

# Module 5.2

## Why Evidence Matters

From Text to Talk to Argument

*Pages 153–169*

*Estimated Time: 1 Hour, 25 Minutes*



### Prior to Meeting

- Have participants read pages 153 to 169 beginning with the section titled “Problem-and Project-Based Learning: *Using Evidence.*”
- Remind participants of their assignment from Chapter 5, Module 1.
- Find and prepare the video we recommend using from edutopia, a website dedicated to improving the K–12 learning process by documenting, disseminating, and advocating innovative, replicable, and evidence-based strategies that prepare students to thrive in their future education, careers, and adult lives. Retrieved from <http://www.edutopia.org/project-based-learning-introduction-video>.

### Materials You Need for This Module

- PowerPoint slides for Chapter 5, Module 2
- Chart Paper on stand and markers
- Copies of Standards for Motivation and Engagement
- Copies of **Handout 5.3** printed from <http://www.edutopia.org/project-learning-introduction>
- If available, access to the Internet and projector and screen

### Segment One: Introduction (Approximately 15 Minutes)

1. Project the first two slides to introduce this module.
2. Project **PowerPoint Slide 3** and remind participants that the module focuses on these characteristics of a college- and career-ready student.
3. Project **PowerPoint Slide 4** and ask participants to use the questions as a basis for discussion in small groups.
4. Ask each group to report on key points in their discussion.

## Segment Two: Exploring Problem- and Project-Based Learning (Approximately 15 Minutes)

1. Ask participants to turn and talk about any experiences they had with problem- or project-based learning (PBL) as a student, or as a teacher, or in real life.
2. Ask for volunteers to share with the entire group.
3. Project **PowerPoint Slide 5**.
4. If Internet access is available, show participants a short video on project-based learning at <http://www.edutopia.org/project-based-learning-introduction-video>. If Internet access is not available, ask participants to read **Handout 5.3**, “Why Teach With Project-Based Learning? Providing Students With a Well-Rounded Classroom Experience” (print copies from <http://www.edutopia.org/project-learning-introduction>). Provide a copy to all participants.
5. Ask how the information in the video (or on the handout) differs from their experiences or impressions of PBL.

## Segment Three: Advantages of PBL (Approximately 10 Minutes)

1. Tell participants that the advantages to PBL are significant as the next three slides explain. Ask them to jot down the advantages in their writing logs under the heading “Advantages of PBL.”
2. Project **PowerPoint Slide 6**.
3. Project **PowerPoint Slide 7**.
4. Project **PowerPoint Slide 8**.

## Segment Four: Barriers to Implementation (Approximately 20 Minutes)

1. Take comments from the whole group in response to these questions:
  - To what extent is PBL used in your classroom, school, or district?
  - Considering the advantages of such an approach, why isn’t PBL more widely used?
2. Project **PowerPoint Slide 9**.
3. As participants share answers to the second question, make a list of their comments on chart paper under the heading “Barriers to Implementation of PBL.”

**Note:** Participants may say the following:

- not enough time to plan with other teachers or to implement in class
  - must follow a preset curriculum guide or pacing guides
  - lack of administrative support for such projects
  - preparation for tests drives curriculum
4. Place participants in small groups. Provide one “barrier” from the list to each group and ask them to brainstorm possible solutions and then share their suggestions with the entire group.

### Segment Five: Planning for PBL (Approximately 15 Minutes)

1. Project **PowerPoint Slide 10**. Point out that nearly all PBL focuses on authentic issues or problems in the real world. With this in mind, direct participants to pages 166 and 167 and ask them to read through “Examples of Problem-Based Learning.”
2. Ask participants to work with a partner and come up with a possible PBL initiative that might be used in their classroom, team, or department.
3. Ask for volunteers to share with the whole group.

### Segment Six: PBL in the Classroom (Approximately 5 Minutes)

1. Project **PowerPoint Slide 11**.
2. Tell participants that their assignment for this session is to take a step toward implementing PBL in their school or classroom. For example, participants may
  - Share their idea for PBL with a teacher, their professional learning community (PLC), team, or department.
  - Talk with an administrator about what type of support exists for PBL.
  - Find other teachers in the school or district who implement PBL and talk to them about the experience.
  - Create an inquiry project on a small scale. See pages 156 to 157: “How to Scaffold Inquiry Projects.”

### Segment Seven: Respond in Your Learning Log (Approximately 5 Minutes)

1. Project **PowerPoint Slide 12** and read it aloud.
2. Ask participants to respond to the slide in their learning logs.