

What are the five phases of PBL?

Pitch: Projects are purposefully planned with learner interests and needs in mind. Initially facilitators may use what they already know about learners to launch a project or pitch an idea to learners. As learners gain experience with the process, they can work collaboratively in a pair or small group to pitch an idea of their own and take the lead on co-planning the project with the facilitator.

During this phase of the process the:

- Purpose of the project is established;
- Audience is identified;
- Culminating project presentation type(s) is/are determined.

Read/Research: In this phase of the process, learners work in small groups to investigate the problem or issue using multiple sources of information to develop background knowledge and deepen their understanding. Resources include images, texts, videos, and podcasts, generally informational in nature, to help students grow their knowledge base. Learners may also collect data in other ways such as through surveying others and/or interviewing outside experts.

** **Note:** If students are interested in pitching an idea, they may be encouraged to do preliminary research in order to support or enhance their theory.*

Write/Create: In this phase of the process, learners synthesize their research and create engaging presentations to highlight solutions and make recommendations. Learners utilize writing skills to plan and create engaging presentations in a variety of formats (i.e. videos, podcasts, infographics, letters, research findings, etc.) appropriate to the topic and audience. They may also create tables or graphs to display data collected in the research process.

** **Note:** As students begin to synthesize the information and/or create their presentation, they may realize they need more information and go back to the Read/Research Phase.*

Critique/Revise: The most critical element of the project-based learning cycle is critique and revision. In this phase, learners share their draft work with peers and/or mentors to obtain meaningful feedback. Learners revise their projects as they build persistence and stamina. This

phase also ensures learners are ready to share and display their best work with an audience beyond the classroom.

Present/Share: Learners share polished work with an authentic audience. They present their culminating projects with the community, which may include members of the the school, the township, a business, or the world at large. Ideally, learners would have an opportunity to interact with the audience and receive feedback on their work. It is also critical that learners reflect on their final work and set goals to direct ongoing learning.