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# PRINTEL Training

## Module 2: Teaching Practices for Remote Project Based Learning

Training Workshop, Day 2, February 11, 2021

Dipl. (UAS) Clarissa Maierhofer, MSc

# Learning Outcomes Module 2

Upon completion of the second module, the participants are able to

- apply the seven Gold Standard PBL teaching practices when transitioning their teaching to PBL
- develop and support students' thrive for successful completion of the PBL course through application of appropriate teaching practices
- understand the roles of the teacher in PBL
- aspire the roles of the innovative teacher towards innovative educational design and mindset in PBL
- use the technologies needed for remote PBL learning and the process for successful completion

# Agenda

Time	Activity	Responsible
09:00 – 09:30	Welcome and introduction	Clarissa Maierhofer All participants
09:30 – 10:30	Teaching Practices in Project Based Learning - Part I	Clarissa Maierhofer All participants
10:30 – 10:45	Coffee break	
10:45 – 12:00	Teaching Practices in Project Based Learning - Part II	Clarissa Maierhofer All participants
12:00 – 12:15	Coffee Break	
12:15 – 12:30	Roles of a Teacher in PBL	Clarissa Maierhofer
12:30 – 12:50	Technology and Tools for remote PBL	Clarissa Maierhofer All participants
12:50 – 13:00	General discussion and closing	all

*“Some people talk in their sleep.  
Lecturers talk while other people sleep.”*

Albert Camus



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# Project Based Learning

# Project Based Learning

“Project Based Learning is a **teaching method** in which students gain **knowledge and skills** by working for an extended **period of time** to **investigate and respond** to an authentic, engaging, and **complex question, problem, or challenge.**”

Source: <https://www.pblworks.org/what-is-pbl>



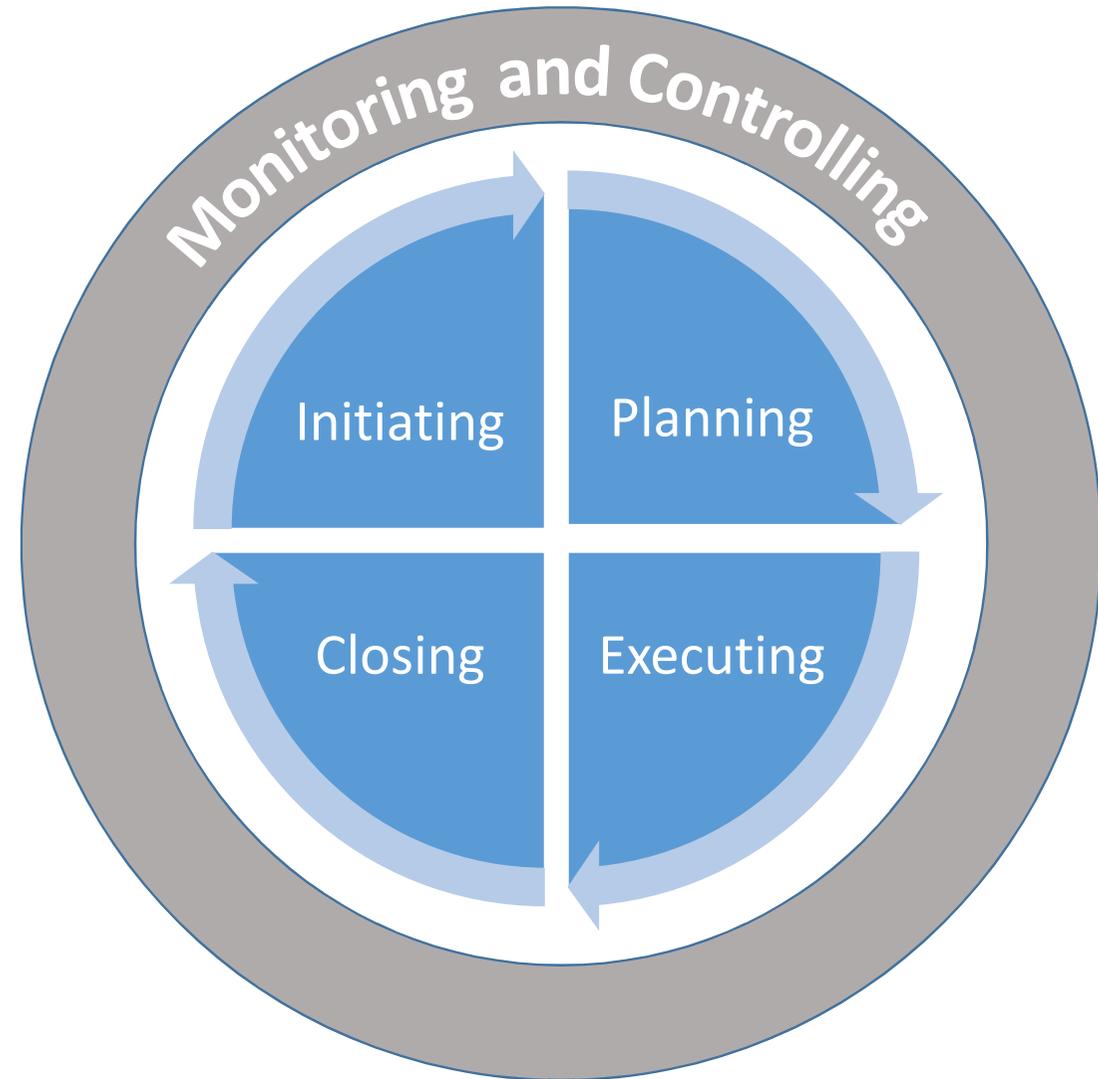
### Projects:

- target setting
- defined start defined end
- uniqueness, novelty
- specific organization
- limited resources
- complex and interdisciplinary

### Project Management:

*“the application of knowledge, skills, tools, and techniques to project activities to meet the project requirements.”*

Project Management Institute (PMI)

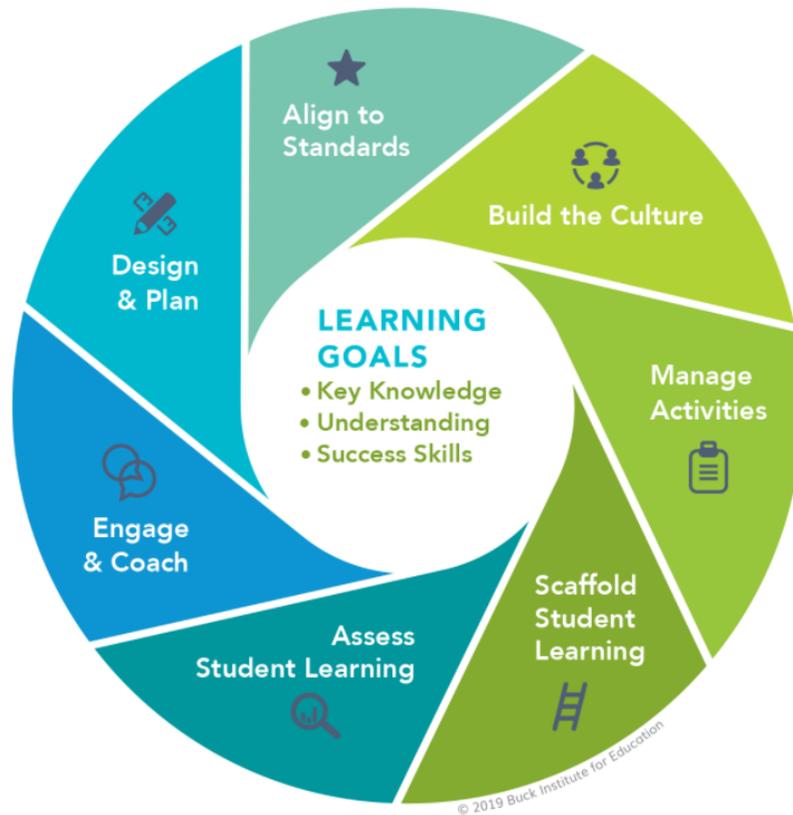


# Why Project Based Learning?

- Meets demands of today's world
- Transformative for all students
- Inquiry-based and active method of learning
- Integrates knowing and doing
- Focuses student-centered learning
- Builds students choice and voice into the process
- Creates deep, long-lasting and relevant learning experiences

# Teaching Practices in Project Based Learning

# Gold Standard Teaching Practices in PBL



- projects are focused on students' acquiring key knowledge, understanding, and success skills
- comprehensive, research-informed model on teaching in Project Based Learning
- created by Buck Institute for Education

Source: <https://www.pblworks.org/what-is-pbl/gold-standard-teaching-practices>

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# Design & Plan

- Identify a promising project idea
- Structure and design the project
- Define learning outcomes
- Create detailed but flexible plans and focus on student learning
- Anticipate project resources
- Include time for reflection
- Be flexible and have a contingency plan ready

# Align to Standards

- Criteria for products are specified and derived from standards
- Criteria proof evidence that students have met targeted standards
- Assessments and rubrics are connected to learning outcomes and related to student participation
- Alignment process is followed up
- Self-evaluation and feedback protocols are implement
- Transversal competencies are included

# Build the Culture

- Establish shared norms, values and behaviours together with students
- Ensure (self-)monitoring of the norms
- Encourage students' voice and choice
- Allow time to tackle real-world issues and problems
- Be transparent
- Connect learning goals to students' life goals
- Create a community
- Adjust physical environment
- Sustain a positive culture

# Manage Activities

- Alternate individual and team work
- Mix whole group and smaller groups time
- Use and encourage use of project management tools
- Set deadlines and milestones
- Be flexible
- Foster team work
- Follow routines and norms

# Group Exercise 1

- 4 groups in breakout rooms
- Each group assigned with one Gold Standard PBL teaching practice (30 min)
  1. Design & plan
  2. Align to standards
  3. Build the culture
  4. Manage activities
- Select one moderator and presenter
- Presentation of results to other groups in plenum (3 minutes/group)

# Scaffold Student Learning

- Enable students to access content, skills, and resources
- Offer a broad range of tools to enable development of key success competencies
- Plan properly
- Provide learning experiences throughout the process
- Facilitate student activities
- Give freedom

# Assess Student Learning

- Multidimensional assessment
- Focus on teams and individuals
- Use standards-aligned rubrics to guide both formative and summative assessment
- Provide structured feedback protocols
- Regularly use formative assessment with different tools
- Introduce regular opportunities for self- and peer-assessment

# Engage & Coach

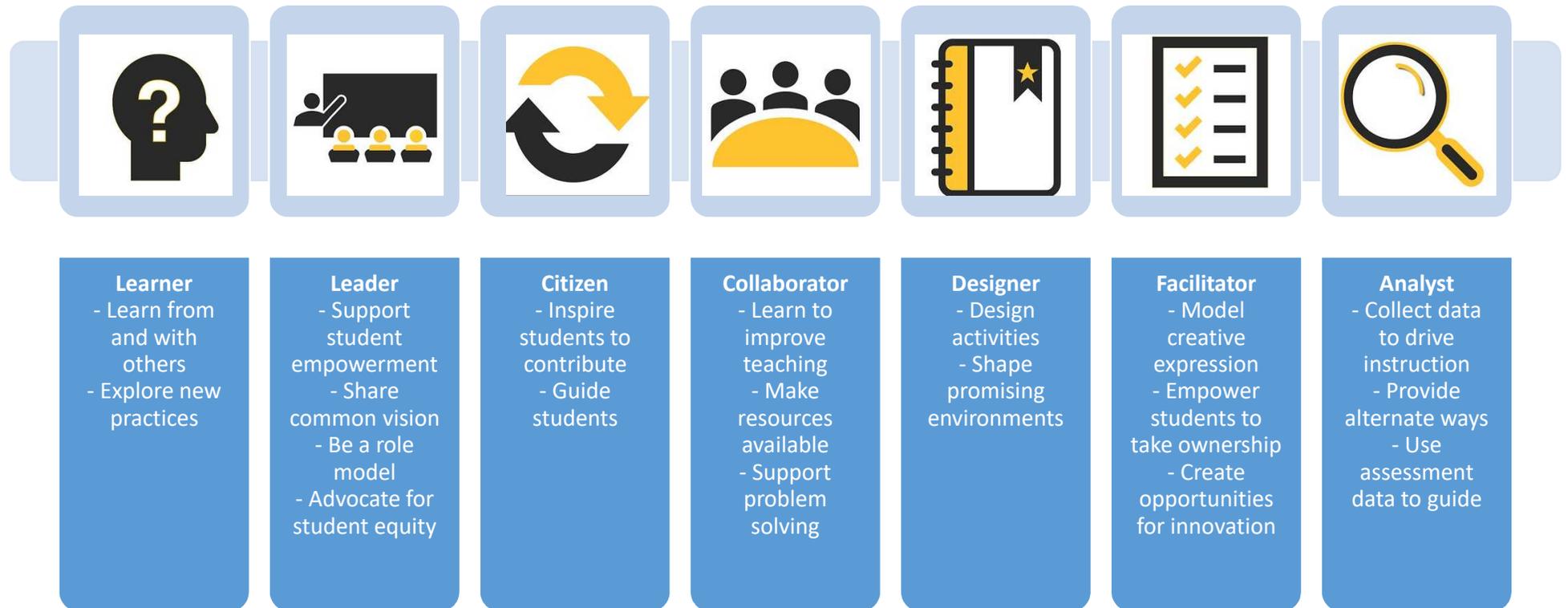
- Teacher knows the students' strengths, interests to engage them in the project
- Individual student needs are identified
- Give students a say
- Listen to students' questions
- Build up relationships with students
- Organize events
- Note and celebrate achievements
- Emphasize high expectations for the performance of all students

# Group Exercise 2

- Please discuss the Gold Standard PBL teaching practices
  5. Scaffold student learning
  6. Assess student learning
  7. Engage & coach
- Please reflect on the following:
  - What elements do you consider as most crucial in this teaching practice?
  - How can the elements be transferred to 100% online teaching?

# Role of the Teacher in PBL

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Source: <https://www.iste.org/standards/for-educators>

# Technologies and Tools for remote PBL

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- **For individual & group meetings**

Whole courses, project team, or one-on-one meetings can be done with MS Teams, Zoom, or with Google Meet.

- **Brainstorming sessions, white boards**

Mural and Miro and Explain Everything are virtual white boards that can be used not only for targeted instruction, but are also fantastic for remote brainstorming and problem ideation.

- **Tasks and Team Management Tools**

Trello, Asana and Slack are examples of a tool that helps individual students keep track of project action items and share them with their project teams - a really valuable skill students need to master regardless of context.

- **Document Collaboration Tools**

Tools like Google Drive, One Drive, Dropbox allow team members to view, edit, and work simultaneously on a document and share files.

- **Interactive presentation software**

With tools like Mentimeter, Prezi, AhaSlides you can establish close relationships with your audience during the presentation.

- **Quizzes and Questionnaires**

To motivate students, use games and polls e.g. by using Kahoot, Triviamaker, Mentimeter, Socrative and Google Forms.

# Literature

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**THANK YOU  
FOR YOUR ATTENTION  
AND KIND PARTICIPATION IN THIS WORKSHOP**

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