

Inquiry Celebration | April 20, 2012 | Lakeview Conference Center
Research Intensive PDS Year 2 – Marion County PBL Units

Project Description

What is PBL? Project-Based Learning (PBL) is an over-arching teaching approach that engages students in authentic and meaningful problems. PBL units use an entry event to stimulate student curiosity and a desire to learn more. A specific driving question frames student activity, which may involve problem solving or designing a solution or approach to answer the question. Student-developed products provide the assessment. See <http://wvde.state.wv.us/teach21/pbl.html>



Year 2 of PBL Units in Marion County: Four Marion County PDSs, East Park ES, East Dale ES, White Hall ES, and Rivesville Elementary/Middle implemented 6 PBL units in Spring 2012.

WVU Course: A WVU course organized Interns to **produce 28 units, 50 interns, 36 PDS teachers in 19 PDS**. The Research Intensive PDS grant involved the above 4 Marion County PDS. The WVU course supported interns through four phases of PBL activity: design a one week (3-5 lesson) Unit Design (January) using the WVDE template (<http://wvde.state.wv.us/instruction/pbltemplate.html>), Unit Teaching (February), a Professional Development event at each PDS sharing the teaching results (March), and a revision of the PBL unit (April) for use by the PDS. Data for each of the 4 phases are show below:

Unit Design – January	Unit Teaching – February	PD Event – March	Unit Revision - April
WVDE part 1 rubric	Modified WVDE rubric	KWL chart	WVDE checklist
<input type="checkbox"/> PDS host teacher <input type="checkbox"/> PDS PBL-trained teacher <input type="checkbox"/> WVU instructor	<input type="checkbox"/> PDS host teacher <input type="checkbox"/> PDS PBL-trained teacher	<input type="checkbox"/> PDS teachers	<input type="checkbox"/> WVU instructor

Results Across the 4 PDS

Results for each school can be found on the external web site (see page 2).
 Below results across the 4 PDSs and 8 PBL projects.

Q1-Student engagement?	Q2-Student learning?	Q3-Teaching implications?
<ul style="list-style-type: none"> Active engagement in solo and group activities. Enjoyed project. Ss took ownership of their work. 	<ul style="list-style-type: none"> Understood purpose for school/ Connected their world to school content Learned a process Used technology to support their learning Created products that demonstrated their application of ideas, concepts, process. 	<ul style="list-style-type: none"> New way to teach New uses of technology New ways to introduce a topic or unit Giving students time and freedom to do their work Concerns about assessment details Concerns about time

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PBL Units

<p><i>Bullying: Are You a Statistic?</i> East Dale ES: Meighan Carder, Jessica Michael, Alita Meyers, Debbie Wilson</p>	<p><i>iManage</i> East Dale ES: Matt Collier, Mary Sullivan, Sam Jorden, Alice Muto</p>	<p><i>Community Tycoon</i> Rivesville ES: Morgan Campbell, Rebecca Rockwell, Andrea Titus</p>	<p><i>Show Some Love</i> Rivesville ES: Liz Stanley, Amanda Dolan, Katrina Wilson</p>
<p>6th Grade: Bullying: Are You A Statistic?</p>	<p>3rd Grade: How do I manage money?</p>	<p>3rd Grade: What is necessary for a community to function?</p>	<p>3rd Grade: How can you use writing to show someone you love him/her?</p>
			
<p>6th grade students surveyed peers and high school students about bullying, graphed the results, and compared the results to national statistics.</p>	<p>3rd grade students in “family” groups managed a monthly allowance using a debit card and local advertisements.</p>	<p>3rd grade students learned the steps to forming a “Class Compact” and how they might create their own model community</p>	<p>3rd graders learned how to express their feelings through poetry.</p>

<p><i>Busy Bee Writers</i> East Park ES: Gina Catrambone, Heather Johnson, Lindsey Persinger, Kristi Asterino, 3rd-6th grade Teachers</p>	<p><i>White Hall Writers</i> White Hall ES: Alison Doffont, Kaitlin Struble, Michelle Stellato, Pam Pitrolo, Gina DeLorenzo, Grade K-4 Teachers</p>
<p>3rd-6th Grade: How can student written books help inform, persuade, or entertain other students or family members?</p>	<p>K-4th Grade: How can students create meaningful published books to enhance our school library?</p>
	
<p>Using the 5-step writing process, students in grades 3-6 became published authors and illustrators. Once the books are published this spring, students will show off their books at an “Author’s Night” and will reflect on their experience through class discussion and comment cards.</p>	<p>We examined how engaging K-4th grade students to use the 21st Century writing and technology standards enhanced student motivation and understanding of the writing process. Each student at White Hall Elementary School created and published a book based on a personal interest.</p>

More information

External course website provided for teachers and where finished units will be posted:
<http://web.me.com/nshambaugh/EDP740-Spring2012/Description.html>
 good only through May 30, 2012

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