

What Students Think About:

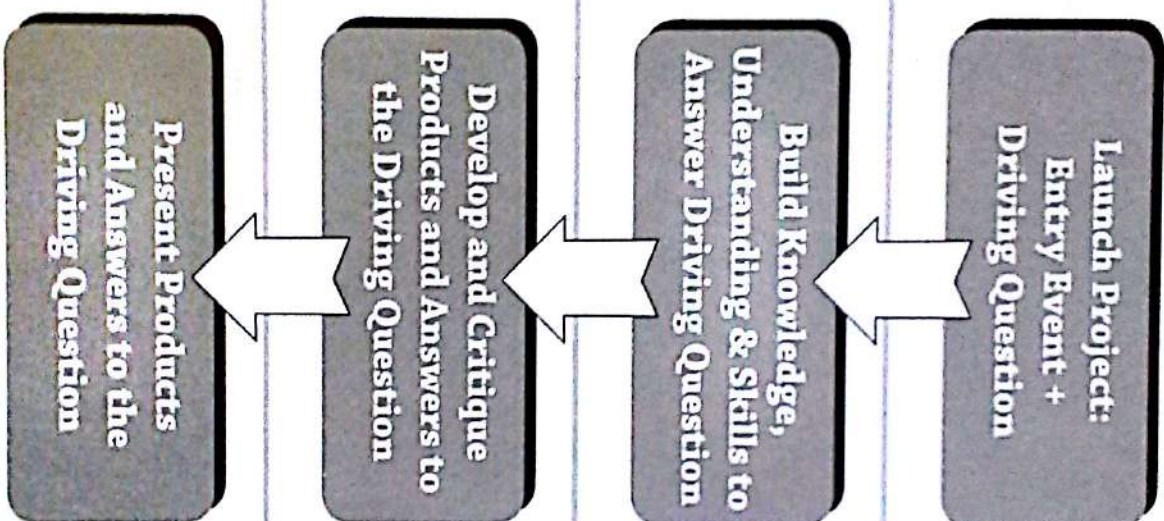
- ▶ What is the project asking me to do?
- ▶ What do I need to know?
- ▶ Why is this important?
- ▶ Who will I be sharing my work with?

- ▶ What resources can and should I use?
- ▶ Can I trust the information I am finding?
- ▶ What is my role in the process?

- ▶ How can I apply what I have learned to the project?
- ▶ What new questions do I have?
- ▶ Do I need more information?
- ▶ Is my work on the right track?

- ▶ What should I explain about my work?
- ▶ How can I best share this with others?
- ▶ What have I learned and what should I do in the next project?

Project Path



How Teachers Support Inquiry:

- ▶ Conduct Entry Event and present/co-construct Driving Question
- ▶ Facilitate process for generating student questions




- ▶ Facilitate use and evaluation of resources
- ▶ Provide lessons, scaffolds, and guidance in response to student needs

- ▶ Help students apply learning to project tasks
- ▶ Provide additional experiences to generate new knowledge and questions
- ▶ Facilitate processes for feedback

- ▶ Help students evaluate their work
- ▶ Facilitate student reflection on process and learning

PBL Essential Elements Checklist

Whatever form a project takes, it must have these Essential Elements to meet BIE's definition of PBL.

Does the Project . . . ?			
FOCUS ON SIGNIFICANT CONTENT At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.			
DEVELOP 21st CENTURY COMPETENCIES Students build competencies valuable for today's world, such as critical thinking/problem solving, collaboration, and communication, and creativity/innovation, which are taught and assessed.			
ENGAGE STUDENTS IN IN-DEPTH INQUIRY Students are engaged in a rigorous, extended process of asking questions, using resources, and developing answers.			
ORGANIZE TASKS AROUND A DRIVING QUESTION Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.			
ESTABLISH A NEED TO KNOW Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.			
ENCOURAGE VOICE AND CHOICE Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.			
INCORPORATE CRITIQUE AND REVISION The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.			
INCLUDE A PUBLIC AUDIENCE Students present their work to other people, beyond their classmates and teacher.			

