

Designing Effective Project Based Learning

Martin Moran

Lead Designer & Director Upper School
Bennett Day School



Ours is not a desk and chalkboard institution, but rather a center, a laboratory where students develop ideas and understanding, pursue passions and dreams.



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Who and what do you
teach?

What is your personal
experience with PBL?

What do you know
about PBL in practice?

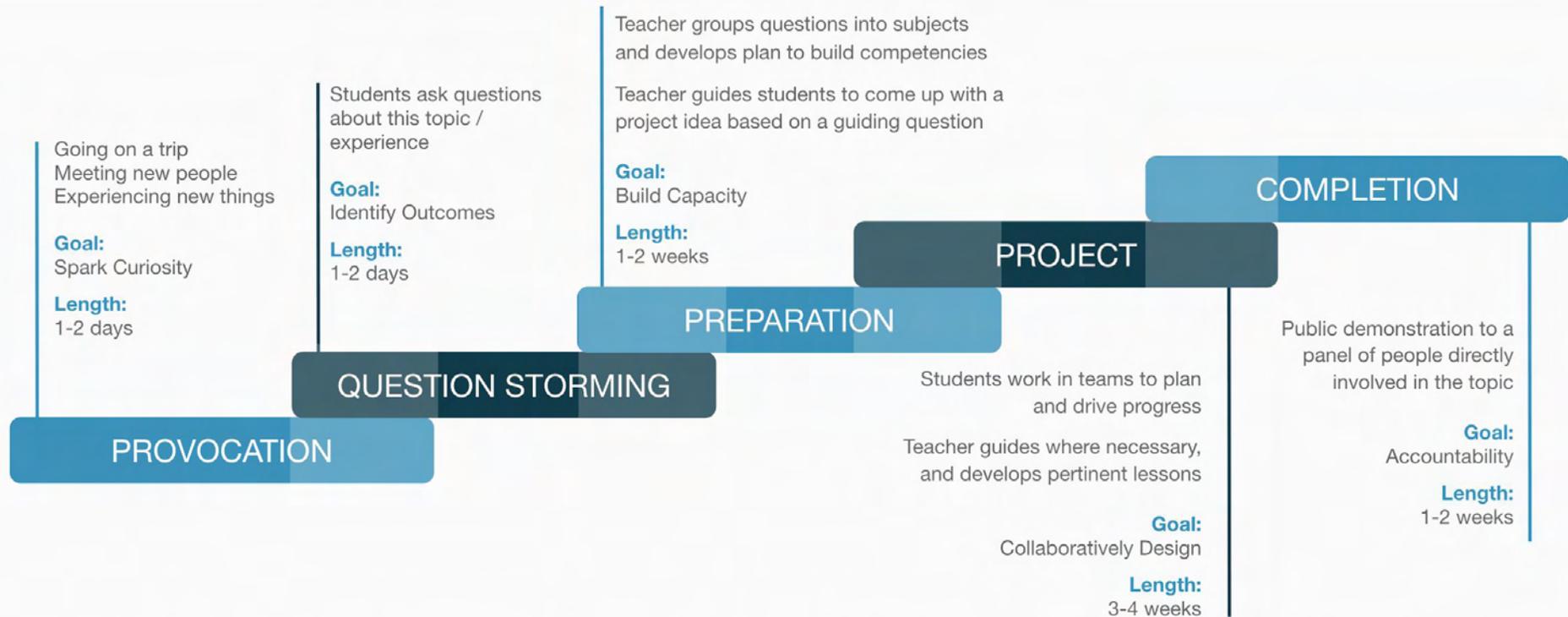
What do you want to
know about PBL?

bennett day school

Logical Thinker	Problem Solver	Self-Regulated Learner	Strategic Thinker	Globally Competent Citizen
<p>I can apply reasoning to a situation, analyzing the premises or "rules" of a situation, then determine a conclusion based on the rules.</p> <p>I can then look at similar situations and apply those rules based on how similar they are.</p>	<p>I can define and assess problems, brainstorm and develop a solution plan, try multiple solutions to that problem and get feedback that moves me closer to a full solution.</p>	<p>I can recognize and assess my own behavior, emotions, thoughts, or learning focus, altering them in accordance with the demands of the situation.</p>	<p>I can systematically explore the future to identify drivers of change and to consider potential outcomes. I can recognize the role of uncertainty in planning for the future and develop agile strategic plans that recognize and predict what might change and what might stay the same.</p>	<p>I can understand international issues, appreciate and learn and work with people from diverse linguistic and cultural backgrounds. I can use a foreign language and develop the skills necessary to be productive in an interdependent world community.</p>

Portrait of a Graduate

	Mon	Tue	Wed	Thu	Fri
9:00	Advisory	Advisory	Advisory	Advisory	Advisory
10:00	Project Based Learning	Project Based Learning	Seminar 1	Project Based Learning	Project Based Learning
11:00			Seminar 2		
12:00					
	Lunch	Lunch	Lunch (12:15-12:45)	Lunch	Lunch
1:00	Seminar 1	Seminar 2	12:45 Dismissal or 12:45-2:30 Electives	Seminar 1	Seminar 2
2:00					
3:00	Flex: Book Groups, Math Support	Flex: Book Groups, Math Support		Flex: Book Groups, Math Support	Flex: Book Groups, Math Support
	Closing Circle	Closing Circle		Closing Circle	Closing Circle
4:00	Office Hours/Electives	Office Hours/Electives		Office Hours/Electives	Office Hours/Electives



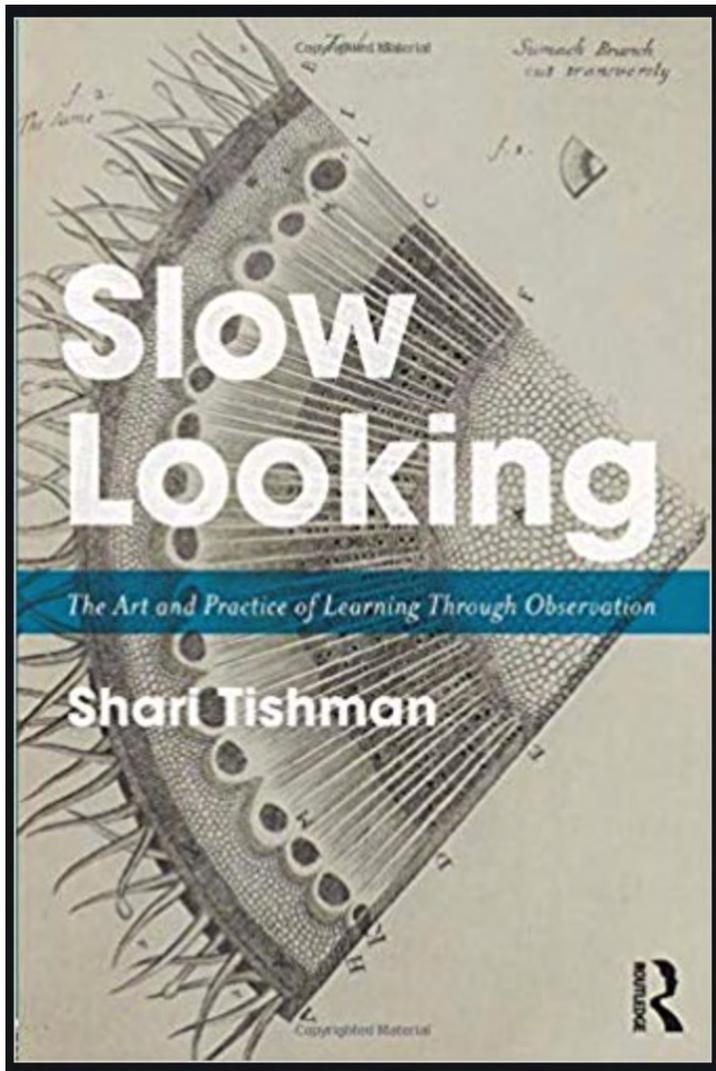
A typical PBL class incorporates 3-4 credits of high school subject matter over the course of a year (history, english, science, and language)

A photograph of a teacher and four students sitting around a wooden table in a classroom. The teacher, a woman with glasses and a white shirt, is smiling and looking at a student. The student is holding a piece of paper. Other students are also looking at the paper. The background shows large windows with a view of a city.

Step One: Provocation



B Line Chicago | blinechicago.com



1. As you walk, choose artwork that speaks to you or moves you.
2. Look at the shape, the colors, the figures, the narrative, the details. Allow questions to form in your mind.
3. Make notes about what you are seeing (in a notebook or if you prefer just in your head).
4. Change position. Look at the work from a different angle. Walk around it.
5. Done looking? Think about what made the most impression on you. What surprised you? What still surprises you?
6. If there's time, repeat for another work.
7. Ask yourself: What connections do you have to the experience as a whole? What large questions does it raise for you?

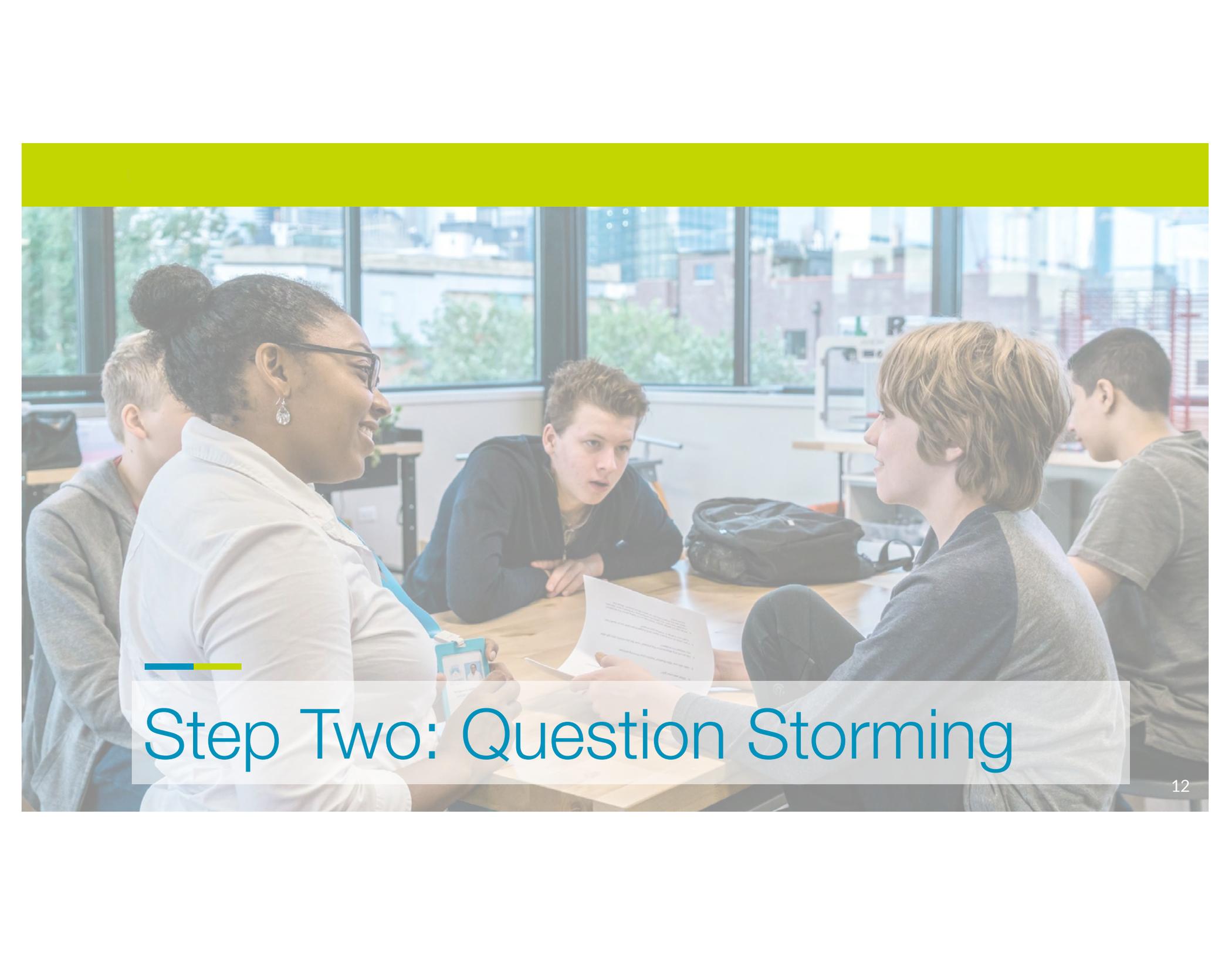
Embrace your inner toddler...ask “why?”

Why?



Why?

Why?



Step Two: Question Storming

Using the Question Formulation

Technique

Consider the artwork of the B Line as a whole...

- Ask as many questions as you can
- Do not stop to discuss, judge or answer the questions
- Write down every question exactly as it is stated
- Change any statement into a question

Using the Question Formulation Technique

Now narrow your questions into a top 5

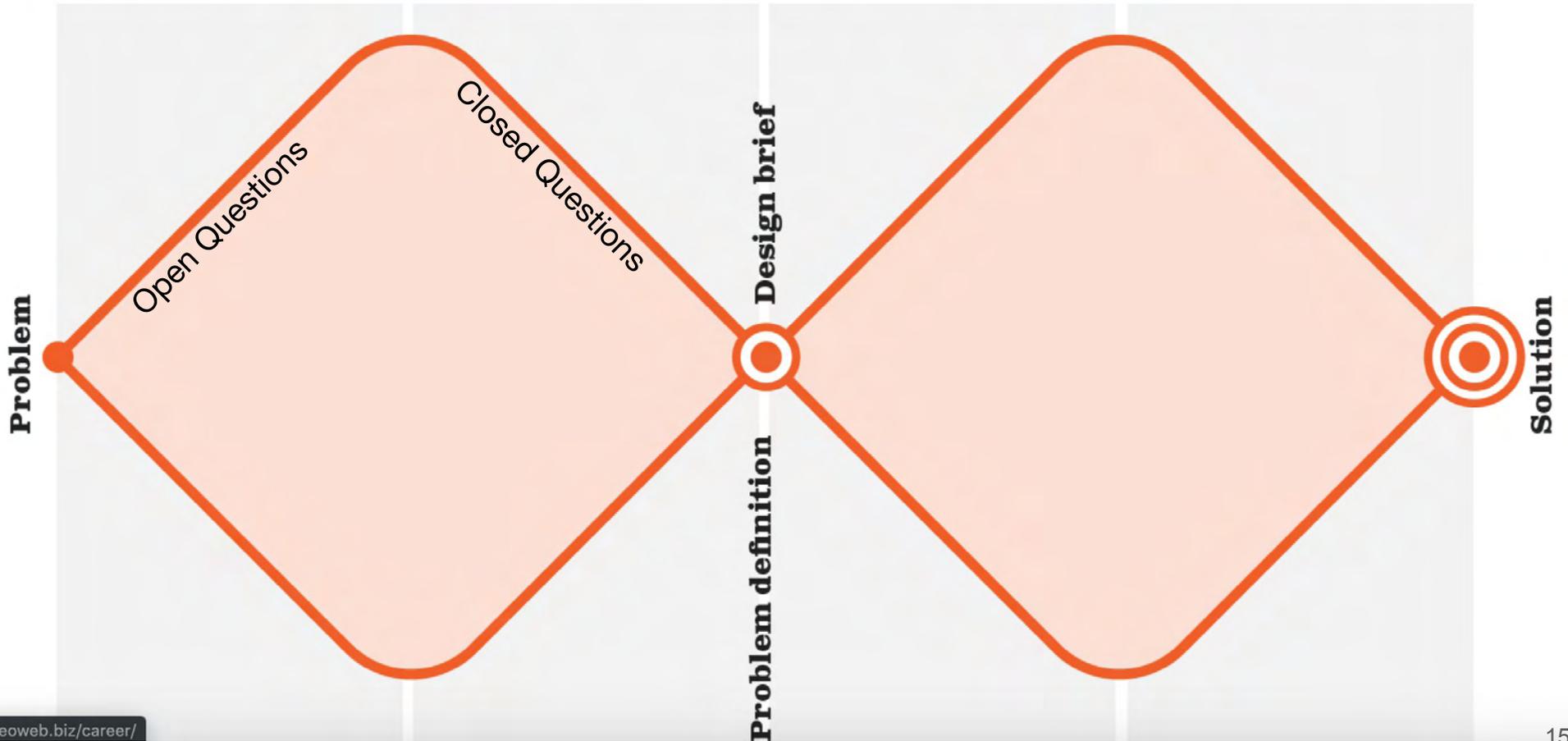
- Identify Googleable (“Closed”) and Non-Googleable (“Open”) questions. Flip one closed to an open, and one open to a closed.
- Rank your open questions in terms of their importance to your group

Discover
insight into problem

Define
the area to focus upon

Develop
potential solutions

Deliver
solution that works



A woman with her hair in a bun, wearing glasses and a white shirt, is sitting at a wooden table in a classroom. She is smiling and looking towards a young man with short brown hair who is also smiling. They are both looking at a document on the table. Two other young men are sitting at the table, one on the left and one on the right, both looking towards the woman and the young man. The classroom has large windows in the background showing a cityscape. A black backpack is on the table. A blue lanyard with an ID badge is around the woman's neck. A small blue and yellow horizontal line is above the text.

Step Three: Building Capacity

Assessing Student Questions

Read through the questions and identify content strands that could connect.

1. Identify content that you cover.
2. Connect each question to at least one item you cover during the first quarter.

Building Capacity

- **Identify Learning Outcomes** for at least 2 of your lessons. What progress do you want students to make towards the goal of designing the project you've ID'd in your driving question?

Assessing Student Questions

How can (*PBL Participants*) explore (*Problem/Phenomenon*) to (*Purpose*) for (*Audience*) using (*Product*)?

Example:

How can **Bennett Day 9th Graders** explore **gentrification** to **create a proposal for a local neighborhood organization** using a **Google Presentation**?

A woman with glasses and a white shirt is smiling and talking to a group of students sitting around a wooden table. She is holding a blue folder. The students are looking at her and some are looking at papers on the table. The background shows a large window with a view of a city.

Demonstration Night 2019



Bennett Day School, Upper School Demonstration Night 2019



Bennett Day School, Upper School Demonstration Night 2019



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martin.moran@bennettday.org



At Bennett Day School, our mission is to provide a collaborative culture that nurtures our innate sense of inquiry and curiosity. We are committed to advancing creativity, innovation, and the development of lifelong learners and leaders.

Bennett Day School is a progressive school that provides unparalleled experiences – in our program offering, instructional approaches, and nurturing environment – that shape our community for a fulfilling, successful, and impactful life. Compelled by curiosity, immersed in complex questions about the world around them, and supported by a diverse faculty and peer population, the Bennett Day School community asks and seeks the answers to those questions that derive from creativity and innovation.

Individual and collaborative learning are central to the work of our school day; students and teachers are held to the highest standards, not simply in terms of final outcomes, but in the planning and realization of their own learning.

exploration
academic excellence
diversity
integrity
citizenship
adaptability



Bennett Labs is a learning innovation lab embedded in the life of the school committed to advancing creativity and innovation in adult and educator learning experiences.

Our mission is to uncover and advance creativity, innovation in learning, and to create experiences that foster the development of lifelong learners and leaders. In collaboration with design, learning, and technology partners, we are committed to all learners as co-designers in the learning experience, to creativity and innovation occurring naturally and collaboratively between people, and to the sharing of learning innovations with the wider community.

We accelerate adult and educator learning, connect innovators and incubate learning innovations through a progressive approach to adult and educator learning.