

PBL in the classroom: setup, integration and reflection

Erasmus +: Siviglia, 2-7 dicembre 2019
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WHO

- ▶ 5 docenti: Italia, Ungheria, Finlandia, Portogallo



- ▶ I formatore: Carolina Castro (Spagna) della Connectedminds
 - ▶ Formatore per Europass teacher academy
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WHERE: Coworking space in Sevilla



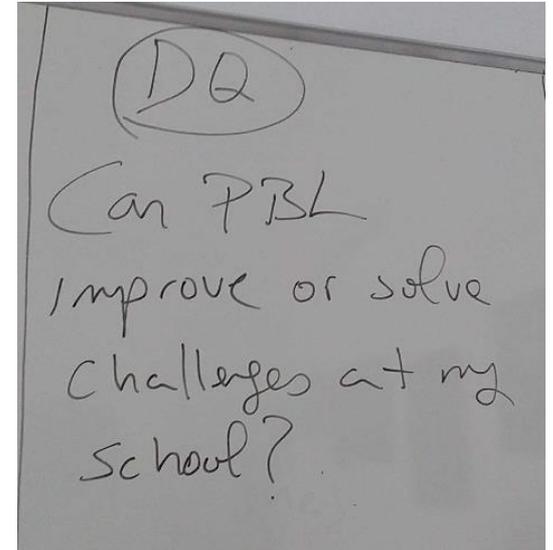
WHAT: PBL, project based learning

1 settimana per:

- ▶ capire che cosa prevede questo metodo

4 FASI

7 GOLDEN STANDARD



- ▶ lavorare ad un progetto comune applicando il metodo
- ▶ imparare **tecniche** che si possono usare nel PBL ma anche al di fuori



Golden standard

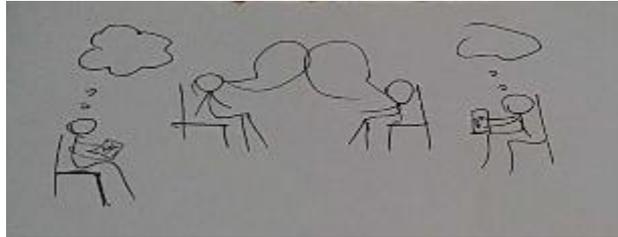


Se ci sono tutti questi aspetti, il progetto è un “vero” PBL



Tecniche utili

- ▶ Metacognizione: **socratic seminary, exit ticket**



- ▶ Lavoro di gruppo: **mini-tutoring** (lezione segmentata?), **fishbowl**
- ▶ Motivazione e benessere degli studenti: **gratitude journal**



ENTRY →

1 Launch	2 Build	3 Develop	4 Present
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Blogger/popstar
personal experience
+
DQ

1. ASK
2. →
3. THINK LIST
- Need to know why is it happening, why is it important, how to recognize

- Need to Knows:
- Which kind of phenomenon cyberbullying is?
 - Why is it a negative ph.?
 - What consequences does it bring?
 - How can I recognize that somebody is cyberbullied?
 - How can we help to solve this problem?

- VIDEOS (emotion/empathy)
Define roles: (primary and middle school: we give role; 2nd: they decide)
- Materials for explanations: WHO DOES WHAT)
- What is your goal in this project?

TEACHER GIVES INFO. ABOUT ASSESSMENT: "I will assess..."

- What do you need to develop the project?
- Choose between:
- act a play
 - videos or podcasts
 - draw comics/photos
 - write article/story
 - ...
- Think about: who is the best advisor for you?
- What do you need to know? write a list of questions.
- Show it to another group for feedback
- EXTRA POINTS: feedbacks from parents
- DRAFT of the final product
- send it to experts/advisors → teachers → students → public
- show draft to the class (CHANGES)

- What do you need to present?
- write a list!
- ↳ materials (paper, dra help teacher support
- students DO IT!

- Public presentation
- COLLECT FEEDBACKS
- ASSESSMENT → public

Assessment:

Skills: communication; critical thinking; creativity; empathy; IT skills;

Reflection:

Product:

DQ How we as students help victims of cyberbullying?

Da UdA a PBL... quali differenze?

- ▶ Lavoro in team: necessaria una lunga progettazione



da soli è più difficile!

Maggiore motivazione:

- ▶ -need-to-know questions
- ▶ -progetti lunghi
- ▶ -students' voice and choice



Studenti **attivi**



10 Tips for Best Practices in PBL Assessment

1. Assess more, grade less.
2. Informal assessment is important too; ask students to explain and reflect on what they're learning.
3. Be transparent with students about the assessment process and bring them into it.
4. Allow student voice and choice in assessment, including differentiation.
5. Make sure students understand, can use, and "own" the tools of assessment, such as rubrics.
6. Assess success skills such as critical thinking, problem solving, and collaboration, in addition to content knowledge.
7. Be sure to assess individual learning and work, not just team-created products.
8. Focus on formative assessment, and give students the opportunity to improve their work.
9. Help parents make a shift in their expectations for what assessment information is shared with them, beyond traditional grades.
10. Broaden your thinking about *who* assesses; it's more powerful for students to hear a range of assessment voices, not only from the teacher but also peers, outside experts, parents and community members.

Erasmus +: partecipare o no?

- ▶ Idee e tecniche utilizzabili senza PBL
- ▶ A lungo termine: sperimentare PBL (o il metodo presentato in altro corso)
- ▶ Uso di un'altra lingua
- ▶ Scambio di esperienze e buone pratiche



Link

- ▶ https://www.bie.org/project_search
- ▶ PBLWorks: <https://www.pblworks.org/>
- ▶ <http://ootg.pblworks.org/ootg/#strategies>
- ▶ <https://www.edutopia.org/>



