Integrating PBL and GCED in the classroom through iEARN
Workshop Goals

After attending this second workshop, teachers will be able to:

• Develop and plan an iEARN project integrating one or more Global Citizenship Education (GCED) key concepts
• Evaluate and assess their project plan
• Start applying Project Based Learning (PBL) by implementing their iEARN project with their classroom
• Collaborate online within the iEARN community
Review

What do you recall from

Workshop A-
iEARN : INTRODUCTION,
METHODOLOGY & CURRICULUM
INTEGRATION

?
iEARN
The International Education And Resource Network
Learning with the world, not just about it...

30+ Years (since 1988)
140 Countries
30 Languages
200 Projects
40,000 Educators
2,000,000 Youth
Where you Will Be Working

You will work on the projects with your students at your school.

- the International iEARN Community
Your students will communicate and work with other students, and you can share your project work as well.

www.iearn.org

Your Classroom

Reach Out To Asia
Online Collaboration opportunities

You can post a message on the iearn.org project forum stating your interest to collaborate with a classroom from another country (mentioning your school, the subject you teach and the age of your students).

Usually the iEARN country contact person shares international collaboration requests with the local iEARN teachers.
What makes a Project Successful?

Below is a list of sample projects along with links for the online project portfolios compiled by the teachers:

1. **Al Mahd International School**
   - **Our Rainbow Rocks** [https://kn.rota.org/view/view.php?t=niQ2lGjY1LoMIFAcptKU](https://kn.rota.org/view/view.php?t=niQ2lGjY1LoMIFAcptKU)

2. **Pakistan International School Qatar**

3. **Amna Bint Wahab Preparatory girls school**

4. **Debakey School**
Project Based Learning

Definition:

PBL is about students learning through working on meaningful projects engaging them with issues relevant to their lives. PBL is a learner-centered approach where students can take ownership and have a significant input on shaping and planning the project and its outcome or ‘final products’. The projects can support the formal teaching and be linked to the curriculum and lessons taught in the classroom.
Project Based Learning

What are the **Positives** and what are the **Negatives** of PBL?

Think of the **impact of PBL** in light of:

- Learning process - what does PBL bring to the classroom?
- Students’ attitude and behavior (inside & outside the school)
- Teacher’s role

Activity: In groups, collect …

- **The Positives** of PBL
- **The Negatives** of PBL
If you implement Project Based Learning in your classroom, what impact would it have on:

<table>
<thead>
<tr>
<th></th>
<th>Positive impact</th>
<th>Negative impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning process: How would students learn?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ Knowledge, Skills, Attitude &amp; Behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s role</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Positives of PBL*

- Enjoyable teaching and learning
- Addresses different learning styles of students
- A more active learning role for students
- Gives students a leadership role to decide on their learning activities
- Experiential learning
- Promotes cooperation and team building
- Allows the teacher to know the students better
- Improves 21st Century skills for students
- Students learn how to plan and implement a project
- Increase self confidence
- Cross-curricular
- Specific to iEARN: tolerance and understanding of other cultures, international collaboration

*This list has been compiled from previous workshops with teachers
The Negatives of PBL

• Time consuming

• Students in groups may rely on others for their work

• Can add to the teachers’ work load

• Competitive students hesitate to share and collaborate

• Assessment of students performance and learning in PBL can be tricky
• How to counteract the Negatives?

1. Planning for the time allocated and using it wisely
2. Planning for activities that are relevant to the curriculum
3. Planning for the assessment allows students to be aware of the expectations
4. Mapping the project tasks to your lessons
5. Working in teams – to share knowledge
6. Specifying individual roles for students within groups - to avoid dependence
7. Engaging students to work passionately will push for self-ownership
8. Early planning of assessments and sharing the expectations with students

Remember the 5 Ps:

*Proper planning prevents poor performance*
Project-Based Learning

- **Project-Based Learning** is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do everyday in the world outside the classroom.

- **Project-Based Learning** allows students to practice 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, group participation and leadership skills, and more.

- **Project-Based Learning** is generally done by groups of students working together toward a common goal. Performance is assessed on an individual/group basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

Source: What is project-based learning?
http://pbl-online.org/About/whatisPBL.htm
The Millennium Development Goals (MDGs) are the eight international development goals that were established following the Millennium Summit of the United Nations in 2000. All 189 United Nations member states at the time committed to help achieve the following Millennium Development Goals by 2015:

- To eradicate extreme poverty and hunger
- To achieve universal primary education
- To promote gender equality
- To reduce child mortality
- To improve maternal health
- To combat HIV/AIDS, malaria, and other diseases
- To ensure environmental sustainability
- To develop a global partnership for development
The Sustainable Development Goals are an inter-governmentally agreed set of targets relating to international development, to be achieved by 2030.

All iEARN projects are aligned with one or more of the SDGs. Look at the 2018-2019 iEARN Project book, page 3.
Activity 1 – Project Planning

ACTIVITY:

1. you will work in groups and create a draft project plan,

   Then,

2. you will present your project plan to the whole group
Before we start the activity, we need to give you some information about:

- Project **Timeline**
- Project **Steps and Tasks**
- Project Plan **Elements**
- Project **Tools and Resources** (in your handbook pages 16-57)
Project Timeline

• The total duration of a project is usually about 12-15 weeks
Project Steps & Tasks

- The project timeline is divided into 6 steps. Each step has various activities and a suggested time-frame

  - **Step1**: Teacher Preparation Tasks [3 weeks]
  - **Step2**: Class Preparation Tasks [2 weeks]
  - **Step3**: Project Investigation and Communication Tasks [2 weeks]
  - **Step4**: Students Working on Activities [2 weeks]
  - **Step5**: Project Outcomes Compilation [2 weeks]
  - **Step6**: Class Reflections & Project Ending [1 week]

Students take the lead in Steps 3 to 6.
Project Plan Elements

1. Selection of a title and description of your project (once project is selected)
2. Formation of a leading question (to explain later)
3. Selection of learning outcomes
4. Selection of 21st century skills, and Global competencies
5. Suggestions of final products or project outcomes (to be decided by students)
6. Project activities and timeline
7. Description of assessments

Let’s have a look at the ‘Project Plan Template’
<table>
<thead>
<tr>
<th>Title</th>
<th>Title of your Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Idea</td>
<td>What will your project be about?</td>
</tr>
<tr>
<td>The Leading Question</td>
<td>(What will be the ‘hook’ that gets your students to inquire about what they are supposed to learn)</td>
</tr>
<tr>
<td>The learning outcomes</td>
<td>(taken from your curriculum standards)</td>
</tr>
<tr>
<td>21\textsuperscript{st} century skills</td>
<td>(list only the ones you plan to teach and assess)</td>
</tr>
<tr>
<td>Global Competencies</td>
<td></td>
</tr>
<tr>
<td>Final Product</td>
<td>What do you want to achieve? What will be the final product(s) for your project?</td>
</tr>
</tbody>
</table>
Project Plan Template - 2

Project steps and Activities

For each step of the project, fill in your proposed activities to complete your project, the time required for each activity, the resources you will need, and the Assessments or Reflections (if any). timeline required to accomplish your planned activities.

In the handbook pages 34-43, you will find a list of generic activities to complete for each of the 6 Steps.
Assessments

<table>
<thead>
<tr>
<th>How &amp; when will the students’ Knowledge and Skills be assessed? (knowledge and skills from the standards), in addition to success skills- like 21st C skills and global competencies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How &amp; when will the students’ Success Skills be assessed? (Success Skills are what is called 21st C skills and Global competencies)</td>
</tr>
<tr>
<td>How &amp; when will the students give and receive feedback to improve performance and final product? (Formative assessment with opportunities for peer assessment)</td>
</tr>
</tbody>
</table>
# Project Plan Template - 3

<table>
<thead>
<tr>
<th>Reflections</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher reflection</strong></td>
<td>With every newsletter, we will suggest reflection questions for teachers.</td>
</tr>
<tr>
<td><strong>Students reflections</strong></td>
<td>After some project steps, we will suggest questions for individual or group reflections for students.</td>
</tr>
</tbody>
</table>

*John Dewey said: “We do not learn from experience. We learn from reflecting on experience.”*
Project Plan Elements

Let’s have a look at some of the elements in more details
Learning Outcomes

• What are learning outcomes?

• Basically, learning outcomes are statements that specify what learners will know, be able to do, or care about as a result of a learning activity. Outcomes are usually expressed as knowledge, skills, or attitudes.

• Learning outcomes are more about ability and performance. The learning outcomes should be related to your curriculum standards. You may have more than one learning outcome.

Note: Use Blooms taxonomy for action verbs & The SMART model to write Learning Outcomes
The **SMART** model was developed as a tool to help people set and reach their Objectives. SMART stands for:

- **Specific**
- **Measurable**
- **Attainable**
- **Relevant**
- **Time-bound**
What are 21st century skills?

21st century skills are skills students need in order to live and succeed as effective citizens, workers, and leaders in the 21st century. Hence, they are often referred to as Success skills. (See page 56 for more information)
You will include in your project plan the Global key concepts that you will address in your project. The Project Plan template has a section for that purpose.

You are required to post a short message on your project forum to find a teacher whose students are of the same age as yours. This will give your students the chance to collaborate with other classrooms from other countries. We will remind you in newsletters (Steps 1 & 2).

In the newsletters, there will be reflection questions for students. These questions are mostly focused on making students realize our global connectedness: *similarities amongst peoples of the world, how global issues affect our lives, and how individual choices can reverse those effects.*

The Leading question and the Final product will be the students’ collective action that contributes to a more just, peaceful, and equitable global society.
The 8 key concepts

Underlying the idea of the global dimension to the curriculum are 8 key concepts

Global citizenship
- Gaining knowledge, skills and understanding of concepts and ideas necessary to become an informed, active, responsible citizen.
- Developing skills to evaluate information and different points of view or global issues through the media and other sources.
- Learning about institutions, decisions and connections of the role of groups, NGOs and governments in global issues.
- Developing understanding of and key decision makers, including how young people’s views and concerns matter and are listened to, and how to be an active citizen that can influence and affect global issues.
- Developing the global citizen body and national issues and decisions at personal and societal level.
- Understanding the role of language, place, arts, religion and customs on others’ identities.

Conflict resolution
- Understanding the nature of conflicts, their impact on development and why there is a need for conflict resolution to prevent war and violence.
- Recognising conflict as a potential and positive aspect of the process.
- Understanding sources of the form conflict takes and how to respond to them.
- Understanding conflict can impact on people, places and environments in localized and global scales.

Social justice
- Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.
- Understanding the importance of justice and fairness for all within and across societies.
- Recognising the impact of resources and access to services.
- Understanding that sustainable development has both internal and external consequences on people’s lives and societies.
- Developing the responsibilities of the sustainable development agenda.

Human rights
- Knowing about human rights including the UN Convention on the Rights of the Child.
- Understanding that everyone has rights and responsibilities in a global context.
- Understanding that different cultural and social contexts can mean different rights for different groups.
- Understanding that human rights are a framework for challenging inequalities and promoting such as racism.

Diversity
- Embracing diversity and difference, recognising that there are different cultures in different countries and how to deal with them.
- Understanding how cultural diversity translates into different traditions and languages.
- Understanding the importance of respecting differences in culture, custom and language and how to respect them.
- Understanding the importance of respecting differences in culture.

Values and perceptions
- Developing an awareness of values that are used to understand and appreciate the values of others.
- Understanding that values can change over time.
- Understanding the importance of values in decision making.
- Understanding the role of values in shaping one’s own identity.

Sustainable development
- Understanding the need to maintain and improve the quality of life by taking care of the planet for future generations.
- Recognising that there is a limit to resources and that they are distributed unevenly.
- Understanding the importance of sustainable development.
- Understanding the importance of individual actions in shaping the future.
- Recognising that sustainable development requires action at all levels.
- Understanding that sustainable development requires action at all levels.
Your project must address a central problem or an important question. Hence, the Final product or project outcome embody a solution to the central problem or an answer to the central inquiry of the project.

Final products should be concrete. A project may have more than one product.

**Examples of final products:**

1. A PowerPoint presentation about your project findings
2. A website
3. Brochures or pamphlets giving specific information about your research
4. Students' writing (story, research, ...)
5. Student films
Activities & Timelines

The activities are the tasks you will do to complete your project. You will find in the handbook a complete guide to help you in this - pages 34-43

Example:

Activity 1
Students collect information about their Special Place in Qatar. **Time** - 1 week

Activity 2
Students write a descriptive story about their Special Place in Qatar. **Time** - 5 days
Assessments

How you plan to assess your student learning?

Think about the ‘when’, ‘what’ and ‘how’ to assess your students.

<table>
<thead>
<tr>
<th>Performance Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>How &amp; when will the students’ Knowledge and Skills that are derived from the curriculum standards be assessed?</td>
</tr>
<tr>
<td>How &amp; when will the students’ Success Skills be assessed? (Success Skills are what is called 21st Century skills and Global competencies)</td>
</tr>
<tr>
<td>How &amp; when will the students <strong>give and receive</strong> feedback to improve performance and final product? (Formative assessment with opportunities for peer assessment)</td>
</tr>
</tbody>
</table>
Leading Question?

What is a Leading Question?

Why should we set a leading question?

What are the criteria of a good leading question?
The Leading Question frames the project and captures its theme. In their attempt to answer it, students need to investigate an important issue or solve a problem.

A good leading question usually takes students into an iterative inquiry process: when confronted with a challenging problem or question, students ask questions, find answers, then ask deeper questions….. Until they reach a satisfactory solution or answer.

Source: adapted from Gold Standard PBL: Essential Project Design Elements by www.bie.org
A project’s good ‘Leading Question’ needs to be:

- Focused on a central problem or an important question
- Interesting and inspiring to students –drives them to inquire about what they would like to learn
- Aligned with the curriculum: to answer it students will need to gain the intended Knowledge and Skills
- Interesting for the teachers
- Open-ended and allows students to develop more than one reasonable answer
- Appropriately challenging which makes the inquiry sustained throughout the project

+ Leading questions may have sub-questions
Framing your Project with the Leading Question

• Examples of leading questions:
  – What is pollution?
  – What is air pollution?
  – What is water pollution?
  – How does water pollution in the gulf impact our lives?
• **Group Activity:**

• Classify the following questions as ‘*open ended*’ or ‘*closed ended*’

  • What would you like to know about Water Pollution?
  • Is water pollution dangerous for marine life?
  • How will you use this information?
  • How can I make a solar cooker?
  • Do you know how to make a solar cooker?
Framing your Project with the Leading Question

Examples of good leading questions

- How can we reduce our carbon footprint in Qatar?
- What makes your special place in Qatar important?
- What are the laws of life of an Arab woman?
- How can solar ovens be useful to our environment?
  - What are solar ovens?
  - Which places around the world are using solar ovens?
  - How can we add value to this great project?
- How could education help in resolving conflicts in our region?
How to Create a Good Leading Question?

Select:
1) framing word,  
2) a person or entity,  
3) an action or challenge, and  
4) an audience or purpose.

More information about leading question in your handbook.
How to Create a Good Leading Question?

There are Six criteria to create good leading questions:

A good leading question is:

1. Focused on a central problem or an important question
2. Interesting and inspiring to students –drives them to inquire about what they would like to learn
3. Aligned with the curriculum: to answer it students will need to gain the intended Knowledge and Skills
4. Interesting for the teachers
5. Open-ended and allows students to develop more than one reasonable answer
6. Appropriately challenging which makes the inquiry sustained throughout the project
Break
(Suggest sufficient time for the break)
Activity – Practice Project Planning

1. Groups
   - Primary
   - Preparatory
   - Secondary

2. The groups will meet to start the planning activity
   a. Select 1 iEARN project for the planning activity (it may be different than the project you will implement later)
   b. Write: learning outcomes, 21st century skills, Global Ed concept, and the final product
      Time: 30 minutes
      (You may use what you have drafted in your pre-planning activity)
   c. Writing the leading question.
      Time: 15 minutes
      (use the resources in the handout to help you)
   d. Draft your project plan: activities, resources & assessments
      Time: 40 minutes
      (use the information in your handbook to help you)
   e. Prepare for the 5-minutes presentation of your plan.
      Time: 5 minutes
      State: title, leading question, learning outcomes, 21st century skills
      project outcomes, assessment, activities for step 3 & 4
Break
(Suggest sufficient time for the break)
Presentations

Quick activity - Project Plan Presentations:

Each Group present their plan. Time: 5 minutes/group

Group Present:
1. Leading question
2. Learning outcomes, 21st century skills, Global key concept
3. Final product
4. Summary of the project activities
5. Summary of the assessments

If anyone wants to comment:

Please write your comments on a sticky note, and stick it on the project plan sheet!
Peer Assessment Activity:

Every group will assess another group’s plan.

How to proceed:

1. Group A will assess Group B’s plan, &
   Group B will assess Group A’s plan → 20 minutes

2. Group A gives their feedback on group B’s plan → 10 minutes

3. Group B gives their feedback on group A’s plan → 10 minutes

You will use the Project Plan Assessment Rubric as a tool
**Project Plan Assessment Rubric**

Definition: A rubric is a scoring tool for subjective assessments.

### Leading Question

- Learning Outcomes
- 21st century skills
- Global competencies
- Final products

### Assessments

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Assessments of the Knowledge &amp; Skills derived from the curriculum standards are planed &amp; appreciated (1-3)</th>
<th>Assessments of the students' Success Skills are planned &amp; appropriate (21st Century skills and global competencies) (1-3)</th>
<th>Students are provided with structured opportunities to give &amp; receive feedback about their work in progress and the quality of their product from peers and teachers: (1-3)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

### Overall project & Activities

<table>
<thead>
<tr>
<th>Overall project and activities</th>
<th>The project has an authentic context, &amp; involves real-world tasks, and tools. (1-3)</th>
<th>The project makes a real impact on the world and/or speaks to students' personal concerns, interests or identities. (1-3)</th>
<th>Students have opportunities to express voice and choice, and to take significant responsibility and work as independently from the teacher as is appropriate with guidance (1-3)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

Reach Out To Asia
Project implementation and professional development

In your project implementation you will:

• Explore projects, select one and plan a collaborative project that integrates with your curriculum

• Practice the PBL methodology in your classroom, and collaborate online with other classrooms

• Plan your project; share it on the iEARN portal to receive feedback

• Develop professionally by collaborating with teachers, facilitators and iEARN project coordinators through the iEARN portal.

• Enable your students to learn with the world not just about it, by being active global citizens
Where will you be working?

Level I – At School

Level II – On [WWW.iEARN.ORG](http://WWW.iEARN.ORG) Website, with students
Today you have learned about …

Project-Based Learning
How to plan for an iEARN project
How to implement an iEARN project with your students
How to collaborate with the iEARN community
Next steps

- Follow the project tasks detailed in the Project Steps document

- Decide on your project and start planning!

- More resources and workshop material on http://rchout.org/resources

Please fill in the survey, and we hope to see you online!
Thank You!