

BPRI417 Planning Project Based Learning (PBL) for the Primary Classroom

ECTS Value: 2 ECTS

Overall Objectives and Outcomes

Project Based Learning (PBL) promotes a classroom climate that develops 21st century skills including critical thinking, cooperating/collaborating and communication skills. Project work allows for the transference and application of knowledge and skills acquired from systematic instruction across the curriculum. This module introduces educators to PBL and effective planning strategies needed to create projects that will best assist their students to achieve desired learning outcomes.

By the end of this module, the learner will be able to:

Competences

- a. Collaborate with colleagues in the planning of projects;
- b. Guide students through the 3 learning phases of a Project;
- c. Establish a suitable formative assessment strategy to ensure learning outcomes are achieved throughout the project.

Knowledge

- a. define Project Based Learning (BDL);
- b. describe the three phases of the Project Approach;
- c. describe the five structural features within the three phases of the Project Approach.

Skills

- a. define Project Based Learning (PBL);
- b. plan a project appropriate to year group being taught using the 3 phases of the Project Approach;
- c. apply the 5 structural features of the Project Approach and demonstrate how they will be;
- d. integrated into each phase of their planned project.

Assessment Methods

This module will be assessed through: Practical Assignment(s)

Suggested Readings

Core Reading List:

1. Ackers J. and Laur D. (2017) *Developing Natural Curiosity Through Project Based Learning: Five Strategies for the K-3 Classroom*. New York, NY: Routledge Taylor and Francis Group
2. Edwards, C.P., Gandini L. and Forman G. (2011) *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation*. 3rd Edition. Santa Barbara, CA: Praeger
3. Hallermann S., Larmer J. and Mergendoller, J.R. (2011) *PBL in the Elementary Grades: A Step-by-Step Designing and Managing Standards-Focused Projects*. Novato, CA: Buck Institute for Education
4. Katz L. G., Chard S.C. and Kogan Y. (2014) *Engaging Children's Minds: The Project Approach*, Third Edition. Santa Barbara, CA: Praeger

Supplementary Reading List:

1. Chard, S.C. (2009) *Practical Guides for Engaging Minds with the Project Approach*, 1-6 <http://www.projectapproach.org/>
2. Chard, S.C. (1998) *The Project Approach: Making Curriculum Come Alive (Book One)*. NY: Scholastic.
3. Chard, S.C. (1998) *The Project Approach: Managing Successful Projects (Book Two)*. NY: Scholastic.
4. Dresden, J. and Lee K., (2007) *The Effects of Project Work in a First Grade Classroom: A Little Goes a Long Way*. <http://www.ecrp.uiuc.edu/v9n1/dresden.html>
5. Kokotsaki, D., Menzies, V. and Wiggins, A. (2016) *Project-based learning: A review of the literature*. *Improving Schools*, Vol. 19(3) 267–277. <http://dro.dur.ac.uk/19191/>
6. Mergendoller, J. R., and Thomas, J. W. (2005). *Managing project based learning: Principles from the field*. California: Buck Institute for Education. <http://www.bie.org/images/uploads/general/f6d0b4a5d9e37c0e0317acb7942d27b0.pdf>