

Project Design

The best projects share some important features (Boss and Krauss, 2007)

They:

- *are loosely designed with the possibility of different learning paths*
- *are generative, causing students to construct meaning*
- *centre on a driving question or are otherwise structured for inquiry*
- *capture student interest through complex and compelling real-life or simulated experiences*
- *are realistic and therefore cross multiple disciplines*
- *reach beyond school to involve others*
- *tap rich data or primary sources*
- *are structured so students learn with and from each other*
- *have students working as inquiring experts might*
- *get at 21st-century skills and literacies, including communication, project management, and technology use*
- *get at important learning dispositions, including persistence, risk-taking, confidence, resilience, self-reflection, and cooperation*
- *have students learn by doing*

It can be helpful when you first get started with PBL to find some projects that have already been created as you get used to the shift in roles for teachers and students. Some of our favourites are from www.learn.org

The Teddy Bear Project
The My Hero Project
Debunking Stereotypes
Machinto
Art Miles

To learn more about project design, check out:

www.bie.org - Buck Institute for Education

Understanding by Design - by Grant Wiggins and Jay McTighe

Active Learning Practices for Schools - Project Zero, Harvard School of Education

<http://learnweb.harvard.edu/alps>