

Session 1 Summaries

Project Based Learning

Date: October 24, 2024

Hosts: Louie Barnett, Scott Jamieson

Pre-Session Welcome and Warm-Up

Community members connected and shared PBL initiatives currently in their school as well as their goals as community members.

Participant-Led Topics to Reinforce Ownership

Community members set intentions for our collaboration by selecting an upcoming unit, project, learning experience, event, etc. that they will enhance during our community sprint.

Empower Participant Voices; Step In If Needed

Community members explored the resource PBL Works and look for ways to utilize this in upcoming projects. Community members used the thinking routine connect-extend-challenge to discuss this resource.

Empower Participant Voices; Step In If Needed

Community members planned for the next stage of our collaboration in two weeks where we will be sharing impactful PBL practices and working collaboratively to level up learning experiences at our schools.



Additional Resources

- * [Session 1 Slide Deck](#)
- * [Session 1 Recording](#)
- * [PBL Works](#)

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Session 2 Summaries

Project Based Learning

Date: November 7, 2024

Hosts: Louie Barnett, Scott Jamieson

Case Study Analysis

Participants explored a PBL unit in small groups and collaborated on a 3-2-1 reflection identifying 3 things they liked, 2 wonderings, and 1 thing they could implement right away in their own classroom.

PBL Consultants

Participants put on their consultant hat while others presented their PBL unit in draft form in breakout rooms. “Consultants” shared ideas and offered constructive feedback to further develop the units.

Setting Intentions

As a community, we came back to our focus of developing a fully articulated PBL unit, project, or learning experience by the end of session 4 and set intentions for our next collaboration together.

Call for presenters

Any member of the community interested in sharing a PBL story of a success or glorious failure is encouraged to share their interest in the discussion forum.



Additional Resources



[Session 2 Recording](#)
[Session 2 Slide Deck](#)

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Session 3 Summaries

Project Based Learning

Date: November 21, 2024

Hosts: Louie Barnett, Scott Jamieson

Addressing Community Pushback

Participants explored a scenario in small groups and breakout rooms that involved pushback from the community on whether or not a project based learning experience would allow students to meet learning targets. Groups looked at possible ways to advocate for the benefits of project based learning and shared their ideas with the larger group.


Designing Tiny Homes

Scott shared an example of a PBL unit that he taught in grade 7 math. Students were studying scale factor and looking for ways to apply surface area and volume to the real world. Scott shared that this is not always the most engaging unit and looked to PBL to increase engagement and make authentic connections. In this unit students became architects as they designed tiny homes.

PBL Consultants

Working towards our goal of developing a PBL unit, participants worked as PBL consultants in breakout rooms to share their ideas and get feedback from community participants.

Additional Resources

 [Session 3 Recording](#)
[Session 3 Slide Deck](#)



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Session 4 Summaries

Project Based Learning

Date: December 5, 2024

Hosts: Louie Barnett, Scott Jamieson

PBL as an IDU

Participants collaborated in breakout rooms to explore how we might incorporate multiple subjects in an interdisciplinary unit into one project using a PBL approach.

Student Agency

Participants discussed how we might give students agency and ownership of their learning by providing voice and choice through PBL learning experiences while still meeting our schools requirements for curriculum and assessment.

Mentor Example

Heather was a guest community host and shared a really cool unit that she designed on genetics based in the world of Harry Potter. Through a game-ified approach, students explore whether or not magic is a gene and why magical ability is declining in the wizarding world based on genetics.

Assessment

In small groups, our community explored assessment in the context of PBL and how we might design rubrics, and systems of gathering formative and summative assessment through meaningful and engaging PBL experiences and collect required assessment data to meet our schools' reporting criteria.



Additional Resources

- * [Session 4 Slide Deck](#)
- * [Session 4 Recording](#)

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