

Contemporary Learning

2019-2020 recap and a look
towards 2020-2021



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Contemporary Learning

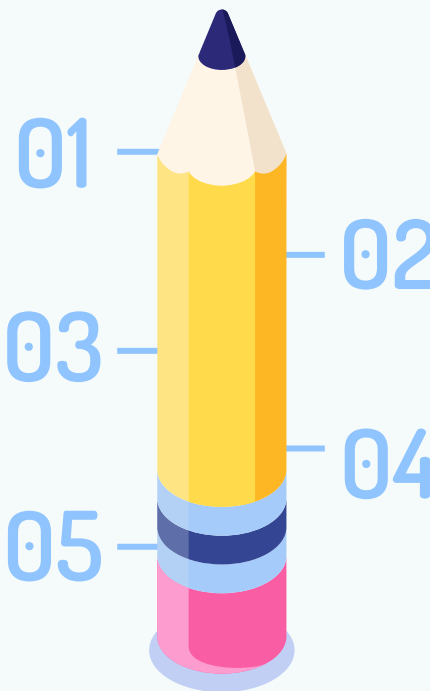
2019-2020 Updates

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



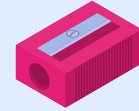
LMS

Structured flexible
learning



Websites

Improved
communication



PD

Tools and design
principles



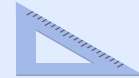
Curriculum

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

Student Driven

Teacher is coach
Redirects
Gives hints but not answers

Core to Learning

This is the way that they learn the content
(≠ fluff)

Multi-faceted assessment

Integrated throughout
Formative check ins
Students self-assess

Structured Collaboration

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

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?



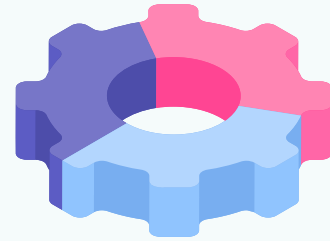
Traditional?

Deliver content
Practice
Recite facts (test)
Repeat

PBL?

Find problem
Solve problem
Make solution
Publish/share solution

PBL is powered by
Social Learning





Bulldawg Block: Changemakers
Good morning!
Please leave your belongings on a table
circle.

RESPECTFUL
Our class is
...space to share

EQUITABLE
Everyone's participation
and ideas are valuable

Mean: the
average of a
set of numbers
→ add up all
numbers and divide
by how many numbers
you added up

March 11, 2020
Today's Class
What happens to
water when we
when we cool the
temperature down?

Student-driven
Real World

Student Driven

jamboard.google.com/j/...
DQB
Background Clear frame

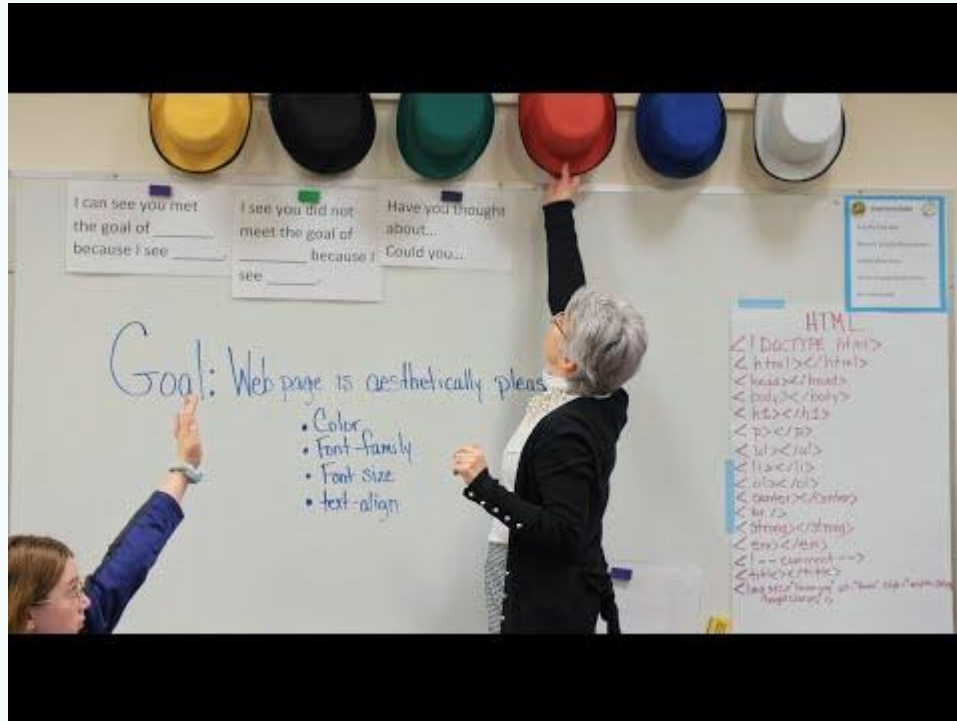
Pa 1

Why did Mt. Everest move backward after an earthquake, when it usually moves in a different direction? Mrs. Pasanek	Will the mountain keep moving forward 4 cm or will the amount change? (Tess)	What caused the tectonic plates to shift in a different direction than how they would normally shift? - Grace Mc	How does the mountain usually move to the northeast every year is there is no earthquake? Miles	Why did the earthquake in 1954 make Mt. Everest shrink while the earthquake in 2015 made Mt. Everest move backward? Riley	do people climb the mountain during an earthquake? and if they do is it not safe to do it, is avalanches a thing to worry about during an earthquake. (Aaron)	Will the mountain always move about the same amount or will it change - Ava C.
Is it bad that the mountain moved southeast due to the earthquake? (Kaitlyn)	Does the time the earthquake occurs affect how much the earth moves? (Kaitlyn)	Will the mountain ever stop changing and developing by height and by position? (Kaitlyn)	How does the time and magnitude of the April 2015 earthquake compare to other earthquakes that happened near it? Jacob	Did the earthquake we saw change the forward movement of Mt. Everest permanently in any way? Is there data to answer this question? (Lily)	Did the place where the earthquake happened affect which way it moved the mountain move? (Luke B)	The ground shook violently and an avalanche hit climbers that were camping. (Sophie)
Did anybody die from the earthquake in 2015 on Everest? Ben.	What causes Mt Everest to move backward but not forwards? (Tommy)	Why did the earthquake to move the mountain backward? and why? Zac	How does Mt. Everest grow in length every year? (John)	Why does Mt. Everest move 4 centimeters Northeast every year? Lauren	Was the earthquake in 2015 the largest magnitude earthquake (7.8) ever recorded in the history of Mt. Everest? Jack	Was anybody injured in the earthquake? (Sophie)
How many earthquakes have there been on mount Everest? (Bobby)	When Mt. Everest moves forward or backward, does the village always move with it? And, does the village always move in the same direction? Sade	Will it always shift about the same amount each year or will it change	What causes the mountain to increase in altitude every year? Daniel	why does the mountain move a certain way each year? - James	Are the tectonic plates affected by Mount Everest? - Luke C	Does the magnitude of the earthquake affect where or how far Everest moves, like was the one that moved Everest back in the opposite direction a higher or lower magnitude than normal.

Structured Collaboration



Multi-faceted assessment



Multi-faceted assessment

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

—Approaching



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

—Meeting

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

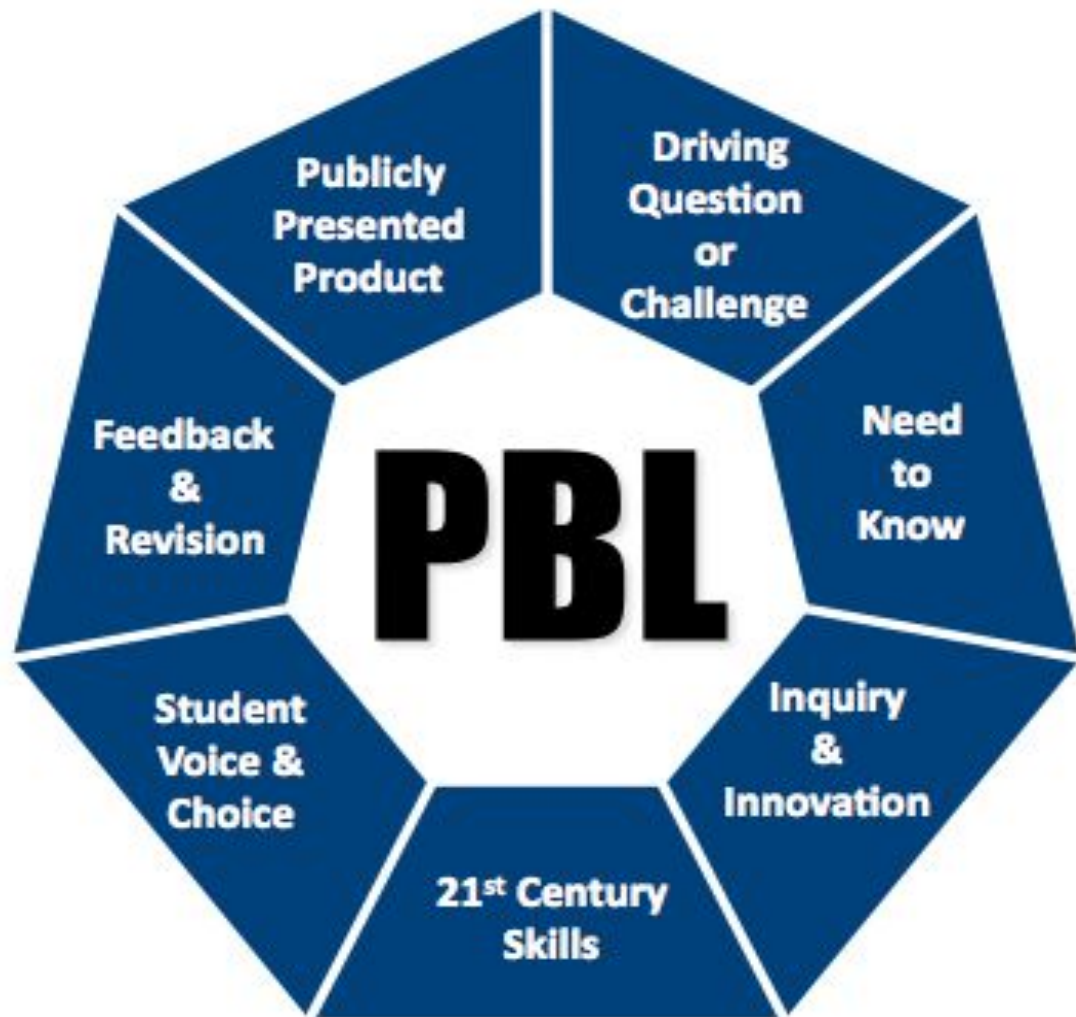
—Not Yet



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



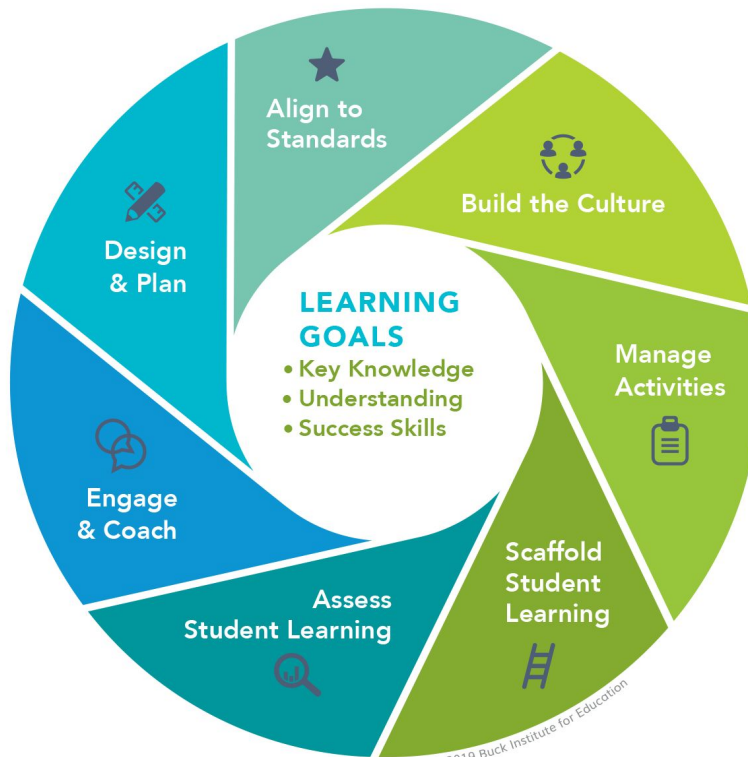
Gold Standard PBL

Seven Essential Project Design Elements



Gold Standard PBL

Seven Project Based Teaching Practices





Design Thinking

Dynamic, continuous
improvement

03

III-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

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 Real or imaginary scenario within which the project will take place	Challenge 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		

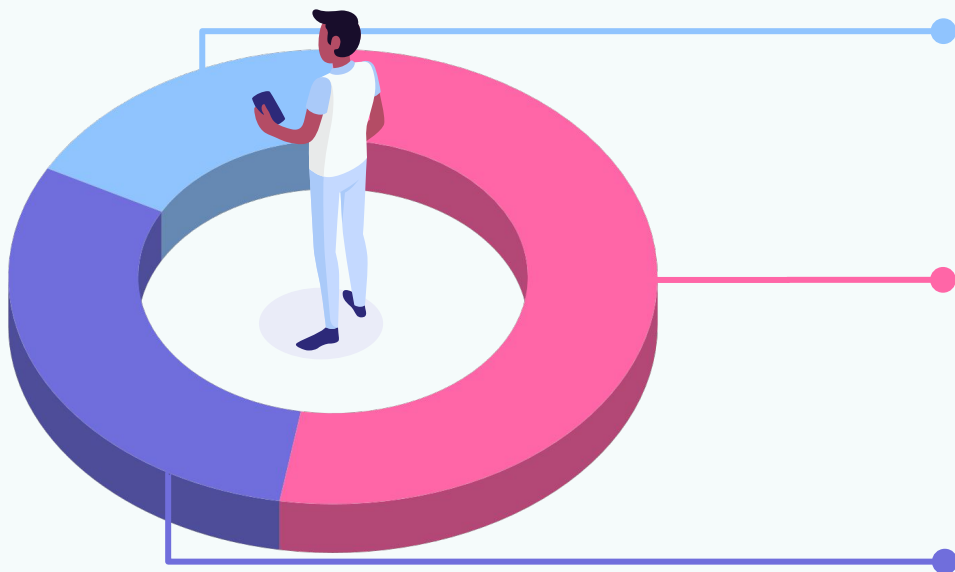


Well begun is half
done.

- 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

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THANKS

