Universitas Pendidikan Indonesia
The Education University

Project-based Learning

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Disajikan pada Pelatihan Model Pembelajaran

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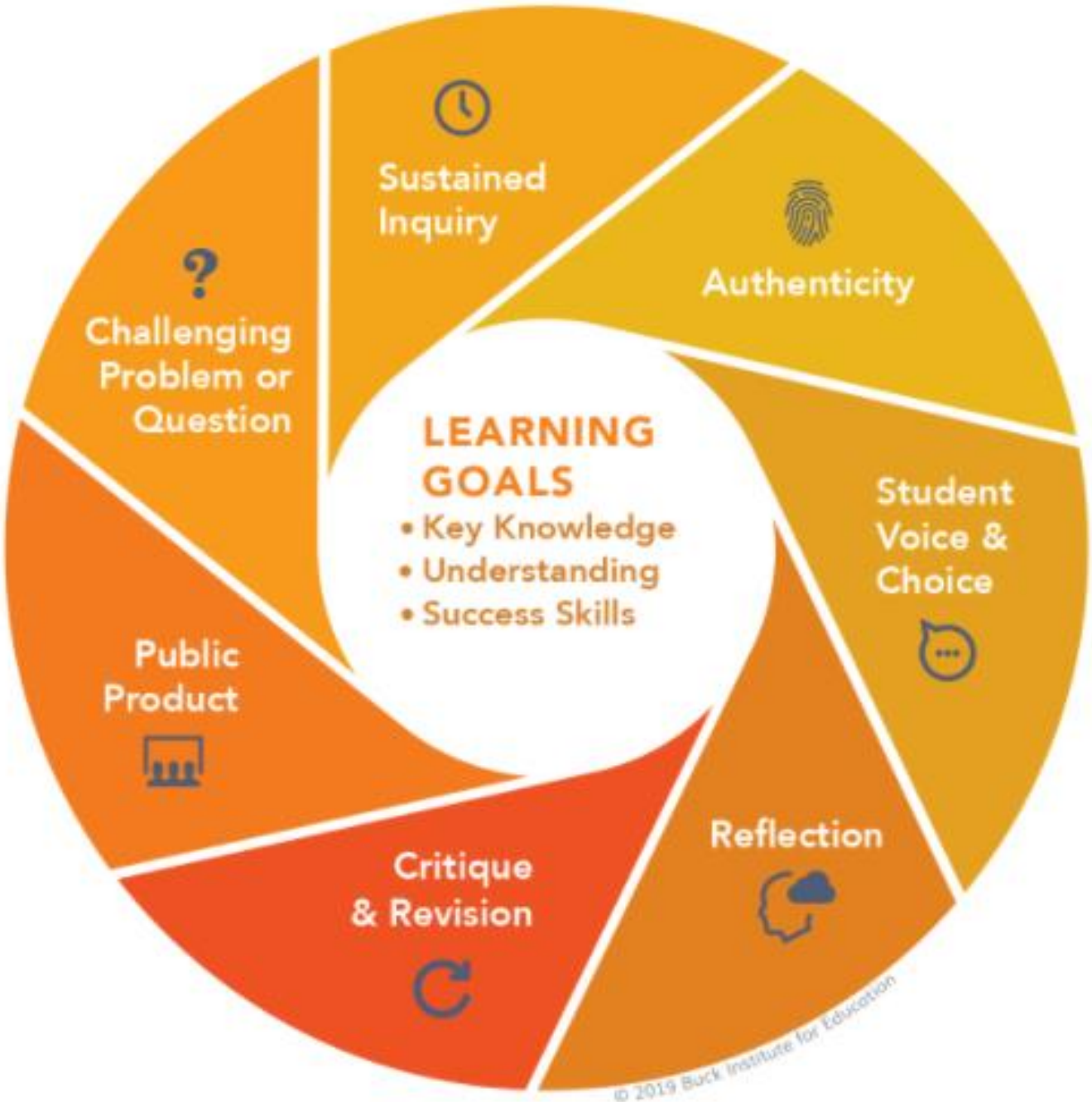
PBL Vs “doing a project”

- "doing a project" - a short, intellectually-light project served up after the teacher covers the content of a unit in the usual way - from a "main course" project, in which the project is the unit
- In PBL, the project is the vehicle for teaching the important knowledge and skills student need to learn.
- The project contains and frames curriculum and instruction.
- PBL requires critical thinking, problem solving, collaboration, and various forms of communication.
- To answer a driving question and create high-quality work, students need to do much more than remember information.
- They need to use higher-order thinking skills and learn to work as a team.

Essential project design elements

(Source: https://www.pblworks.org/what-is-pbl)



Essential Project Design Elements

- **A Challenging Problem or Question**

  The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge

- **Sustained Inquiry**

  Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.

- **Authenticity**

  The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.

- **Student Voice and Choice**

  Students make some decisions about the project, including how they work and what they create, and express their own ideas in their own voice.

Essential Project Design Elements

- **Reflection**

  Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.

- **Critique and Revision**

  Students give, receive, and apply feedback to improve their process and products.

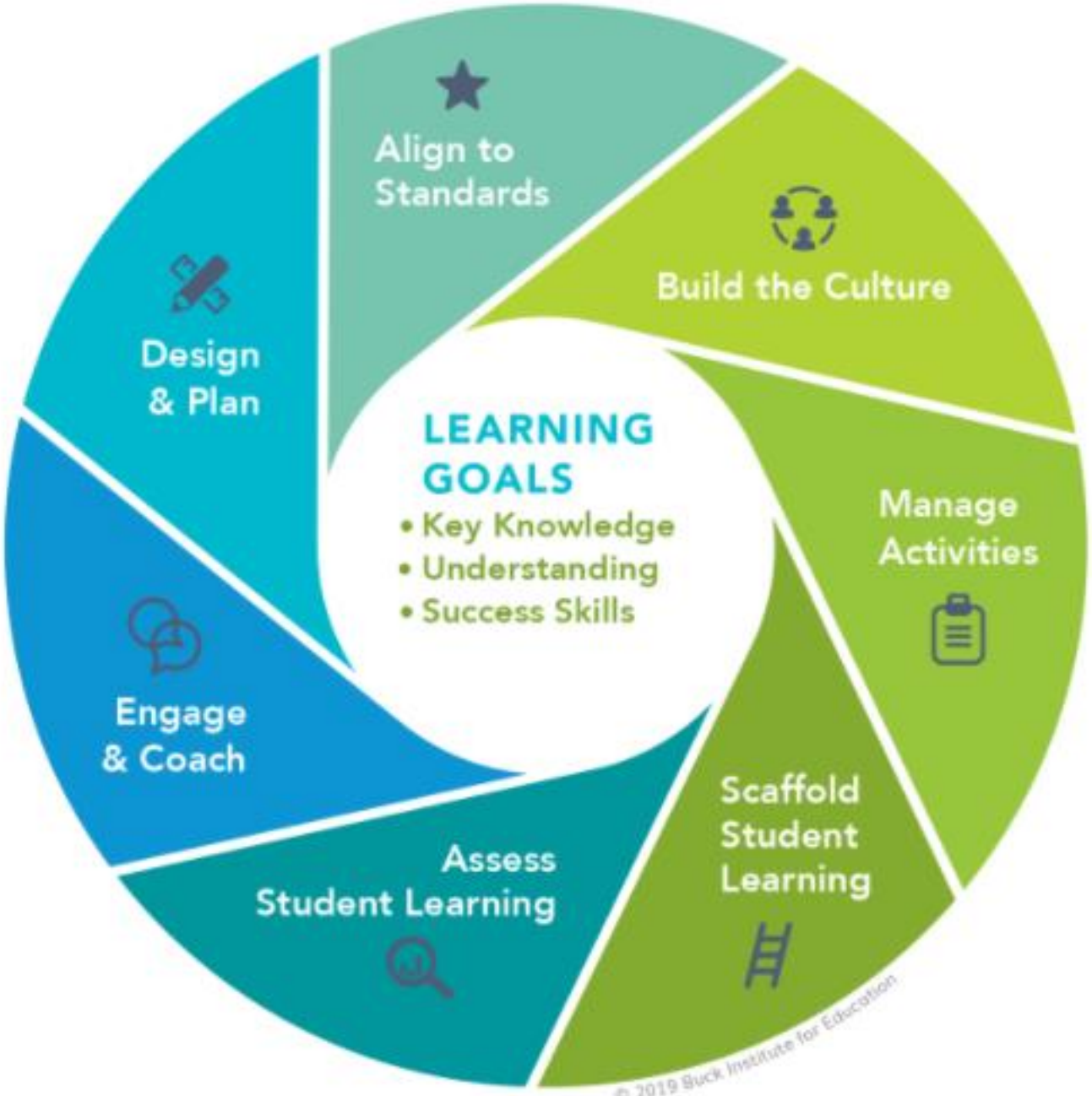
- **Public Product**

  Students make their project work public by sharing it with and explaining or presenting it to people beyond the classroom.

(Source: https://www.pblworks.org/what-is-pbl)

Project-based teaching activities

(Source: https://www.pblworks.org/what-is-pbl)



Project Based Teaching Practices

- **Design and Plan**

  Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.

- **Align to Standards**

  Teachers use standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.

- **Build the Culture**

  Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.

- **Manage Activities**

  Teachers work with students to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products and make them public.

Project Based Teaching Practices

- **Scaffold Student Learning**

  Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.

- **Assess Student Learning**

  Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.

- **Engage and Coach**

  Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.

(Source: https://www.pblworks.org/what-is-pbl)

The instructor's role in PBL

- Serving as a facilitator
- Not relinquishing control of the classroom or student learning, but rather developing an atmosphere of shared responsibility
- Structuring the proposed question/issue so as to direct the student's learning toward content-based materials
- Regulating student success with intermittent, transitional goals to ensure student projects remain focused and students have a deep understanding of the concepts being investigated
- Keeping students holding accountable to these goals through ongoing feedback and assessments

The instructor's role in PBL

- Ongoing assessment and feedback are essential to ensure the student stays within the scope of the driving question and the core standards the project is trying to unpack
- Using those assessments to guide the inquiry process and ensure the students have learned the required content
- Evaluating the finished product and the learning that it demonstrates

The student's role in PBL

- Asking questions, building knowledge, and determining a real-world solution to the issue/question presented
- Collaborating, expanding their active listening skills and requiring them to engage in intelligent, focused communication, allowing them to think rationally about how to solve problems
- Taking ownership of their success

Challenges of PBL

- PBL requires you to coach more and instruct less

  Change takes time and is seldom without apprehension and challenges.
- Instead of lectures and book learning, teachers can think through the steps required to solve a problem and use those steps as project-learning activities.

  Good problems or ideas can come from your students, parents, or community members.
- Instead of planning a massive project, the learning process can be made more manageable by chunking the project into smaller parts, with frequent checkpoints built into the timeline.
- Instead of a traditional summative exam, authentic assessments can be developed by communicating with professionals in the field regarding what a presentation would look like related to a particular project.

- (Source: https://www.schoology.com/blog/project-based-learning-pbl-benefits-examples-and-resources)


Thank you