

## DESIGNING FOR ENGAGING AND EFFECTIVE LEARNING EXPERIENCES




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## WHO WE ARE

At QED we believe:

|   |               |
|---|---------------|
| We are all learners,                        | Identity      |
| Learning changes lives,                     | Understanding |
| Learning needs to happen in different ways, | Flexibility   |
| Learning empowers us.                       | Agency        |

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## SESSION OVERVIEW



### Project Based Learning Design

- > Design Template
- > Design Examples
- > Design Practice

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## STILTING TROUPE

Middle School Girls

### Driving Question

How can stilting be a performance art?




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## STILTING TROUPE

Middle School Girls

### Project Description

- 8 middle school girls, UNH Intern, New Heights Arts/ Culture staff
- 5 weeks, 3 times/week
- Learn to stilt & build stamina to walk/ and dance individually and in a troupe
- Determine a theme and research characteristics
- Design and build costumes to allow for movement and balance
- Create choreography based on analysis of theme
- Perform publicly




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## STILTING TROUPE

Middle School Girls

### ELA Standards

- **Craft and Structure**
- Determine technical, connotative, figurative meaning
- **Research to Build and Present Knowledge**
- Short research projects based on focused question
- Gather relevant information from multiple sources

### Math Standards

- **Make sense of problems and persevere in solving**
- What is known? What is unknown? What do we need to find out?
- **Attend to precision**
- **Look for and make use of structure**
- What's the underlying pattern? What's the whole, what are the parts?

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## STILTING TROUPE

Middle School Girls

### Culminating Event

Portsmouth Halloween Parade  
stilts lead the parade for  
thousands of people lining the  
streets




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## EXAMPLE: CENTRAL FALLS HIGH SCHOOL COMMUNITY GARDEN



### Driving Question:

How can urban gardening  
strengthen our community?

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## GARDEN PROJECT DESCRIPTION



- 3 days a week with community and teacher mentor
- Garden maintenance
- Support younger students
- Develop writing, communication, and science skills

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## GARDEN PROJECT ACADEMIC CONNECTIONS

### Common Core ELA Standard: Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Survey local neighbors about access to healthy food
- Survey local markets about food selections.
- Write letters to the editor about the need for more healthy food in the neighborhood.

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## GARDEN PROJECT CULMINATING EVENT



- “Salsa” celebration
- Eat salsa from garden
- Listen to salsa music
- Watch salsa dance performances
- Celebrate summer accomplishments
- Cookbooks

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## YOUR TURN!

- When School's Out, PBL Opens New Doors to Learning  
<http://www.edutopia.org/blog/project-based-learning-during-summer-suzie-boss>
- What Makes a Good Driving Question? From You4Youth  
<https://www.y4y.ed.gov/learn/pbl/introduction/what-makes-a-good-driving-question/>
- Public Achievement <http://inside.augsburg.edu/publicachievement/>
- DoSomething.org [www.dosomething.org](http://www.dosomething.org)
- Common Core app – available for iPhone and Android version

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## NEXT STEPS

- Help seed the Boston After School and Beyond Online Library of project based learning best practices and resources
- Email your design to [kcarter@QEDfoundation.org](mailto:kcarter@QEDfoundation.org)

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## FOLLOW-UP

**Kim Carter**  
[Kcarter@QEDfoundation.org](mailto:Kcarter@QEDfoundation.org)

**Janice Hastings**  
[jhastings@newheightsonline.org](mailto:jhastings@newheightsonline.org)

**Elizabeth Ochs**  
[elizabethochs@gmail.com](mailto:elizabethochs@gmail.com)

**QEDFoundation.org**

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