IUCEE PBL Course 1

Course Objectives

- Provide teacher guidance to implement PBL in their courses
- Increase understanding of Project Design Elements
- Deepen understanding of formative and summative assessment practices that support PBL design and implementation
- Develop an awareness of the Project Based Teaching Practices and how they inform project design and implementation

Course Outcomes

The course will help the participants to:

- Understand what PBL is and how to confidently design PBL activity in the course
- Create detailed PBL planning
- Gain insight into a variety of aspects of and manage the progress of PBL
- Understand different stages of assessing student's PBL projects using rubrics

Week	Content	Content Elaboration	Assessment
1	Introduction to PBL	- What is it? - Its history – not a new instructional approach but has a new respectability among the teaching fraternity - Why PBL? To motivate students To prepare students for college, careers and citizenship Help students gain in-depth knowledge and improve upon thinking skills SEL & PBL Seven Tenets of PBL: - Context - Tasks and tools - Authenticity - Student voice and Choice - Reflection	

		6. Critique (Feedback) & Revision 7. Public product	**Task 1: Learning Log – diary entries at every stage of the project (Discussion Posts?) - Ongoing**
2	Types of Projects & Design of PBL activity	**Types:** 1. Solving a real-world problem 2. Meeting a design challenge 3. Exploring an abstract question 4. Conducting an investigation 5. Taking a position on an issue **Design Steps:** 1. **Considering your context** Who? When? How? How long Single or Multi-subjects related? 2. **Generating an idea for a project** Customising someone else's project Generating your own idea 3. **Building the framework** Setting learning goals Selecting major products How the products will be made public Writing a driving question Pause & Reflect – Consider from the perspectives of students, yourself and a member of the community	
3	Managing a Project	**Managing a project** • Laying foundation for the topic • Creating a project calendar • Arranging resources **Phases of a Project:**	

		1. **Launch Project:** Entry event & Driving Question	
		- Conducting an entry event - Introducing the driving question - Generating a list of student questions - Defining major products - Various approaches to forming student teams and their pros and cons - Helping student teams get started - Starting a Project Journal or Log 2. **Build knowledge:** Understanding and skills to answer driving questions 3. **Develop & Critique:** Products and answers to the Driving Question 4. **Present products** and answers to the driving question	
4	Teaching Techniques	Collaborative learning, Cooperative & Active Learning	
5	Assessment of a Project – Formative & Summative tasks & Developing rubrics for different skills	Areas to assess and development of rubrics for the following: - Using rubric strategy - PBL Teaching rubric - PBL design rubric - Self-directed learning rubric - Collaborative learning rubric - Critical thinking rubric - Complex communication rubric - Success skills rubric3	
6	Feedback, Critique & Revision	Working with outside expert strategies for improving the prototype/product/solution	**Task 2: A blue-print of a project planning, including design, management and assessment rubrics**
7	Reflection and implementation guidelines	- Reflection strategies - Implementation guidelines	

8	Towards publishing your PBL activity as a research paper	• Aligning your PBL activity to the standards of a research paper	

Instructor

Dr. Prathiba Nagabhushan is an educational psychologist who has a PhD from the Australian National University, Canberra, Master of English from Madras University and Master of Education from Bangalore University. She is currently teaching Psychology to senior secondary students and Methods of Teaching English and Humanities to Master of Teaching students at the Australian Catholic University, Canberra. With over 25 years of teaching experience at different levels of educational system in India, Mexico and Australia, she has also taught in a variety of educational settings, with diverse students and across a wide range of cultural contexts.

A Gold-Medallist from Madras and Bangalore Universities, Prathiba has won the National Award for 'Innovations in Teaching' from the NCERT, New Delhi and recently received an International Award for the Best Research Paper at the International Conference on Cognitive & Behavioural Psychology, Singapore. She is a member of Global Science & Technology Forum, Singapore. Prathiba was the Cultural Ambassador of India to Mexico, sponsored by the Rotary International, Evanston, Illinois, USA. She is the recipient of the prestigious "Achievement Award - 2019 for the Outstanding Services to the ACT Community" by Mr Andrew Barr, the Chief Minister of the Australian Capital Territory.

Prathiba's publications include research articles on student motivation and engagement in learning, global trends in education and pre-service teachers' emotional well-being. Her current research interests include self-efficacy in students, ICT in education and educational practices and research in engineering education. Her book "Engaging Adolescent Students in Contemporary Classrooms: Emerging Research and Opportunities" is a compendium of her valuable research on adolescents' motivation towards and engagement in their learning.

Prathiba lives with her husband Nagabhushan, a mechanical engineer, working for the Federal Government of Australia, in Canberra. They have a daughter, Samyuktha, who also lives in Canberra with her husband and children.

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