



Essential Components for Implementing Project-Based Learning

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Abstract: *The purpose of this document is to offer guidelines and support in implementing Project-Based Learning. The guidelines describe key phases of Project-Based Learning, the continuum of implementation, and formative and performance assessments that support learning.*

Keywords: *project-based learning, framework, support, variety.*

Project-Based Learning is not an “all or nothing” endeavor and no educator should shy away from exploring its many possibilities due to a lack of experience or confidence in implementing it “correctly.” The four stages of Project-Based Learning can be implemented with varying degrees of scaffolding and support, depending on the comfort level of the teacher and readiness level of the learner. The four stages of Project-Based Learning exist along a continuum of learner agency, ranging from being completely teacher-directed to being completely student-directed. Based on students’ readiness level, the amount of student-directed learning can increase in some stages and remain more teacher-directed in others. As teachers and students become more comfortable with Project-Based Learning and the freedom it can provide, teachers can ease up on the reins and learner agency can increase all around.

Suggestions:

1. *Project-based learning presents an open-ended, appropriately complex question.*

Students should have to do deep research, draw on existing knowledge and come up with a solution in the form of a final project — whether that’s a presentation, proposal, essay or other product.

Students should have a choice in what they explore, and the questions they answer should be genuinely challenging with real-world applications.

2. *Project-based learning relates to knowledge acquired through classroom lessons.*

Not only should project-based learning build on your classroom lessons, but it should give students the opportunity to put them to use in a real-world setting. Project-based learning encourages students to dive deeper into the subject matter and builds on content knowledge.

Ultimately, this content knowledge should have real-world applications that students can focus on during the project.

3. *Project-based learning requires students to find their own solutions to a given problem or question.*

Just because the inspiration for project-based learning assignments comes from your lectures, doesn’t mean it should stay there. Effective PBL comes from requiring students to find their own solutions to a given problem — not just plugging in a formula to find the answer.

In practice, this looks like a real-world project with extended inquiry. It should be a multi-stage process with, if necessary, multiple deliverables at different stages to keep students on track.



4. Project-based learning gives students a choice in how they learn.

Students learn best when they're studying something that captures their imagination and interest. Regardless of the end product, students should have as much autonomy as possible in what they make and how. They should learn how to communicate ideas in a group and on their own, and really bring their passion for the project to the forefront.

5. Project-based learning follows a clear, well-defined set of assessment criteria.

The best way to keep project-based learning on track and effective is to let students know what's expected of them.

At the beginning of the project, give students a rubric and handouts outlining:

How the project will be graded All the products they'll be required to hand in How they should work independently or in a group When students know what's expected of them, they're more likely to succeed.

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