

## **Project-Based Learning Model**

Robyn Payne

Department of Education and Human Development, Lamar University

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Dr. Dwayne Harapnuik

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**Phase 1: (Now)**

1. Initiation

- a. Research Project-Based Learning (PBL) to gain a true understanding of all of the ingredients that it entails so that I may accurately and effectively implement it in my classroom.
- b. Create a literature review so that I can provide my administrators and other stakeholders with plenty of authentic information about Project-Based Learning (PBL).
- c. Create a broad plan to implement PBL in my classroom in the 2023-2024 school year.
- d. Gain approval and buy-in from my administrators so that I have clearance to implement Project-Based Learning and the use of the tools that we will use in the classroom to facilitate it effectively.
- e. Formulate a plan to gain solidarity from my student's parents so that they can support their child's learning and resolve any questions or concerns upfront.
- f. Continue to document the progress of my innovation project on my e-portfolio so that I can look back & build upon my work in the future.

**Phase 2: Months 1-5**

1. Planning

- a. Research the budget for the development of an upcoming elementary school campus in my district.

- b. Research and document all of the details that go into the development of the school campus.
- c. Plan lessons to have students digitally develop the school campus while still containing the content standards (ex. Blueprints for the school building and classrooms can be conjoined with area & perimeter).
- d. Develop a pacing guide using our district-provided year-at-a-glance guide so that the project is cohesive with the district-mandated timeline of content standards.
- e. Research and test websites, applications, and programs that can be utilized by students to complete different parts (ex. Marketing, designing, planning, budgeting, constructing, etc.) of the overall project.
- f. Create and update a detailed planner & log to easily implement the project in the future without having to reinvent the content.

### **Phase 3: Months 3-8**

#### **1. Execution**

- a. In September I will introduce my students to Project-Based Learning by providing them with the meaning and the ingredients of PBL.
- b. Get my students excited about our year of PBL by explaining that they will be able to lead, collaborate, invent, and be as creative as they want.
- c. Provide my students with the “Wicked Question” of the overall project.
- d. Inquire, collaboratively, what questions and steps we need to take to solve the “Wicked Question” for the project.
- e. Explore, as a class, what goes into designing, constructing, developing, marketing, and budgeting a new school campus (ex. How many classrooms for

the number of projected students, how many teachers, how many desks/chairs, teacher pay, etc.)

- f. Students will collaborate to create a roadmap to the grand opening of their new school campus.
- g. Students will make weekly checklists and monitor their own completion of their list.
- h. Students will each design their own campus over the year but work collaboratively on mini projects to get there throughout the year.
- i. Students will use an assortment of websites, programs, and applications (after training) to complete mini-projects that will ultimately be put together for the overall project at the end of the year.
- j. Keep a running list of “do’s and dont’s” in my PBL log/planner for next year to make the following year as seamless as possible.

#### **Phase 4: Months 4-12**

##### **1. Monitoring & Presenting**

- a. Students will provide weekly feedback and feedforward to their peers every Friday to create a trusted community.
- b. I will also hold weekly status review meetings on Fridays making sure that students are making progress & meeting timelines and that there are no misconceptions that I have not already addressed.
- c. Gather qualitative feedback from students by having them complete a quick form asking them to explain how their project steps that day or days related to the content standard that we are working on. This is to ensure that students have a

clear understanding of the real-world application of the content standard and catch any misconceptions before they get too far.

- d. Monitor the success of implementing PBL into the learning standards by using data from formal assessments such as MAP, district assessments, and STAAR. I will also use informal assessments throughout the week to stay on top of understanding.
- e. Once STAAR results are in, compare my class to other fourth-grade classes to gather further data.

### **Phase 5: Months 12-24**

#### 1. Expand

- a. Gather data to share with curriculum coordinators, administrators, and teachers.
- b. Collaborate with admin about expanding PBL to all fourth-grade math classes on campus.
- c. Gain teacher buy-in to expand PBL in all math fourth-grade classrooms on my campus.
- d. Provide teachers with a structured guideline of all steps to effectively and accurately implement the Project Based Learning Model.
- e. Make sure that the teachers understand that to be effective all steps have to be fulfilled, including the last step of creating a space for students to showcase their projects with outsiders in an area other than the classroom.
- f. Create a digital teacher toolbox for teachers to explore and get tips for implementing PBL in their classrooms.
- g. Add useful websites to the teacher toolbox.