

## Project Based Learning

PBL can be defined as:

- Learning experiences which engage students in complex, real-world projects through which they develop and apply skills and knowledge;
- A strategy which recognizes that significant learning taps students' inherent drive to learn, capability to do important work, and the need to be taken seriously;
- Learning in which the results are not predetermined or fully predictable;
- Learning which requires students to draw from many information sources and disciplines in order to solve problems; and
- Learning which requires students to coordinate time, work schedules and project outcomes in order to accomplish project goals on a predicted time schedule.

For students Project Based Learning involves:

- Application of skills and knowledge
- Tolerance of change
- Framework for decision-making
- A problem or question without a predetermined solution or answer
- A final project (not necessarily material)
- Tolerance for error
- Evaluation of quality of results
- Continuous evaluation of progress and process
- Reflection
- Designing a process for reaching a solution
- Making decisions
- Assessing and managing information
- Awareness that outcomes may vary

In PBL, the teacher becomes a facilitator:

- Asking questions to help students probe deeper
- Encouraging students to pursue and expand their ideas
- Brainstorming with students possible resources
- Helping students brainstorming possible solutions, next steps or course of action
- Helping students determine which solution is appropriate
- Helping students organize a work plan and implement it
- Helping students determine appropriate behavior
- Encouraging and praising where appropriate
- Modeling appropriate, cooperative, respectful behavior
- Reminding students to be respectful and courteous
- Resolving conflicts
- Determining with the students standards for quality of work
- Offering feed back about produced work when it is to be seen by the public
- Determining when a skill needs to be taught to the students so that they can proceed

Remember that in many situations the teacher or leader has an **equal** voice with the students, not an overriding voice.