Title of Course: Getting Started with Project-Based Learning	
Number of Content Modules: 4	**Grade Levels:** K-12
Questions: 1-855-498-4400 PD@TeachnKidsLearn.com	**TKL Catalog:** https://teachingknowledgeloop.com/external-catalog

Course Description

Every day teachers look for ways to meet all of their content objectives in a way that is meaningful, purposeful, and engaging to their students. Project-based learning not only provides meaningful, purposeful, and engaging opportunities for learning, but also helps students to develop the skills needed for college and career readiness, to develop deep conceptual understanding, and to apply what they are learning in the classroom to tasks and problems.

The goal of the Getting Started with Project-Based Learning Course is to learn how to create an effective and engaging PBL unit to help your students become effective and active learners. After learning how to design and build a comprehensive PBL unit, you will engage students in equitable learning in a student-centered environment. The course includes instructional strategies such as linking standards to unit outcomes, identifying opportunities for inquiry, and establishing project milestones. Participants will also learn to use formative and summative assessments to determine learning mastery. Your students will grow capable investigators, thinkers, and communicators by applying scaffolding techniques, inquiry learning strategies, and metacognition.

Course Objectives

CO.1: Participants will describe the essential elements of project-based learning and the inquiry process and identify academic learning within their classroom appropriate to a PBL unit of study.

CO.2: Participants will identify the real-world connections within their curriculum, craft comprehensive PBL units, provide scaffolds and supports when needed and drive questions that engage students in equitable learning.

CO.3: Participants apply culturally competent, equitable learning practices to engage students with issues and culturally relevant learning problems and projects that matter to students.

CO.4: Participants analyze the impact of personal identity (race, gender, ethnicity, etc.), teacher bias, and culture on teaching and equitable learning in the classroom.

CO.5: Participants shift their beliefs, norms, assumptions about teaching and learning and change existing practices to result in more equitable learning for diverse students in the classroom.

CO.6: Participants will identify benefits and barriers to implementing PBL learning in their classroom and make changes based on their understanding of their students needs and personal identities to create a successful and collaborative learning opportunity for their students through PBL.

CO.7: Participants will design PBL learning experiences for students that include rigorous activities connected to real-world tasks using inquiry and problems that actively engage students from start to finish in the PBL experience.

CO.8: Participants will be able to incorporate formative and summative assessments of and for student learning and provide necessary scaffolding and levels of inquiry for equitable learning.

Course Outline

<table>
<tr><td colspan="2">Course Introduction</td></tr>
<tr><td>Course available 24/7</td><td>Assignments due by the end of the term.</td></tr>
<tr><td colspan="2">Topics and Agenda</td></tr>
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In this module, we will learn about the course set-up, expectations for learning and collaborating, meet our colleagues, and reflect on our prior knowledge about Getting Started with Project-Based Learning.

Learn About It! Navigating Your TKL Course
Learn About It! TKL Methodology
Learn About It! Course Assignment and Grading
Learn About It! Participating in Your Learning Community
Learn About It! Course Introduction
Learn About It! Introduce Yourself to the Learning Community
Learn About It! Course Objectives
Reflect on It! Unveiling the Story

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<tr><td>Module 1: Designing Questions that Drive Inquiry</td></tr>
<tr><td>Objectives</td></tr>
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Module Objective 1: Summarize the essential elements of project-based learning in the inquiry process and identify academic learning within their classroom that supports equitable learning through a PBL unit of study.

Module Objective 2: Identify real-world connections within their curriculum and create driving questions that engage students in culturally relevant, equitable inquiry.

Module Objective 3: Analyze the impact of personal identities, cultures, and biases on teaching and learning.

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<tr><td>Topics and Agenda</td></tr>
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In this module, participants will clarify some PBL myths and learn why using PBL in the classroom increases student equity and performance. Participants will design driving questions that consider student interests, cultural backgrounds, and equitable academic learning needs.

Section 1.1: Increasing Learning Equity Through PBL
- Learn About It! Debunking PBL Myths
- Learn About It! How PBL Impacts Teaching and Learning
- Practice It! Discovering Student Learning Needs with an Equity Survey
- Reflect on It! Increasing Learning Equity and Student Achievement
- Learn About It! What Does PBL Look Like in the Classroom?
- Learn About It! Excellence Through Equity

Section 1.2: Planning Rigorous PBL with Real-World Connections
- Learn About It! Five Keys to Planning Rigorous PBL Units

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- Learn About It! Finding Real-World Connections
- Learn About It! What is a Driving Question?
- Learn About It! How to Create a Driving Question
- Learn About It! Inquiry-Based Learning in Action
- Practice It! Identifying My Driving Question Ideas
- Master It! Finalizing My Driving Question

Module 2: Planning for Equitable Learning

Objectives

Module Objective 1: Design a culturally relevant PBL unit using inquiry learning, real-world connections, and appropriate scaffolding to ensure equitable student learning.

Module Objective 2: Analyze the impact of personal identities, cultures, and biases on teaching and learning.

Module Objective 3: Apply culturally competent practices to shift beliefs and change practices that contribute to inequities to create a collaborative, inclusive environment for learning.

Topics and Agenda

In this module, participants will design PBL experiences for students that include rigorous activities connected to real-world tasks and problems. Through PBL unit designs, teachers will plan rigorous PBL projects that help students become independent, critical thinkers who can use inquiry and work with others to find solutions to driving questions and real-world problems while learning core content required for the grade level and content area.

Section 2.1: Developing Rigor and Real-World Connection
- Learn About It! PBL and Culturally Responsive Instruction
- Learn About It! PBL in the Classroom
- Reflect on It! PBL Instruction Can Teach Empathy
- Learn About It! Connecting Standards and Student Voice to Learning
- Learn About It! Building a Collaborative Classroom for Deep Learning
- Reflect on It! Connecting Students to Deeper Learning

Section 2.2: Planning the PBL Unit
- Learn About It! Dispelling Myths About PBL and Direct Instruction
- Reflect on It! I Used to Think…Now I think
- Learn About It! Student Success on Long-Term PBL Projects
- Reflect on It! Student Learning Support
- Learn about It! Supporting Inquiry in PBL
- Master It! Creating a PBL Project Outline
- Reflect on It! Sharing the Unit

Module 3: Directing Successful PBL Projects

Objectives

Module Objective 1: Identify instructional changes needed to strengthen student engagement and build a collaborative culture to meet the equitable learning needs of students.

Module Objective 2: Analyze the impact of personal identities, cultures, and biases on teaching and learning.

Module Objective 3: Apply culturally competent practices to shift beliefs and change practices that contribute to inequities to create an inclusive environment and sense of belonging.

Topics and Agenda

In this module, participants will identify instructional strategies that they can implement to strengthen student engagement in a PBL unit of study. They will develop an engaging, standards-based PBL unit and foster a collaborative classroom culture that deepens learning through inquiry.

Section 3.1: Developing Student Agency and Competence
- Learn About It! Building Student Agency with Collaboration
- Reflect on It! Structuring Collaboration for Student Success
- Learn About It! Equity – Teachers Make a Difference
- Learn About It! Preparing Students for Inquiry Learning

Section 3.2: Facilitating Learning in a Student-Centered Classroom
- Learn About It! A PBL Project in Action
- Learn About It! Identifying Project and Student Fit
- Learn About It! Launching Your Project with a Bang
- Reflect on It! Project Launch Ideas
- Learn About It! Setting PBL Class Norms
- Learn About It! Learning in a Student-Centered Environment
- Learn About It! Immersing Students in their Community
- Learn About It! Technology Collaboration Tools for Students
- Learn About It! Helping Students be Productive and Successful
- Reflect on It! Classroom Culture and PBL
- Master It! Creating a PBL Launch Plan

Module 4: Using Assessment for Learning Success

Objectives

Module Objective 1: Participants will refine their PBL unit by adding appropriate formative and summative assessments and feedback measures to their developing PBL unit to assess student learning throughout the unit.

Module Objective 2: Analyze the impact of personal identities, cultures, and biases on teaching and learning.

Module Objective 3: Apply culturally competent practices to shift beliefs and change practices that contribute to inequities to create an inclusive environment and sense of belonging.

Topics and Agenda

This module will incorporate formative and summative assessments into their newly developed PBL unit. They will analyze issues of learning equity and refine their PBL unit and their practice to include elements such as self-assessment, peer assessment, and the use of grading rubrics to help students reach deeper levels of rigor and academic learning.

Section 4.1: Learning Equity Through Assessments
Learn About It! Planning for Learning Equity with PBL
Learn About It! Gloria Ladson-Billings – Teaching for Cultural Competency
Reflect on It! Remembering to "Teach as it…"
Learn About It! Identity Safe Classrooms and Schools
Learn About It! Criteria for Equitable Assessment in a PBL Unit
Learn About It! Project-Based Learning: Success Start to Finish

Section 4.2: Creating Useful and Meaningful Assessment
Learn About It! Embedding Assessment in a PBL Unit
Learn About It! Making PBL Assessment Meaningful
Learn About It! Creating a Culture of Feedback
Learn About It! Giving Effective Feedback to Strengthen Achievement
Learn About It! Fun and Engaging Ideas for Formative Assessment
Reflect on It! Sharing Our Feedback and Assessment Ideas
Practice It! Assessing PBL Project Milestones
Learn About It! Gold Standard PBL: Assessing Student Learning
Reflect on It! Assessment Idea Sharing
Reflect on It! Unveiling our New Story
Master It! Finalizing Your Project Plan
Reflect on It: Course Evaluation and Feedback