

START HERE

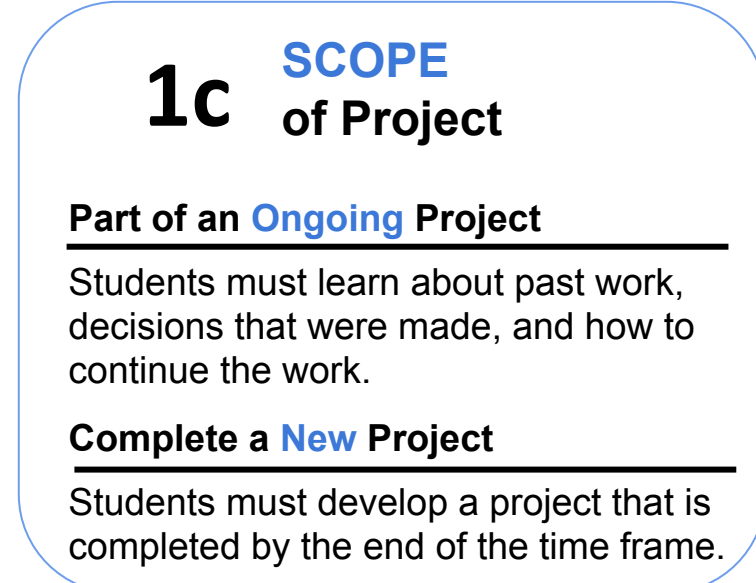
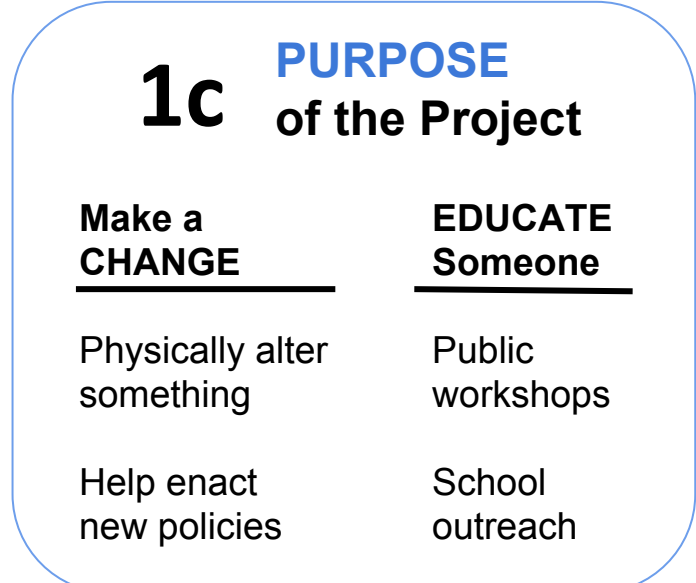
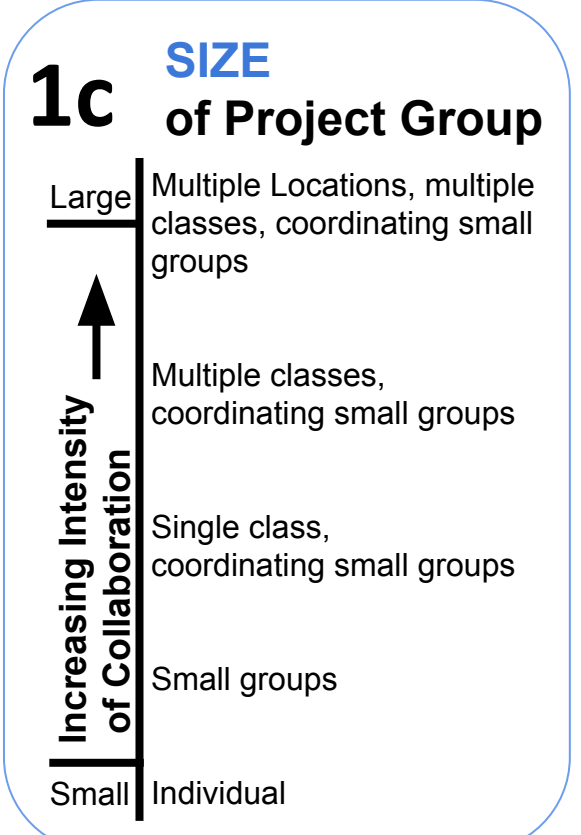
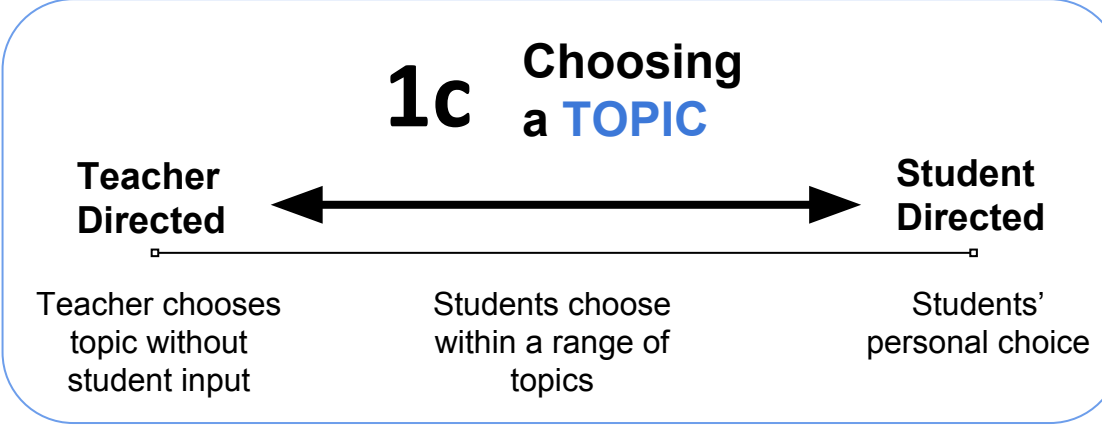
1a Building Student ENGAGEMENT ENTRY EVENTS

Teacher directed experiences to spark student engagement and inquiry

1b Project Topic INQUIRY

Process of Student Exploration to:

- satisfy initial questions.
- develop an initial "Need to Know" list.
- determine community needs.
- connect with resources and experts.



Project-Based Learning (PBL) A Project Overview

1 DEFINE the Project

2 PLAN the Project

3 Do the Project

4 Review the Project

4b Reflect on the project

Reflections for learning:

- Self and Group Evaluations
 - PIE Charts
- Written Reflections
 - What could we do differently as a group to be more effective?
 - What could I do differently to be a better group member?
 - What project goals still need to be addressed in a future project?

4a SHARE the project

Share the project with the community:

- Present to clients
- Public website
- YouTube channel
- Student-organized event
- Public Exhibition with student created interactive exhibits

2 Project PLAN

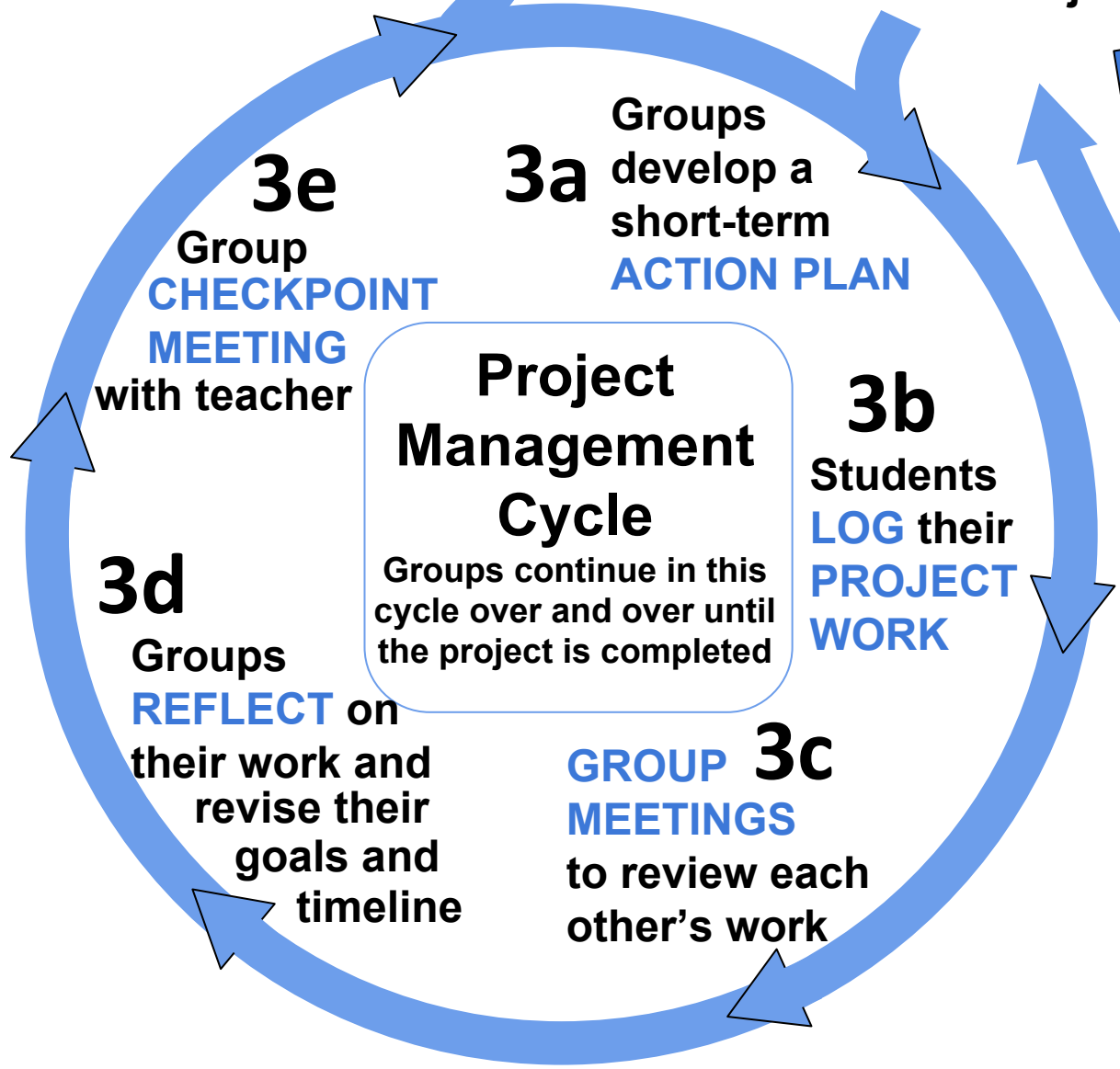
Continuing Inquiry - groups determine specific community needs, connect with experts, survey stakeholders, etc.

Writing a Rationale Statement - groups use resources and research to develop a statement that gives them common dialogue to use while explaining why they are doing this project.

Project Advisor - groups connect with a professional/expert that will help guide their work, determine whether aspects of their projects are feasible, estimate the time necessary, and make connections with others.

Goals, Milestones, and a Timeline - groups develop a list of major deliverables and other goals, then break these up into smaller pieces that can be organized into an initial timeline to guide their work.

Group Contract - groups develop collective agreements that will guide their group behavior and that they will use to hold each other accountable.



The **WATERSHED** PROJECT *Iowa*