Module 2 Learning Activity:

Design your own project to develop your students’ competences

SECTION A: DESIGN YOUR OWN PROJECT

**DESCRIPTION:** This learning activity requires you to **design your own project to develop learners’ competences**, using the principles and steps you have learned about in the video talks in Module 1 and 2.

**OBJECTIVE:** To design a project which you can implement with your students in or outside of the classroom, aimed at developing a range of competences. The project can be as limited and focused or as broad and ambitious as you like, depending on your context, experience, resources and constraints. The project can be focused on a topic within the subject you teach, or alternatively can include a range of subject areas; it can be with one or more classes or even schools, involving the local community or international partners. The important point is to bear in mind the key principles discussed in the video talks, as well as use the top tips suggested to ensure your project is designed to effectively develop a range of higher order skills, including collaborative problem solving, for example.

**DEADLINE:** Please complete this template by **Sunday, 30 November, 17:00 CET**. It is preferable for you to complete this learning activity by this date, as it will help you benefit more from Module 3 of this course. However, should you not have time, or join the course at a later stage, you can submit your learning activity until **5 December.**

**SUBMISSION:** To complete this learning activity you need to fill in this template and submit it, by clicking on the ‘hand-in task’ button in the ‘Learning Activity’ area.

**TASK:**

**1.** **Think of a project idea:** Think of a project you would like your students to work on to develop their competences. Think back to your self-assessment of the 10 key principles for teaching and assessing key competences you did in the Module 1 Learning Activity. You might like to focus your project idea around one or more of the principles you identified as currently being weakly or not at all present in your teaching. This is your opportunity to work on that gap in your current practice, allowing you to develop your own competences, as well as those of your students!

**2.** **Fill in the PBL Plan on pages 3-4:** Once you have your project idea, fill in the Project Based Learning (PBL) Plan below which requires you to think of all the key dimensions involved in designing a competence-based project. Remember to provide any relevant links in your plan – this might be a link to an online space where you are planning your project, or it might a specific link to an organization you would like to partner with, or an example of an existing project you would like to adapt to your own context. Remember, to help you design your project and fill in the PBL Plan, you can:

Refer back to the following advice given in the course so far:

a) The key principles for teaching and assessing key competences discussed by Caroline and Janet in videos 1.3.2 and 1.3.3.

b) The preliminary checklist and 7 basic steps for designing a PBL activity, given by Anne in video 2.3.1

c) The 4 top tips and 5 effective strategies given by Sandra, our Irish Mathematics teacher in video 2.3.3

d) The suggested steps given by Patrick in video 2.3.2 on how to design a collaborative problem based project, as well as his related paper available below the video.

e) Advice given in KeyCoNet’s Teacher Guide: Using Project-Based Learning to Develop Students’ Key Competences, as well as the other PBL resources provided in the Module 2 Library.

Access examples of PBL activities for inspiration:

*eTwinning Project – Rainbow Village:*

VIDEO:<http://www.etwinning.net/en/pub/collaborate/project_gallery/detail.cfm?id=58043&lang=en>

TWINSPACE: <http://new-twinspace.etwinning.net/web/p58043/welcome>

*eTwinning Project – Let Your Passions Shine:*

VIDEO:<http://www.etwinning.net/en/pub/collaborate/project_gallery/detail.cfm?id=82576&lang=en>

TWINSPACE: <http://new-twinspace.etwinning.net/web/p82576/welcome>

*eTwinning Project – Pek, The Traveler Flea:*

VIDEO:<http://www.etwinning.net/en/pub/collaborate/project_gallery/detail.cfm?id=58602&lang=en>

TWINSPACE: <http://new-twinspace.etwinning.net/c/portal/layout?p_l_id=12439713>

*eTwinning Project – Health 4 Life*:

VIDEO:<http://www.etwinning.net/en/pub/collaborate/project_gallery/detail.cfm?id=79799&lang=en>

TWINSPACE: <http://new-twinspace.etwinning.net/web/p79799/welcome>

|  |  |
| --- | --- |
| **PBL PLAN** | |
| **PBL DIMENSION** | **FILL-IN YOUR INPUT BELOW** |
| **DRIVING QUESTION/PROBLEM** (Needs to be authentic, enable in-depth enquiry i.e. ‘*non-Googleable*’ and motivate students’ interest) |  |
| **PROJECT GOALS** |  |
| **PROJECT ELEMENTS** (Break down the problem into its various parts) |  |
| **RESOURCES** (What resources will you use and how will they be distributed between students? Will you use any technology?) |  |
| **TOPIC/SUBJECT/S** (Will your project be focused on one specific subject or be transdisciplinary/cross-curricular?) |  |
| **COMPETENCES/SKILLS** (Will you develop a mixture of subject-based competences and transversal skills?) |  |
| **TIME FRAME** |  |
| **NUMBER OF STUDENTS AND TEACHERS INVOLVED** (Will the project only involve the students in your class or also another class, or even more schools locally or further afield?) |  |
| **NATIONAL OR INTERNATIONAL?** |  |
| **WORKING LANGUAGE?** (If it’s an international project will you use English or one or more other languages as the working languages for the project?) |  |
| **PARTNERS?** (Which partners will you work with, in and outside of school?) |  |
| **TANGIBLE ARTIFACT** (What will the students produce that addresses the issue, and makes learning visible and accountable?) |  |
| **PUBLIC AUDIENCE** (Build in one or more opportunities for students to present their work to a wider audience, within or outside of school) |  |
| **COLLABORATIVE PROBLEM SOLVING** (You can include a collaborative problem-solving component to your project, even if it is not the main focus. Remember to follow the steps presented in video 2.3.2 and to ensure you ask students to keep a record of their discussions and decisions when they are carrying out the collaborative problem-solving task) |  |
| **STUDENT CHOICES** (Which choices are you giving to students in terms of how they work, how they use their time, the products to be made etc.?) |  |
| **FEEDBACK & REVISION** (Build in opportunities for students to receive feedback during the process from you, other colleagues/project partners or their peers. Ensure they have the time to incorporate this feedback to revise their way of working and final products before the end of the project) |  |

**3.** **List your questions and concerns:** Indicate in the box below which of the PBL dimensions/project elements mentioned in the above PBL Plan you have any **questions** about, are **not sure how to implement**, or can already **anticipate problems** for. If you can think of **possible solutions**, mention these also. This has 2 purposes: a) it gives you the opportunity to **reflect on which issues you need to further explore and get help on** before being able to successfully implement your project with your students; and b) it gives you the opportunity to **benefit from the advice of a fellow course participant** who will read your questions and problems in the peer review activity and will try and answer on the basis of their professional experience and understanding of the course content covered so far.

|  |
| --- |
|  |

SECTION B: PEER REVIEWING ANOTHER PARTICIPANT’S LEARNING ACTIVITY

**DESCRIPTION:** To maximize what you gain from this learning activity, please peer review another course participant’s completed template by answering the 3 questions below.

**DEADLINE:** Please complete this template by **Sunday, 30 November, 17:00 CET**. It is preferable for you to complete this peer review by this date, as it will help you benefit more from Modules 2 and 3 of this course. However, should you not have time, or join the course at a later stage, you can complete the peer review by **12 December.**

**SUBMISSION:** Once you have finished the peer review, please upload it in the ‘Learning Activity’ area.

**TASK:**

**1)** In your professional opinion, to what extent does the participant’s input in the PBL Plan effectively cover each of the PBL dimensions? Insert an ‘X’ in the appropriate column to indicate your response.

|  |  |  |  |
| --- | --- | --- | --- |
| **A lot** | **Quite a bit** | **To some extent** | **Not at all** |
|  |  |  |  |

**2)** Please justify your opinion in the text box below by making reference to specific PBL dimensions as relevant. Remember to be constructive in your feedback and clearly explain which parts of their project description you consider to cover the PBL dimensions well, and/or which elements you found to be missing or incorrectly understood.

|  |
| --- |
|  |

**3)** Please carefully consider the questions and problems faced by the participant in designing their project, by reading their answer to question 3 in part A of this document. Are these problems you have encountered in your own experience, or questions you can suggest answers to? Please provide your suggestions in the box below. This is your chance to help finalize your peer’s PBL Plan so that they can successfully implement it in the near future with their students!

|  |
| --- |
|  |