Module 4

Advanced Project Design

Stages of REAL Project Design

REAL Project Components: Stages of Development

Traditional Classroom	Project-Oriented Learning	Project-Based Learning	REAL Projects
Student-Generated Final Product No final product created beyond usual work in book, exam, or paper.	**Student-Generated Final Product** Students work on product after a series of 'learning' or master lessons. Products lack proper materials and limited time is afforded to create products.	**Student-Generated Final Product** Students spend a significant time during the duration of the project working on the final product. Product drives student learning & resembles a professional craft.	**Student-Generated Final Product** Students spend most of their time during the duration of the product working on the final product. Product incorporates all aspects of student learning, mirrors a professional craft and uses experts to assist in creation.
Public Exhibition Work is submitted to the teacher as the main or sole audience.	**Public Exhibition** Project is shown to the teacher and peers, and may find a home on the walls of the classroom or the halls at school.	**Public Exhibition** Project is publicly displayed during an exhibition that may include parents and the school community. The project may be publicly displayed at the school or another venue after the exhibition.	**Public Exhibition** Project is publicly displayed at an external venue where parents and members of the authentic audience are invited. All students are required to attend and each plays a significant role in presenting their work.
Authentic Audience The audiences for the work is the teacher and possibly students' peers .	**Authentic Audience** The audiences for the work are carers, the teacher, and possibly the school community.	**Authentic Audience** The audiences for the work are the carers, the school community, and possibly the local community.	**Authentic Audience** The audiences for the work are the carers, the school community, the local community, and possibly experts capable of critiquing. The project exists to be of service to the world.

REAL Project Components: Stages of Development

Traditional Classroom	Project-Oriented Learning	Project-Based Learning	REAL Projects
Essential Question No driving question.	**Essential Question** Question is present but lacks complexity and is easily answered.	**Essential Question** Complex question drives student learning and project outcomes. Question is relevant and interesting to students.	**Essential Question** Complex question found in the real-world drives student learning, project outcomes and challenges students to think critically and form their own opinions.
Significant Content Content is subject specific and outlined by National Curriculum. Little or no evidence of 21st century skills.	**Significant Content** Content is mostly derived from National Curriculum with a few links to other subjects. There may be mention of 21st century skills and they may be lightly taught.	**Significant Content** Content is derived from needs of the project and includes several interdisciplinary links. 21st century skills are emphasised throughout the duration of the project.	**Significant Content** Content is derived from authentic modelling of real-world profession drawing upon multiple subject areas. 21st century skills are emphasised and assessed.
Multiple Drafts & Critique No evidence of re-drafting. Teacher marking is main or only source of feedback.	**Multiple Drafts & Critique** Work goes through 1-2 drafts. Peer critique present but lacks specificity. Students may or may not incorporate feedback into future drafts.	**Multiple Drafts & Critique** Teacher deconstructs exemplar work with students. Work goes through multiple drafts. Critique is specific and helpful. Clear indication of students implementing feedback	**Multiple Drafts & Critique** Teacher deconstructs exemplar work with students. Work goes through multiple drafts. Critique is incorporated into revisions and progress is clear from draft to draft. Class works together to improve the work of all students.

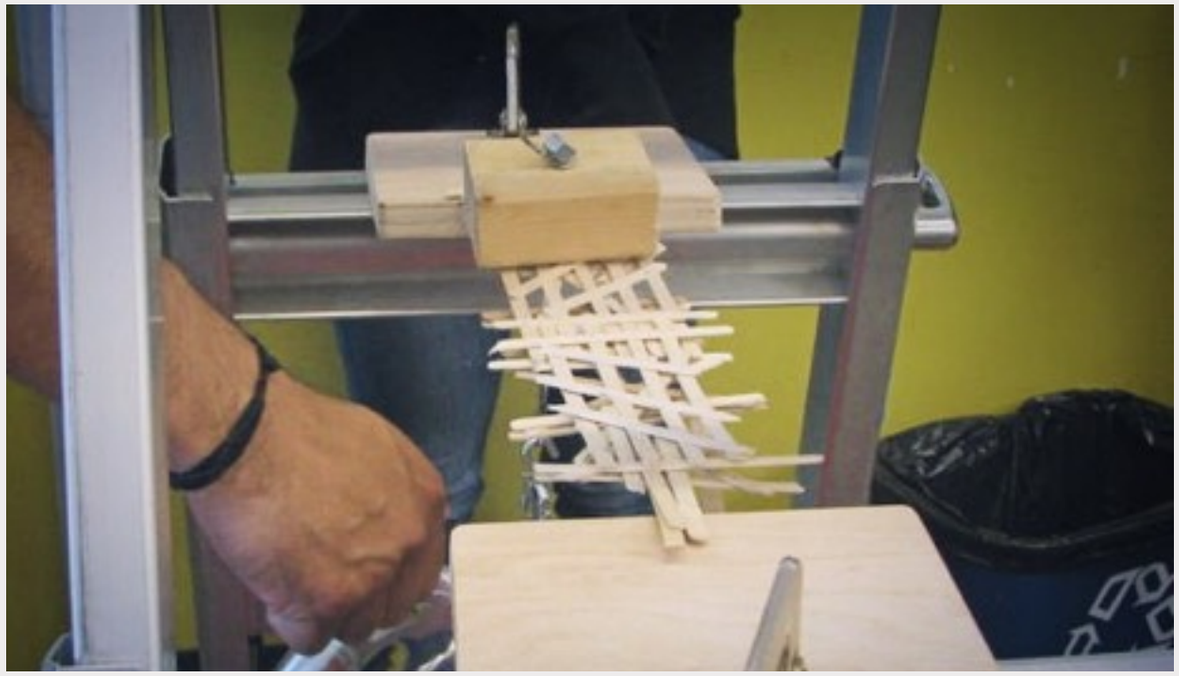
PROJECT-ORIENTED LEARNING

Overview:

Project-oriented learning is characterised by applications of knowledge that is gathered through mainly traditional (direct-transmission) teaching methods. That is, the teacher gives lectures, and the students are given a task to produce an assignment related to their learning. Project-oriented learning include products, and may include some level of multiple drafts and critique. The final product may or may not be exhibited in a public setting, but is mainly designed for students apply and demonstrate knowledge and skills acquired through classroom instruction.

Examples:

- Book Project
- Science Fair
- Castle Project



PROJECT-BASED LEARNING

Overview:

Project-Based Learning is characterised by learning experiences that are driven by the creation of a product that resembles professional standards. They include complex essential questions, public exhibitions, and a product process of multiple drafts and critiques.

Examples:

- Roller Coaster Project
- Scenes of War Project
- Bridge Project

REAL PROJECTS

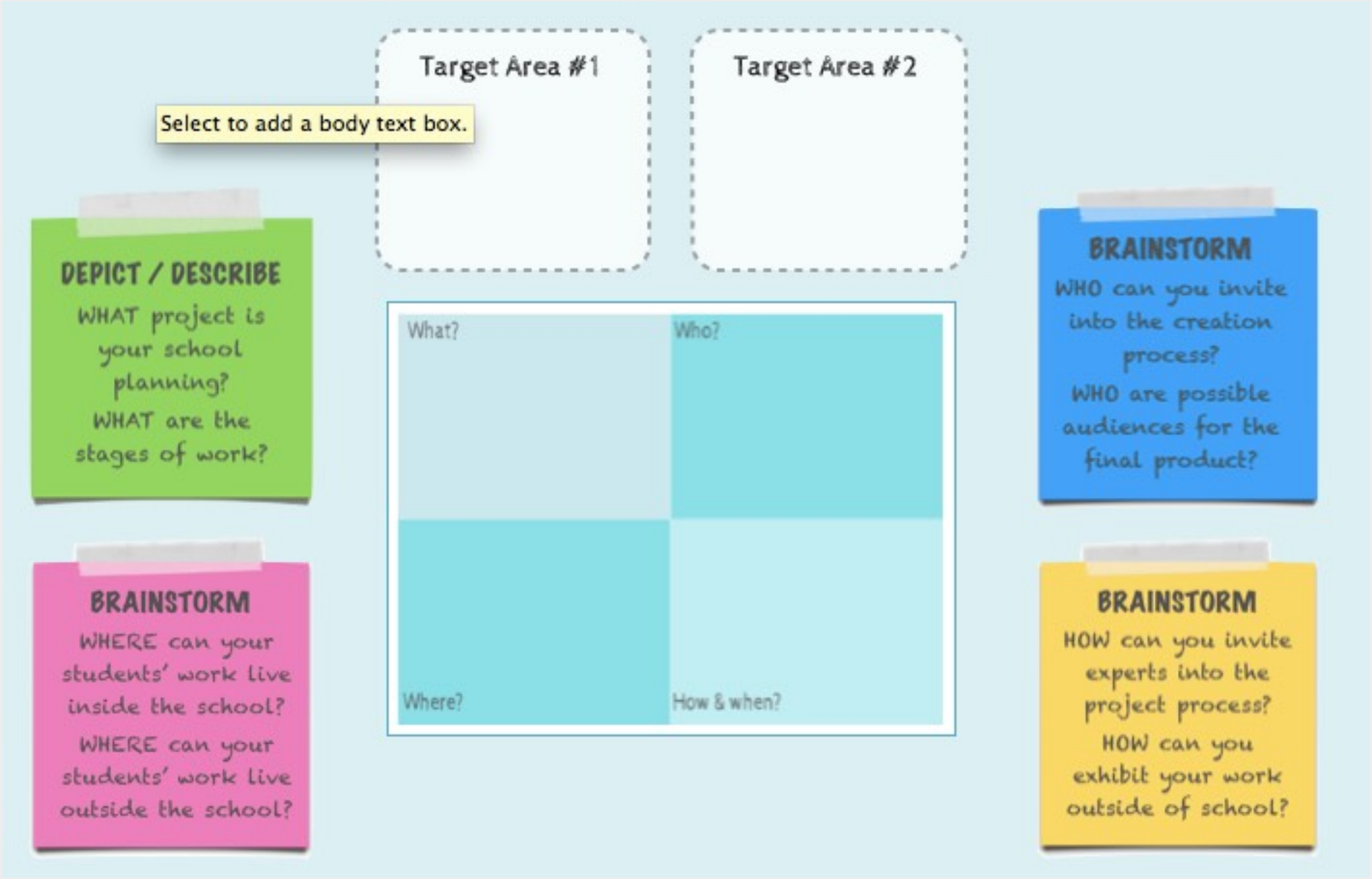
Overview:

REAL Projects are characterised by a rigorous, engaging, and authentic learning experiences. REAL Projects include complex essential questions that are asked in real world environments, authentic audiences, public exhibition, and critique and multiple draft processes for all student work to achieve standards of excellence.

Examples:

- Words for Wildlife Project
- Beyond the Crossfire
- Historical Heroes Project

Target Areas: Design Brainstorm



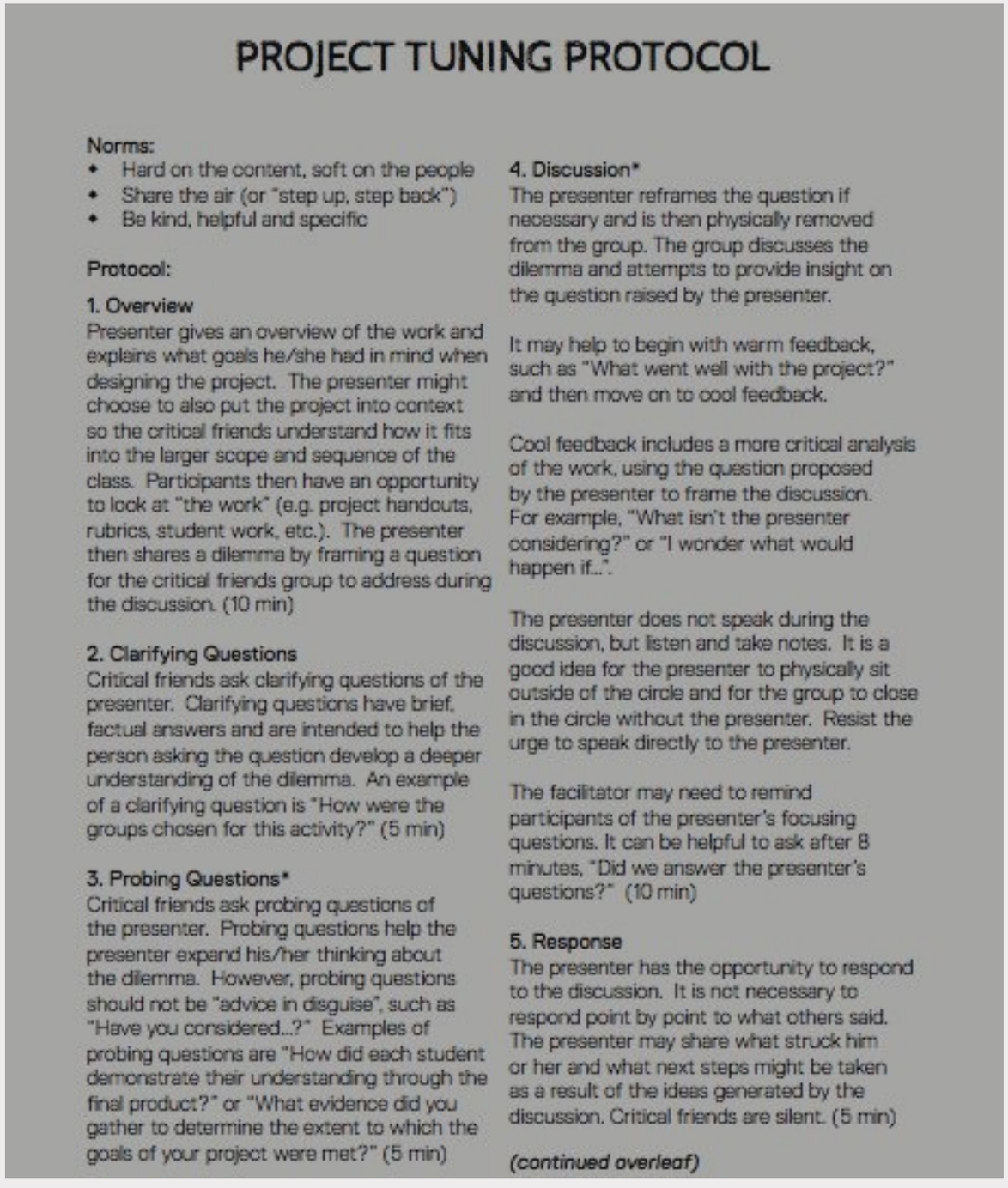
Target Areas: Design Brainstorm

What?

Who?

Where?

How & when?



PROJECT TUNING PROTOCOL

Norms:

- Hard on the content, soft on the people
- Share the air (or "step up, step back")
- Be kind, helpful and specific

Protocol:

1. Overview
Presenter gives an overview of the work and explains what goals he/she had in mind when designing the project. The presenter might choose to also put the project into context so the critical friends understand how it fits into the larger scope and sequence of the class. Participants then have an opportunity to look at "the work" (e.g. project handouts, rubrics, student work, etc.). The presenter then shares a dilemma by framing a question for the critical friends group to address during the discussion. (10 min)

2. Clarifying Questions
Critical friends ask clarifying questions of the presenter. Clarifying questions have brief, factual answers and are intended to help the person asking the question develop a deeper understanding of the dilemma. An example of a clarifying question is "How were the groups chosen for this activity?" (5 min)

3. Probing Questions*
Critical friends ask probing questions of the presenter. Probing questions help the presenter expand his/her thinking about the dilemma. However, probing questions should not be "advice in disguise", such as "Have you considered...?" Examples of probing questions are "How did each student demonstrate their understanding through the final product?" or "What evidence did you gather to determine the extent to which the goals of your project were met?" (5 min)

4. Discussion*
The presenter reframes the question if necessary and is then physically removed from the group. The group discusses the dilemma and attempts to provide insight on the question raised by the presenter.

It may help to begin with warm feedback, such as "What went well with the project?" and then move on to cool feedback.

Cool feedback includes a more critical analysis of the work, using the question proposed by the presenter to frame the discussion. For example, "What isn't the presenter considering?" or "I wonder what would happen if...".

The presenter does not speak during the discussion, but listen and take notes. It is a good idea for the presenter to physically sit outside of the circle and for the group to close in the circle without the presenter. Resist the urge to speak directly to the presenter.

The facilitator may need to remind participants of the presenter's focusing questions. It can be helpful to ask after 8 minutes, "Did we answer the presenter's questions?" (10 min)

5. Response
The presenter has the opportunity to respond to the discussion. It is not necessary to respond point by point to what others said. The presenter may share what struck him or her and what next steps might be taken as a result of the ideas generated by the discussion. Critical friends are silent. (5 min)

(continued overleaf)

INVITE COLLEAGUES TO A TUNING PROTOCOL

Overview:

A protocol is a structured conversation focused on a specific goal. Protocols are designed to provide a focused, safe, and equitable way to share your work and receive feedback to make improvements or answer dilemmas that you are facing.

Protocol:

Download the full Project Tuning Protocol Handout (PDF)

•Overview (5 minutes) Presenter gives an overview of the work and explains what goals he/she had in mind when designing the project. The presenter then shares a dilemma by framing a question for the critical friends group to address during the discussion.

•Clarifying Questions (5 minutes) Critical friends ask clarifying questions of the presenter.

•Probing Questions (8 minutes) Critical friends ask probing questions of the presenter.

•Discussion (15 minutes) The group discusses the dilemma and attempts to provide insight on the question raised by the presenter.

•Reflection (5 minutes) The presenter has the opportunity to respond to the discussion.

•Debrief (5 minutes) The facilitator leads a conversation about the group's observation of the process.