

Primer on Project-based Learning (PBL)

We prepared these primers on Project-based Learning, Learning Experience Design, and Facilitating Online Learning to further support instructors in integrating the course packs' content to their classrooms and teaching practice. We believe these will help give teachers and instructors at different levels of experience a common starting point in using the Digital Tayo Course Packs.

Project-based Learning (PBL)

Project-based Learning or **PBL** is a teaching method where students learn by working on projects that allow them to engage with real-world problems and issues. The learning experience culminates in a public exhibition where students demonstrate the knowledge and skills they acquired while pursuing the project.

PBL is a great opportunity to develop 21st Century skills and deep content knowledge while pursuing a problem or issue that is meaningful to them. PBL is also flexible enough that the teacher can tailor their approach to suit individual learning goals and needs.

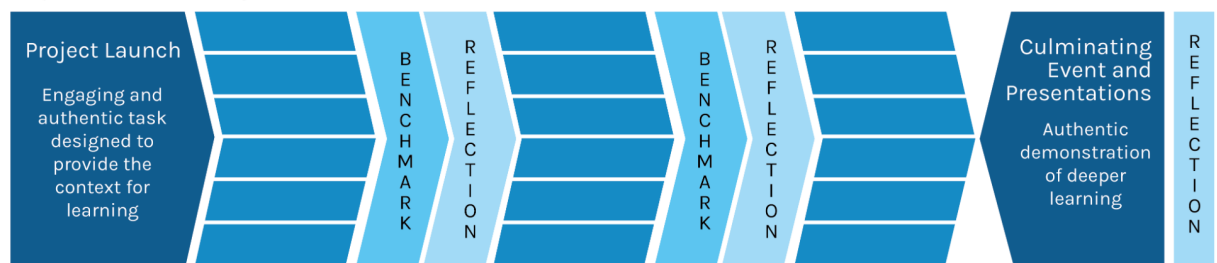
While creating projects is common in traditional learning experiences, these are usually seen as a culminating event or supplementary activity. PBL is different because the learning experience starts with an authentic and engaging task or challenge that provides the context for learning. What follows is a rigorous process of inquiry, reflection, critique, and revision that culminates in a public exhibition.

DOING PROJECTS VS. PROJECT BASED LEARNING

Traditional Unit with Culmination Project



Project Based Learning Unit



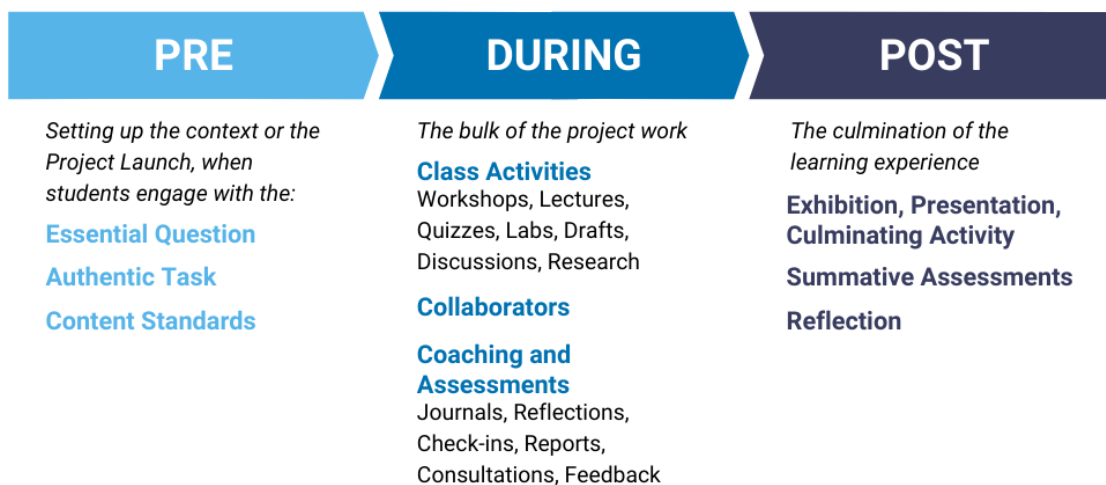
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This [graphic from NewTech Network](#) summarizes the difference between PBL and traditional projects.

Many schools and institutions have developed their interpretations of PBL aligned with their vision for learning. However, when PBL is simplified into its major components or phases, we end up with the PDP framework:

PDP Framework for PBL



The PDP framework segments the PBL experience into 3 phases: Pre, During, and Post. These 3 phases are present no matter how long or short the PBL experience is and can look different depending on the teacher's intention with the learning experience.

- During the 'Pre' phase, the students are engaged with the essential question they will seek to answer by pursuing the project. They will also be introduced to the content standards that will guide their learning journey. This phase sets up the context necessary at the start of the PBL experience.
- In the 'During' phase, students go through different learning activities that support the accomplishment of the authentic task. These learning activities can include lectures, research, and group discussions. The teacher can also conduct periodic reflections on their progress, and facilitate assessments.
- The PBL experience is capped off by the 'Post' phase. Learners present their projects at a public exhibition. Technology plays an important role in this phase because it allows for exhibitions to take place virtually or even asynchronously. Summative assessments and more critical reflections on the learning experience may also be conducted to assess the student's learning journey.

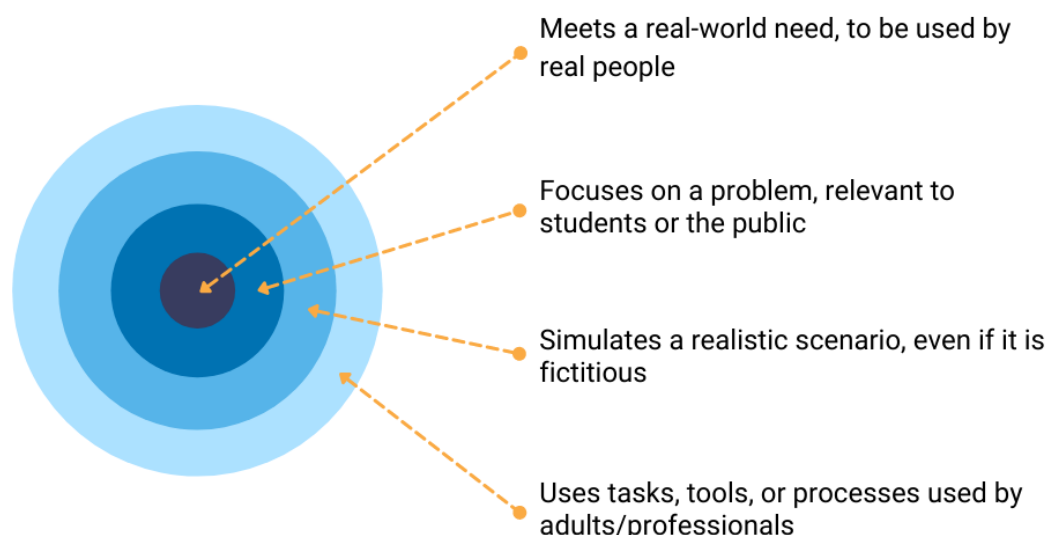
The projects in the Digital Tayo Course Pack are structured to follow the PDP Framework. **Teachers may choose to use the projects as they are or modify these according to their needs and contexts.**

Authenticity

Authenticity can be achieved when a project addresses a real-world problem or the challenges of real people. **The more authentic a project is, the more powerful and relevant the learning experience will be, as this translates into experience, knowledge, and skills students will bring to the real world.** Authentic projects keep students engaged and motivated so it is important to establish this as early as possible.

There are four “levels” of project authenticity. As we create PBL experiences, we become more mindful of the level of authenticity that we want to achieve and what is possible given our context.

Levels of Project Authenticity

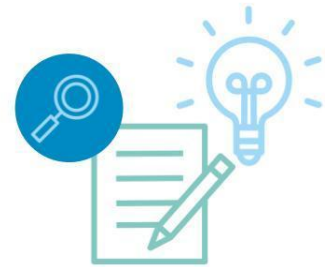


The project can be considered to be at its most authentic when a project directly addresses a real-world need and can be used by real people. However, reaching this level of authenticity in PBL is often met with constraints such as insufficient time and resources. That doesn't mean that this level of authenticity is impossible; it will largely depend on the learners' context.

Making time for revisions

Students reap the benefits of PBL when they grow through the experience of constant inquiry - investigating, testing, and learning - as they work on their projects.

Excellent student work is often cultivated by learning and improving from failure and their discoveries. Designing the project timeline to accommodate mistakes and revisions is crucial.



The depth and scope of a student's growth can be easily assessed through the improvements made over the project timeline. This will also lead instructors to more personalized or differentiated instruction.

Standards, Feedback, and Critique



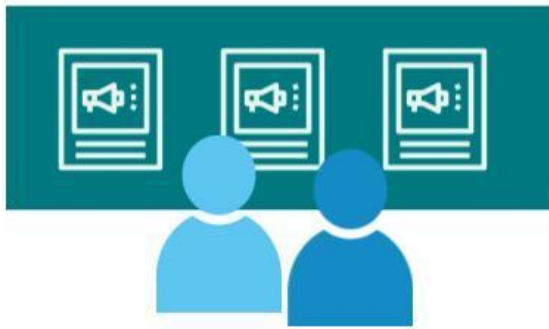
Feedback and critique are also important sources of learning. This helps students remain aligned to the learning outcomes. Peer feedback also allows students to develop communication skills as they learn from each other's work.

In the 'Pre' phase, it is important to introduce the students to the content standards and examples of excellent project work. These models may be examples of professional work or student work from previous classes. Doing this **gives them a better understanding of what they are aiming for in their work.** Students can also practice giving feedback and critique by evaluating the models to understand what makes them excellent.

Giving honest, kind, and timely feedback is a skill that students can practice during PBL. Use easy-to-grasp frameworks like "Roses, Thorns, and Buds" or "I Like, I Wish, What If" and build feedback sessions into class time to help make feedback-giving a habit.

Public Exhibition

Public exhibitions are essential to PBL. During these events, students can demonstrate the knowledge and skills they acquired from their project work to a wider audience that can include the people experiencing the problems addressed by the project.



Public exhibitions are traditionally conducted face-to-face, but digital technology makes it possible for public exhibitions to happen even during remote learning. Online galleries, multimedia presentation streams, websites, and video conferencing platforms enable the students to present their work to a larger audience.

Additional Resources

Here are some other resources where you can learn more about PBL and its different applications.

- [What is Project-Based Learning?](#)
- [5 Things That Make Project-Based Learning Culturally Responsive](#)
- [High-Quality Project-Based Learning](#)
- [HQPBL Case Study](#)
- [Project-Based Learning \(PBL\)](#)
- [Seven Essentials for Project-Based Learning - Educational Leadership](#)
- [Work that matters: The Teacher's Guide to Project-based Learning](#)