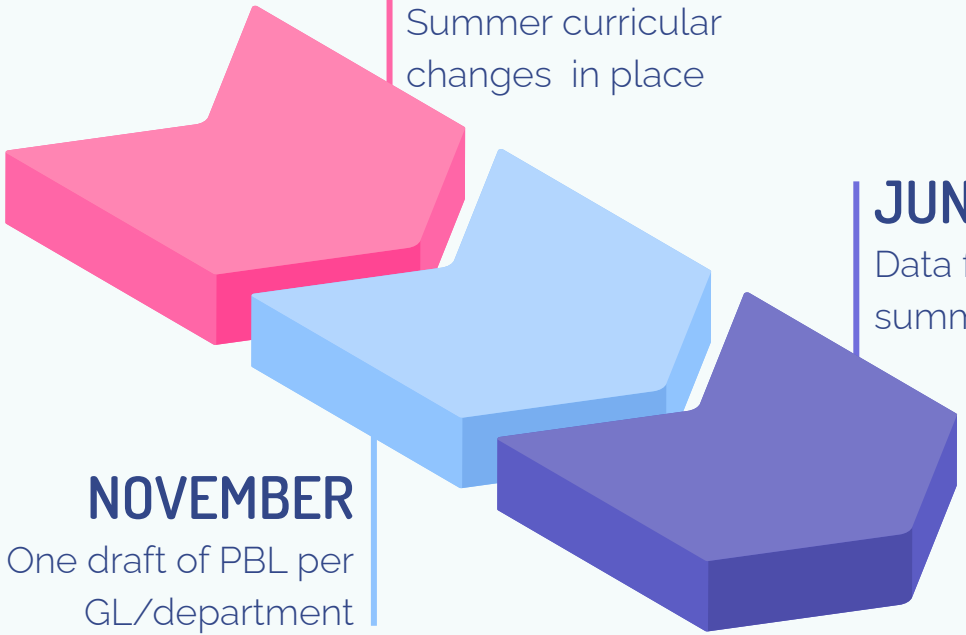
2nd Grade: Project Destination

05

Now is the Time

Things will never be the same... and it's not all bad

MILESTONES



SEPTEMBER

Online fundamentals
Summer curricular changes in place

JUNE

Data from first trial used for summer 2021 curricular revisions

NOVEMBER

One draft of PBL per GL/department

References

Barron, B., & Darling-Hammond, L. (2008). *Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning*.

Brush, T., & Saye, J. (2008). The Effects of Multimedia-Supported Problem-based Inquiry on Student Engagement, Empathy, and Assumptions About History. *Interdisciplinary Journal of Problem-Based Learning*, *2*(1), 21–56.

Consortium, I. G. L., & Others. (2019). *Comprehensive learner record*.

Fusco, J. (n.d.). *PBL in the classroom | CIRCL Educators*. Retrieved July 12, 2020, from https://circleducators.org/pbl-in-the-classroom/

Harris, D. N. (2020, April 24). *How will COVID-19 change our schools in the long run?* Brookings; Brookings. https://www.brookings.edu/blog/brown-center-chalkboard/2020/04/24/how-will-covid-19-change-our-schools-in-the-long-run/

Hmelo-Silver, C. E. (2004). Problem-Based Learning: What and How Do Students Learn? *Educational Psychology Review*, *16*(3), 235–266.

Hsu, H., Zou, W., & Hughes, J. (2017). *Use Project-Based Learning and Social Media to Improve K-12 Digital Literacy Education* (P. Resta & S. Smith (eds.); pp. 1624–1626). Association for the Advancement of Computing in Education (AACE).

Reopening School: What It Might Look Like | Cult of Pedagogy. (2020, May 24). Cult of Pedagogy. https://www.cultofpedagogy.com/reopening-school-what-it-might-look-like/

Strobel, J., & Van Barneveld, A. (2009). *When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms. The Interdisciplinary Journal of Problem based Learning, Volume 3, No. 1 (Spring 2009)*.

Walker, A., & Leary, H. (2009). A Problem Based Learning Meta Analysis: Differences Across Problem Types, Implementation Types, Disciplines, and Assessment Levels. *Interdisciplinary Journal of Problem-Based Learning*, *3*(1), 6.

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**

THANKS