

# Making PBL Happen in Your Chinese Classroom

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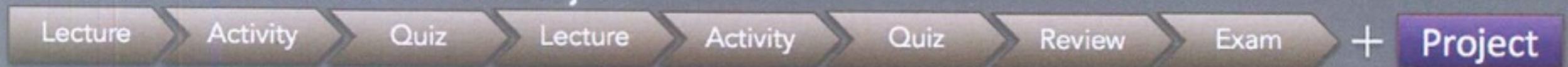
# What project-based learning?

“Project-based learning” refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation.

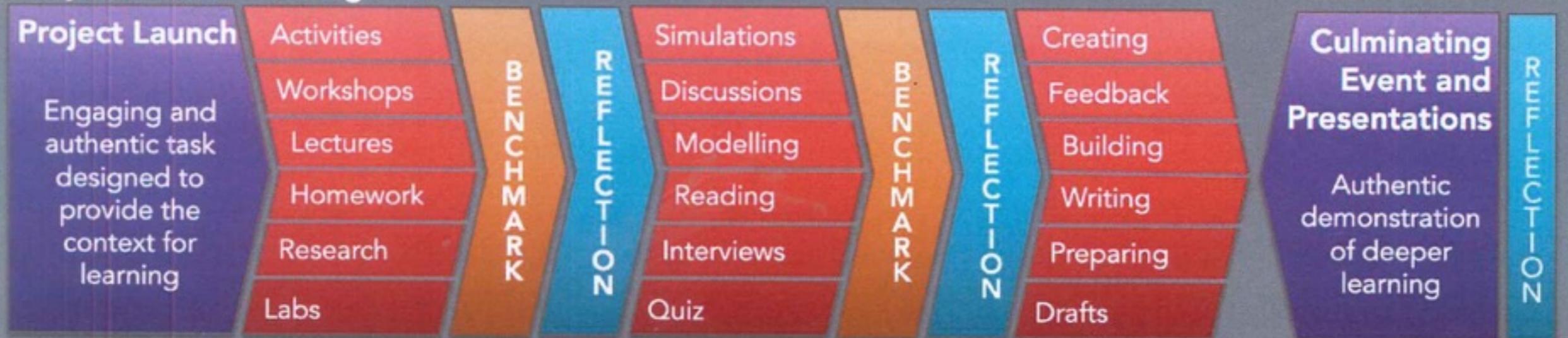
# Doing Project vs. Project Based Learning

## Doing Projects vs. Project Based Learning

### Traditional Unit with Culmination Project



### Project Based Learning Unit



# Write your questions about PBL

- Ask as many questions as you can.
- Do not stop to discuss, judge, or answer question.
- Write down every question exactly as it is stated.
- Change any statement into a question.

# Write your questions about PBL

- design and plan
- align to standards
- build the culture
- manage activities
- scaffold student learning
- assess student learning
- engage and coach

# Essential Project Design Elements

- Key Knowledge, Understanding, & Success Skills
- Sustained Inquiry
- Challenge Problem Or Question
- Authenticity
- Student Voice & Choice
- Reflection
- Critique & Revision
- Public Product

# Key Knowledge, Understanding, & Success Skills

<b>Key Knowledge and Understanding</b> (CCSS or other standards)	<ul style="list-style-type: none"> <li>● Oral Handle short social interactions about healthy diet by asking and answering simple questions</li> <li>● Reading Understand the main idea of informational texts.</li> <li>● Writing Write briefly about information using a series of simple sentences. Write questions to obtain information</li> <li>● Cultural understanding Chinese cuisine as we now know it evolved gradually over the centuries as new food sources and techniques were introduced, discovered, or <u>invented</u>. A normal meal is made up of <i>fan</i> (饭) (grains and other starches) and <i>cai</i> (菜) (vegetable or meat dishes). Chinese people use (筷子, <i>kuai zi</i>) to eat their meal. The Chinese relies upon instinct and his instinct tells him that when</li> </ul>		
<b>Success Skills</b> (to be taught and assessed)	Critical Thinking/Problem Solving	Self-Management	
	Collaboration	Other:	

# Challenge Problem Or Question

- How do we young children eat healthily in this modern fast food era?

Group Member Haesol, Hyun, and Emerson Topic 健康饮食

K. W. L. Chart

What I know 我已经知道的	What I Wonder 我想知道的	What I Learned 我学到的
Voc: 胡萝卜, 西瓜, 白菜, 香蕉, 草莓, 苹果, 梨, 葡萄, 猕猴桃, 土豆, 黄瓜, 辣椒, 茄子, 米饭 (粗米)  1. 要吃健康食品 2. 要跑步, 瑜伽, 爬山	1. 每天要吃几种 v. f? 2. 每天要消耗多少卡路里? 3. 一天要吃多少食物? 4. 一天要吃多少蛋白质? 5. 如何保持健康? 6. 运动量?	1. 多吃蔬菜 2. 少吃米饭 3. 多吃水果

# SUSTAINED INQUIRY



**AUTHENTICITY**

# Student Voice & Choice

## 健康饮食

你不要吃太油的东西

你要每天做很多运动



你要做运动因为你会强壮。💪

你要吃很多蔬菜和水果



你要吃蔬菜和水果，因为它们很健康。

PHICOLLAGE

## 健康饮食

1. 多吃蔬菜。

2. 你要平衡。

3. 多吃水果。

4. 多运动。

5. 少吃糖。

6. 冬吃萝卜夏吃姜。

7. 吃饭不要吃得饱。



EMERSON Kate Heffe



**STUDENT VOICE**

# Reflection

Ava

Critical Thinking Rubric for PBL  
(for grades K-2)

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**I can explain why we are doing the project.**

1. still learning  2. sometimes  3. almost always 

---

**I can ask questions about the project.**

1. still learning  2. sometimes  3. almost always 

---

**I can use information I get from different places.**

1. still learning  2. sometimes  3. almost always 

---

**I can say why an idea is a good one.**

1. still learning  2. sometimes  3. almost always 

---

**I can use feedback from my friends and teacher to improve my work.**

1. still learning  2. sometimes  3. almost always 

---

**I can explain my idea using facts and details.**

1. still learning  2. sometimes  3. almost always 

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# Critique & Revision



I think you should  
have a title because  
we don't know what  
you were writing  
about (1)

Ti Ava

From Hce won

# Public Product



# Essential Elements Poster

8 Essentials	Keywords
1.Key knowledge, understanding and	focused, derive from standards, critical thinking, problem solving, collaboration, self-management
2.Challenging Problem or Question	age appropriate, open ended, understandable and inspiring to students, aligned with learning goals
3.Sustained Inquiry	sustained over time and academically rigorous
4.Authenticity	real-world tasks, makes a real impact, speaks to students' personal concerns, interests
5.Voice & Choice	questions asked, texts and resources used, people to work with, products to be created, use of time, organization of
6.Reflection	thoughtful, comprehensive reflection, during the project and after its culmination
7.Critique & Revision	regular and structured opportunities for feedback, peers and teachers and others, revise and improve
8.Public Product	publicly explain the reasoning, choices they made, their inquiry process, how they worked, what they learned, etc.

# Experience PBL-Writing a Driving Question

- Engaging for students
- Open-Ended
- Aligned with Learning Goals

# Driving Question Tubric

**Driving Question TUBRIC 2.0™**

				
Framing Words	Person or Entity	Action or Challenge	Audience or Purpose	
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1

[Wild Card]

How can...

How do...

Should...

Could...

What...

2

[Wild Card]

I  
We

We as,  
[Roles]  
[Occupations]

[Town]  
[City]  
[County]

[State]  
[Nation]

[Community]  
[Organization]

3

[Wild Card]

Build...  
Create...  
Make...

Design...  
Plan...

Solve...

Write...

Propose...  
Decide...

4

[Wild Card]

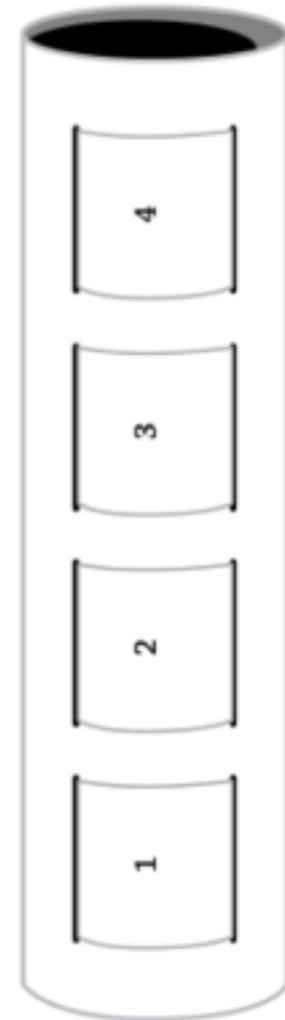
Real-  
World  
Problem

For a Public  
Audience

For a School

For a  
Classroom

For an  
Online  
Audience



Assembly required.  
Instructions not included.  
Application open-ended  
It's Project Based Learning.



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# Examples

- How can we, as tour guides, plan a tour to show visitors what to see and do in our city?
- How do we young children eat healthily in this modern fast food era?

# Driving Question Criteria

- Engaging for students
- Open-Ended
- Aligned with Learning Goals

# Essential Project Design Elements Checklist

Does the project meet these criteria?