

The Project-Based Learning Curriculum

School Reform Module Eight

Course Description

In an age of standardized assessments and data-driven reform, implementing project-based learning can be a challenge. This professional development module will help participants understand how to prepare for project-based learning at their schools by focusing on the needs of students and teachers. This module is part of a 3-credit course in School Reform.

Competencies

Upon completion of this course, participants will be able to

- Analyze the role of project-based learning within a greater school or district curriculum
- Predict challenges or barriers to implementing project-based learning
- Recognize the instructional and personnel roles of administrators who are implementing curricular change

Materials

All materials are accessed via the [CaseNEX website](#) using the PIN provided and the user name/password you create.

All readings listed can be found by going to *Class Materials*→*Virtual Library*→*Readings (Search)*.

If you do not have the most recent versions of the following software, please download each from the given sites.

- [Windows Media Player](#)
- [Adobe Reader](#)
- [RealPlayer](#)

Cases Used

- Beyond the Textbook: School of the Future

Course Schedule

Find session dates by selecting *Syllabus* on the top menu bar. For typical courses, final Discussions, Journals, and Workbooks are due by Saturday at midnight unless otherwise noted. Please see the News Flash for any alterations of the course schedule posted by your instructor.

Introductory Session

Exploring the CaseNEX Site

Complete these tasks prior to the beginning of Session 1.

Readings

Read the course requirements, paying special attention to the Case-Analysis and Workbook Assignment Rubrics. They will be used by your instructor throughout the course to evaluate assignments where appropriate.

Discussion

Post one entry introducing yourself to your classmates. You may choose to describe your school's current curriculum or why you are interested in project-based learning. (100 words or fewer)

Journal

What challenges and benefits do you anticipate for schools beginning a project-based learning curriculum? (100 words or fewer)

Note

Use CaseMail to send a note to your instructor stating that you will be taking this course. To do so, click on CaseMail on the top menu bar and then 'Click here to create a new message.' Use the marked link to look up an address. Continue linking down until you see the class list. Select the instructor's name and then compose your message and hit 'Post Message.'

Session 1

Getting Ready for Project-Based Learning

Case

Beyond the Textbook: School of the Future

Readings

- Theoretical Considerations: Project/Problem-Based Learning
- Project-Based Learning: A Primer

Discussion

Explore the “Project-Based Learning: A Primer” reading. What **knowledge** from the reading resonates with the staff and students at the School of the Future? What elements are in place that might help or hinder the implementation of project-based learning across the curriculum? As you discuss with your colleagues, identify the **consequences** (both positive and negative) of the current implementation of PBL at SOTF.

Journal

Describe the **issues** your students and teachers face in terms of preparing for project-based learning. What additional motivation do students need to achieve higher levels of thought? What resources do teachers need to become student-centered “teacher coaches”? Then, suggest **actions** your school can take to increase the level of readiness.

Note

Check your CaseMail (linked from top menu bar) and News Flash (on the right when you login) for notes from your instructor every time you log on to the site.

Session 2

Providing Instructional Leadership

Case

Beyond the Textbook: School of the Future

Readings

- The Nine Steps of Project-Based Learning
- Microsoft Competency Wheel

Discussion

In this session's case, teachers express frustration with classroom management and student motivation. Suggest **actions** administrators at SOTF can take that might help teachers deal with these **issues**. Anticipate **consequences** that might result with current students and when additional classes of students arrive in the coming years.

Journal

Describe your school's current hiring, professional development, and teacher retention practices. What **knowledge** is needed in order for teachers to be prepared for project-based learning? How might your school's hiring practices and professional development plan change after viewing this session's case and the Microsoft Competency Wheel? How might a principal's role as instructional leader change as a result of these adapted practices?