



PBL IN DISTANCE LEARNING

BY JOHN SPENCER

COMPLETION CERTIFICATE AND
RESOURCES WILL BE SENT OUT IN
AN EMAIL TOMORROW.



ALL STUDENTS DESERVE ACCESS
TO MEANINGFUL PROJECTS



STUDENTS NEED A
MAKER MINDSET



THE WORLD IS CHANGING

"DAD, WERE YOU ALIVE BACK
WHEN PEOPLE HAD FLIP PHONES?"

- MY DAUGHTER -

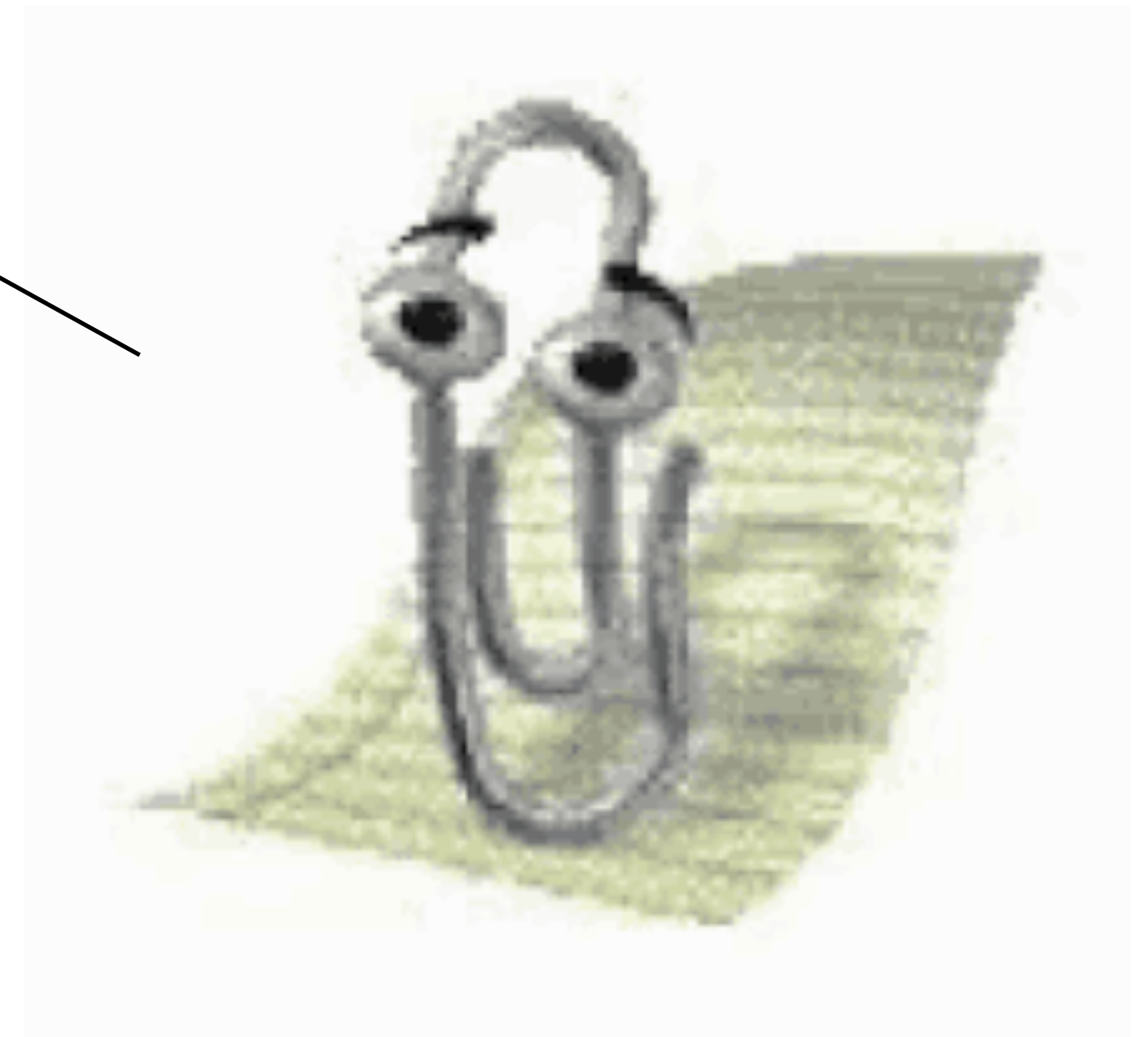




IT USED TO TAKE HOURS TO
MAKE A MIX TAPE.

BEFORE THERE WAS SIRI,
THERE WAS CLIPPY.

It look like you're using nostalgia to
create a dumb joke at my expense.
Can I help you with that?





CREATIVE POWER



CONNECTIVE POWER

AND YET . . .



STUDENT SURVEY

CONSUME

CREATE

CONSUME



158 OUT OF 160

CREATE

CONSUME

CREATE



4 OUT OF 160

CONSUME



159 OUT OF 160

CREATE

CONSUME

CREATE



3 OUT OF 160

CONSUME



152 OUT OF 160

CREATE

CONSUME

CREATE



0 OUT OF 160

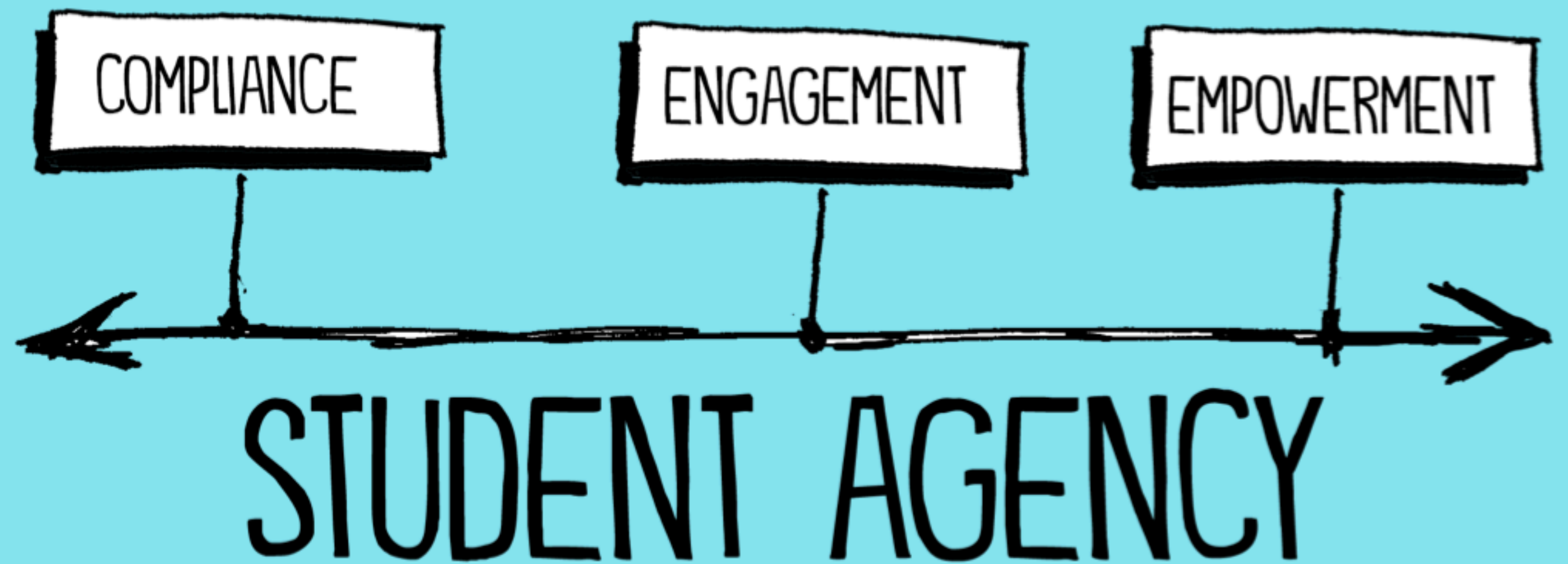


STUDENTS AREN'T DIGITAL NATIVES.
THEY'RE CONSUMER NATIVES.



STUDENT EMPOWERMENT

This continuum represents student agency. As they move toward more voice and choice, they become more empowered. Compliance involves little to no student ownership and focuses on following external expectations. Engagement is teacher-initiated but the focus is on getting students focused and committed internally. Empowerment is student-initiated. All three are necessary.



THE PROBLEM OF
ENGAGEMENT IS A
PROBLEM OF OWNERSHIP

The Buck Institute /
PBL Works defines
the following
design elements of
PBL.



PUBLIC PRODUCT



CHALLENGING PROBLEM
OR QUESTION



SUSTAINED INQUIRY



AUTHENTICITY



CRITIQUE AND
REVISION

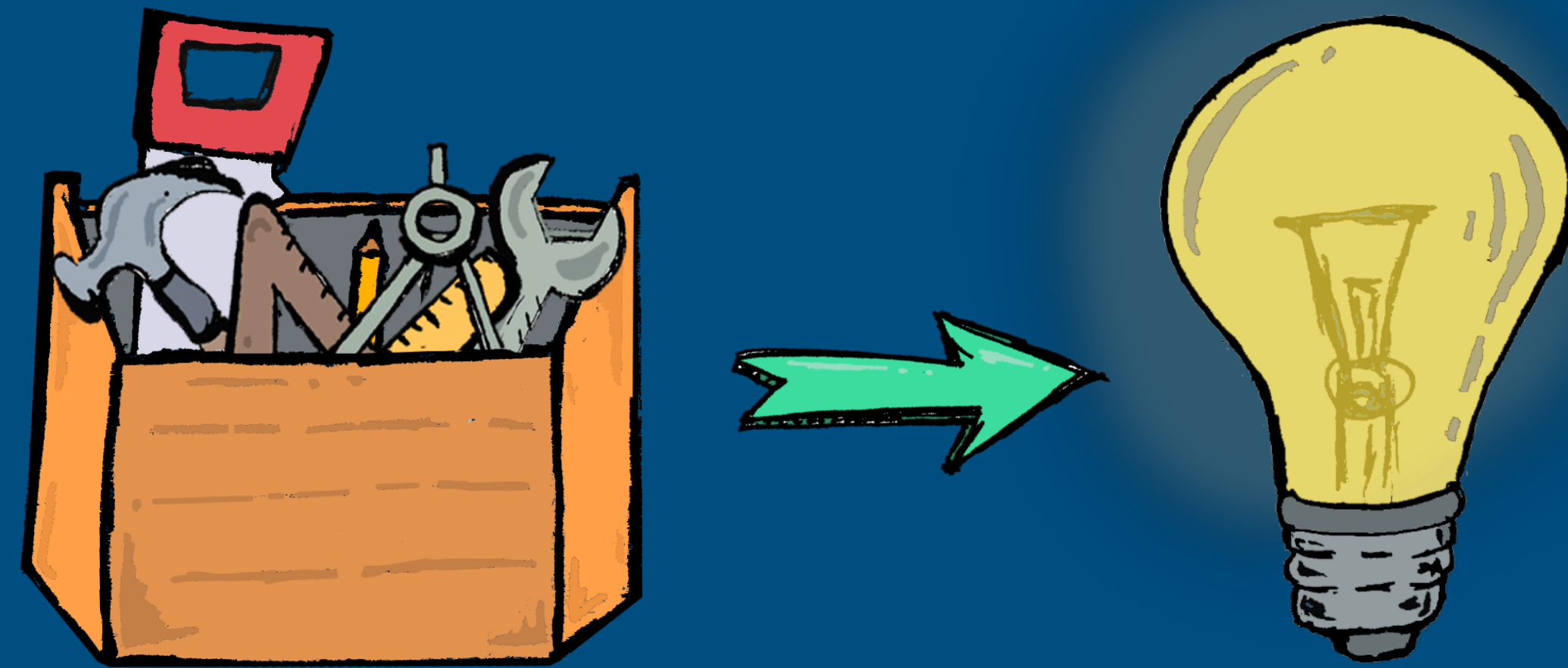


REFLECTION



STUDENT VOICE AND CHOICE

DESIGN ELEMENTS OF P.B.L.



KEY DISTINCTION:
LEARN THROUGH THE PROJECT
RATHER THAN A CULMINATING PROJECT

WHAT TYPES OF PROJECTS
SHOULD I DO?



GROUPING:

INDIVIDUAL
PARTNER
SMALL GROUP



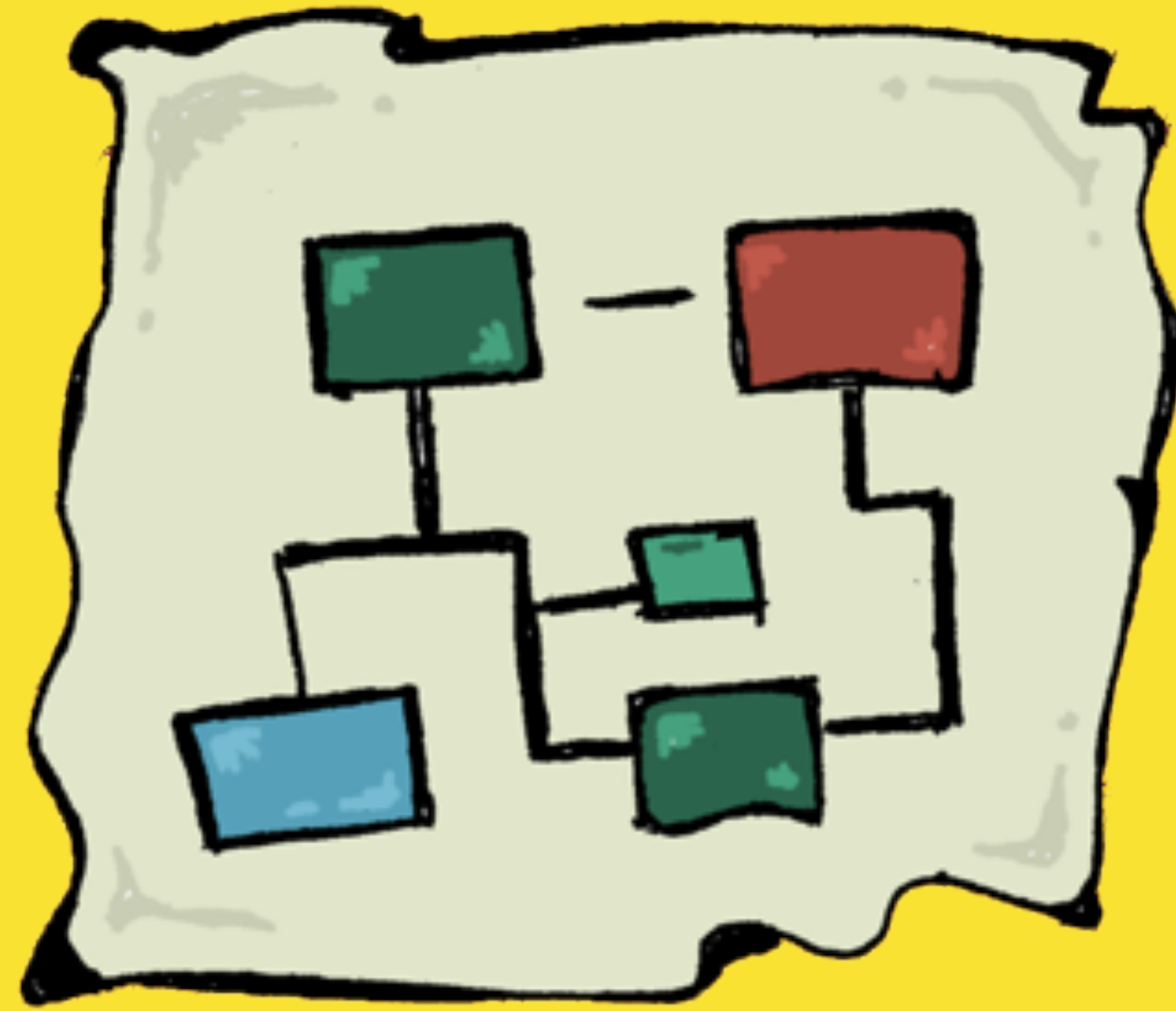
MAKING COLLABORATION WORK



STRUCTURE



OWNERSHIP



INTERDEPENDENCY

SHARED NORMS

SHARED EXPECTATIONS

SYNCHRONOUS COMMUNICATION

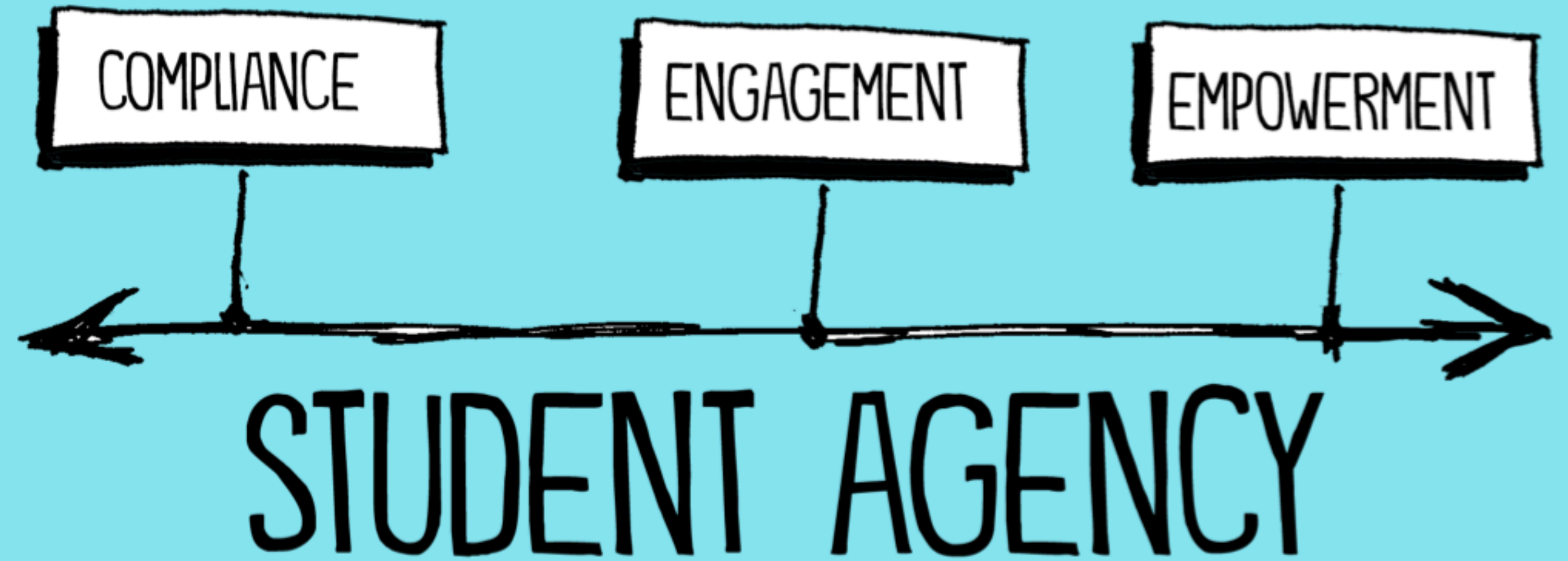
ASYNCHRONOUS COMMUNICATION

SHARED CREATIVE TOOLS



STUDENT EMPOWERMENT

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1

2

3

4

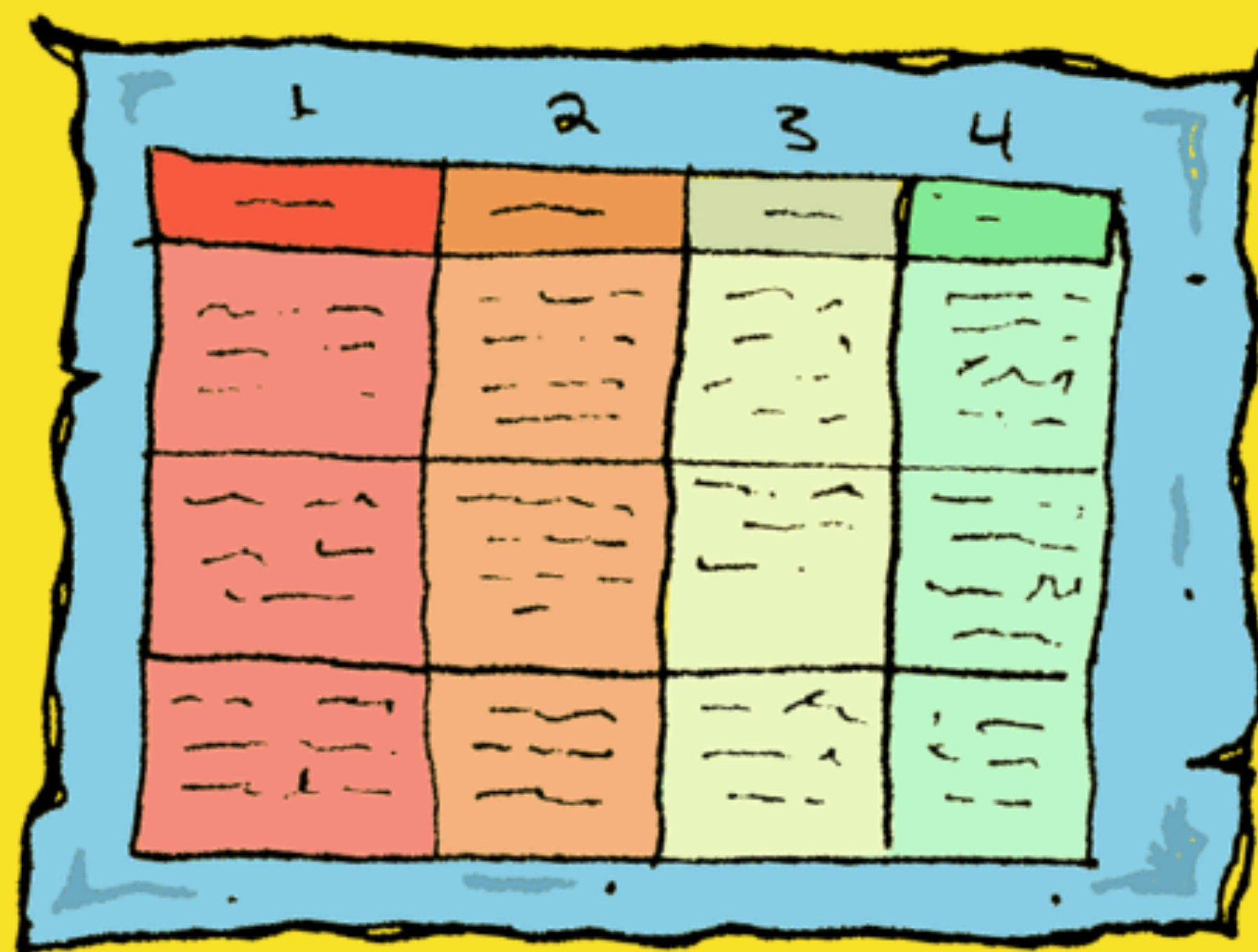
5

6



PROVIDE CHOICE
AND FLEXIBILITY

IT'S OKAY TO START SMALL.



CHOICE MENUS

BOOK REVIEW CHOICE MENU



BOOK REVIEW
PODCAST



BOOK TRAILER
VIDEO



BOOK REVIEW
BLOG POST



BOOK CLUB
WITH STUDY GUIDE

TIG-TAG-TOE

<h1>Learning Targets</h1> <p>(Choose 1-2 that you currently haven't mastered)</p>	<h1>Resources</h1> <p>Choose at least 3 resources that you will use to learn about the content.</p>	<h1>Product</h1> <p>Choose how you will demonstrate your mastery of the content.</p>
<p>Here's where you list optional learning targets.</p> <p>Example in math: I can identify a linear function by examining a graph.</p> <p>Example in social studies: I can determine the impact of World War II on the women's rights movement</p>	<p>Here's where you link curated resources, such as videos, podcasts, articles, infographics, and models.</p> <p>Example in math: Crash Course Videos Tutorial Article Flip Video from a classmate</p> <p>Examples: History podcast Article from Atlas Obscura Primary source documents</p>	<p>Here's where you list options for what students will create to demonstrate their learning. This might be a blog post, essay, slideshow, podcast, model, etc.</p> <p>Example in math: Video explaining how you solved it</p> <p>Example in social studies Podcast explaining women's involvement in World War II war effort</p>

1 2 3 4 5 6



EMPOWER STUDENTS TO
CHOOSE THE TOPICS



GENIUS HOUR



WHAT DOES THIS LOOK LIKE
WHEN WORKING REMOTELY?



SHARE YOUR JOURNEY

1 2 3 4 5 6



EMPOWER STUDENTS TO
SELF-SELECT THE SCAFFOLDS

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4

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6



TECHNOLOGY TUTORIALS

1 2 3 4 5 6



ACADEMIC TUTORIALS

1

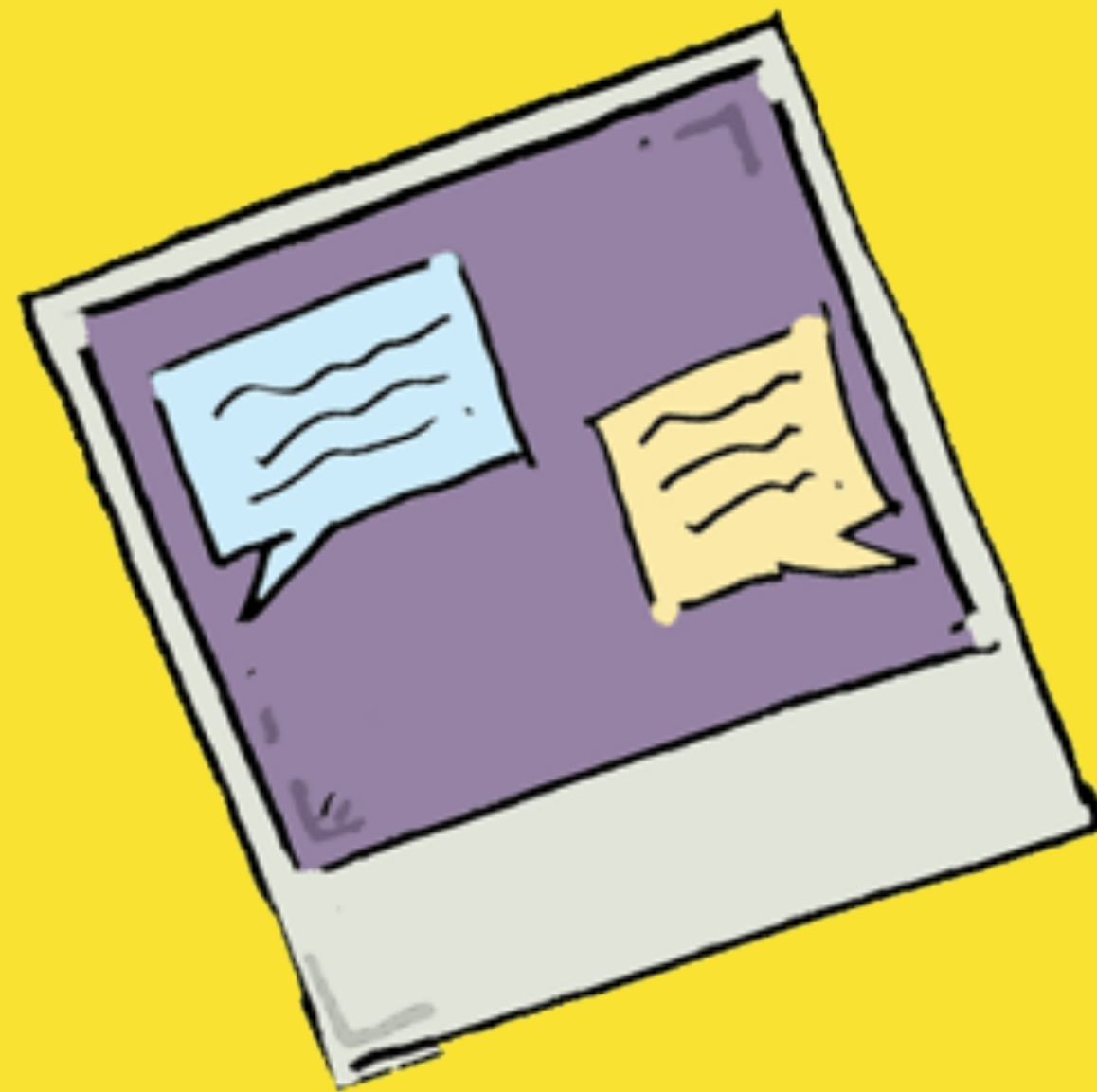
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6



LANGUAGE SCAFFOLDS

1 2 3 4 5 6



UNIVERSAL DESIGN APPROACH

1 2 3 4 5 6



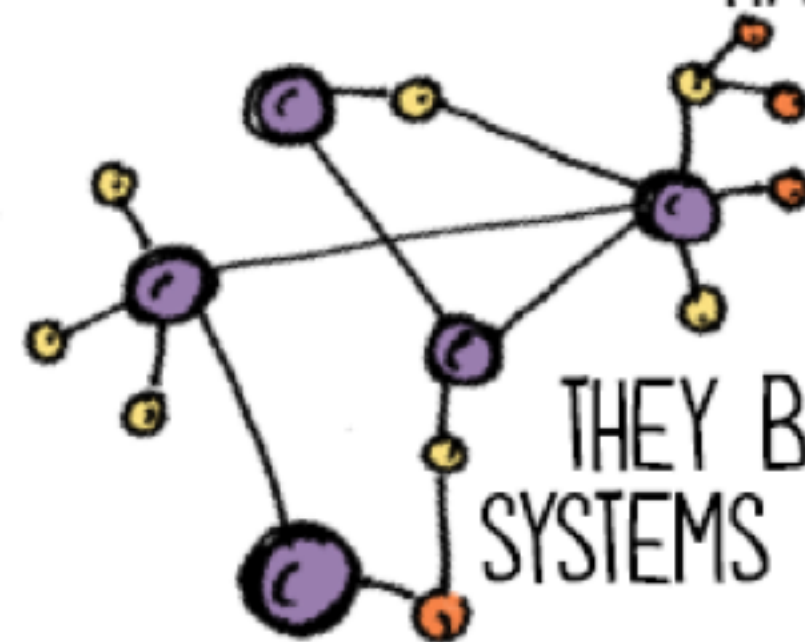
EMPOWER STUDENTS TO
OWN THE CREATIVE PROCESS



THEY LEARN
PROJECT MANAGEMENT



THEY GROW MORE
EMPATHETIC



THEY BECOME
SYSTEMS THINKERS

THEY BECOME
HACKERS AND
REBELS



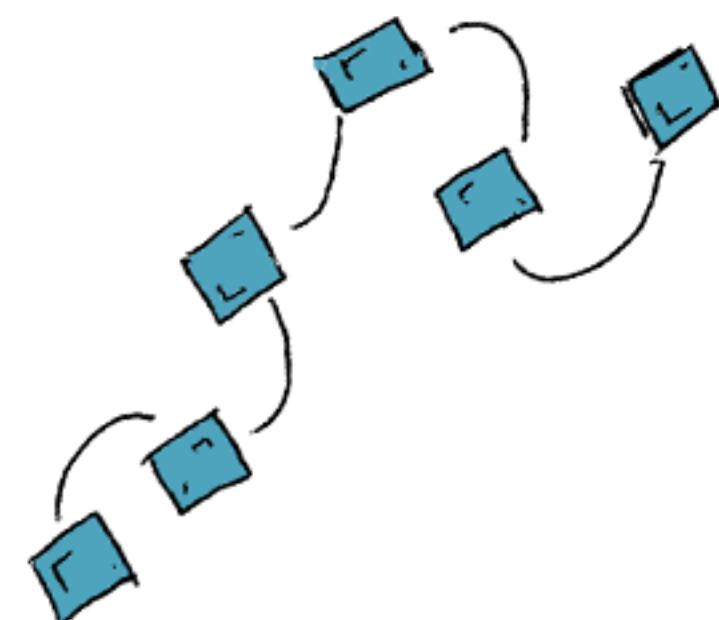
THEY BECOME EXPLORERS



THEY BECOME WILDLY
AND UNABASHEDLY
DIFFERENT



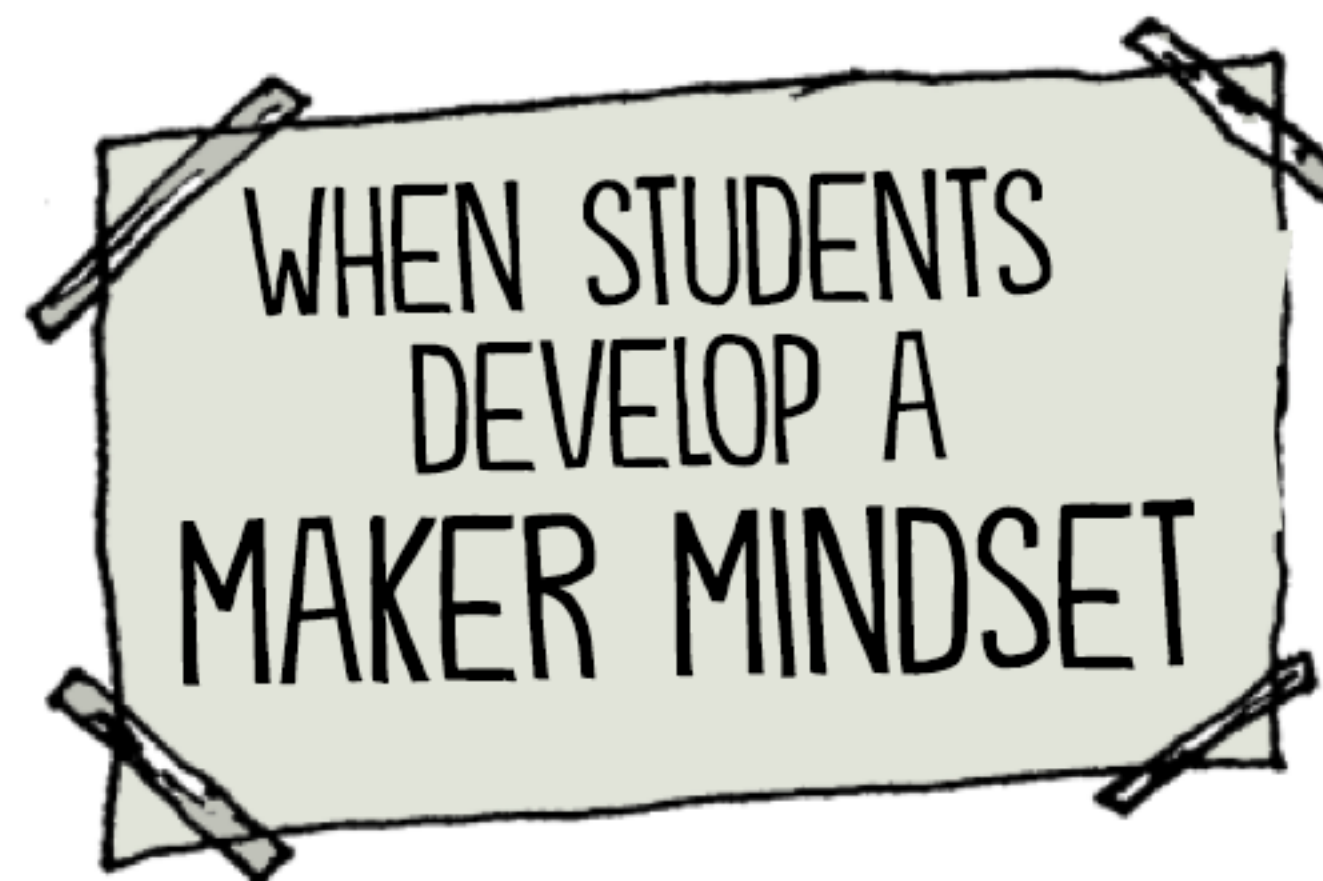
THEY ARE
MORE ENGAGED
IN THE LEARNING



THEY ENGAGE
IN ITERATIVE
THINKING



THEY BECOME
PROBLEM-SOLVERS



THEY THINK DIVERGENTLY
(THINKING OUTSIDE THE BOX BY
THINKING DIFFERENTLY ABOUT THE BOX)



THEY MAKE DEEP
CONNECTIONS BETWEEN
IDEAS



THEY ARE READY FOR
THE CREATIVE ECONOMY



THEY LEARN TO TAKE
CREATIVE RISKS



NO ACTUAL
CREATIVE THINKING

WHAT ARE SOME WAYS TO
INCORPORATE CREATIVE THINKING
INTO DISTANCE LEARNING?

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BLOG

1 2 3 4 5 6



PODCAST

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VIDEO

1 2 3 4 5 6



DO SOMETHING HANDS-ON WITH
ACCOUNTABILITY BUILT IN

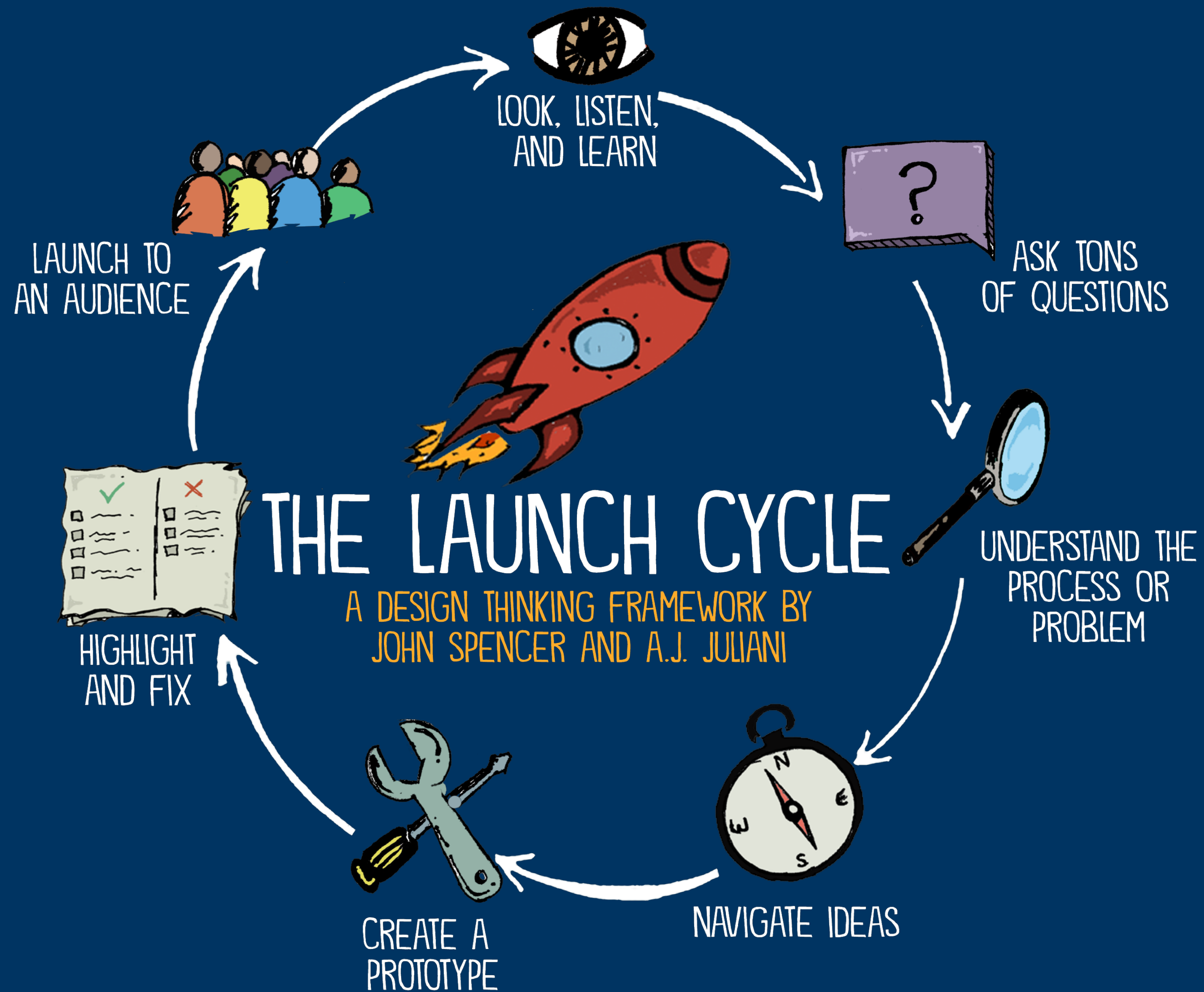


DISTANCE LEARNING DOESN'T HAVE
TO BE IN FRONT OF A SCREEN

1 2 3 4 5 6



DESIGN THINKING



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DESIGN SPRINTS

1 2 3 4 5 6



CREATIVE PROMPTS

Inspire the Love of Writing

I built this site with a simple idea – that writing should be fun. Challenging? Yes. Important? Absolutely. But also fun. When students love writing, they write more (improving fluency) and they work to improve their writing (improving quality).

As a former middle school teacher, I lived for those magical moments when students would be so into their writing that they would groan when I announced a transition time. I loved watching reluctant writers grow into passionate authors who had found their voice.

This is why I've created these free video prompts that you can use as you inspire your students to fall in love with writing.

Featured Writing Prompt



The Power of a Teacher

When my son was in the fourth grade, he had a teacher who inspired her students to love writing. They wrote picture books and blog posts and filled their journals up with persuasive essays and personal narratives. They met regularly for their writer's workshop and, over the course of the year, they began to view themselves as authors and writers.

My son would finish his chores early in the morning and hop onto the computer to start writing. During the summer, he formed a writer's workshop and co-write stories on a shared document.

AT SOME POINT, THEY SHOULD
SHARE THEIR WORK WITH AN
AUTHENTIC AUDIENCE



THEY GROW MORE
EMPATHETIC



THEY EMBRACE
CONSTRUCTIVE
CRITICISM



THEY BECOME
FEARLESS



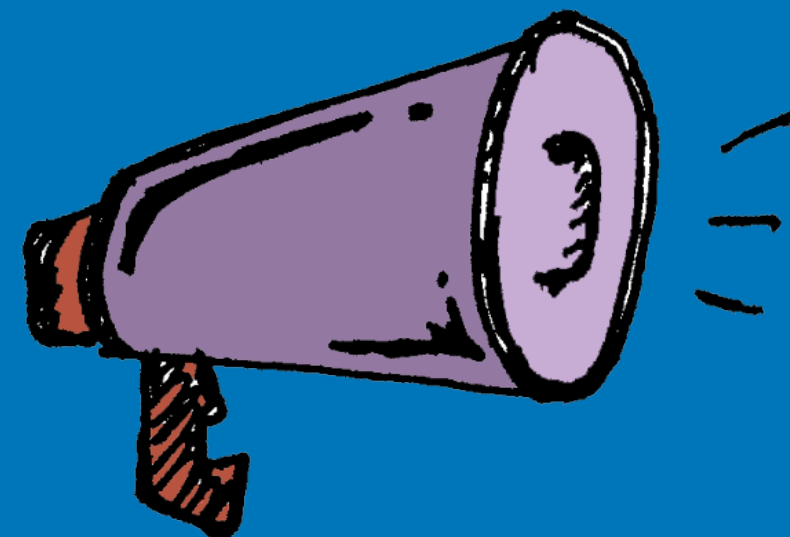
THEY
ENGAGE IN
ITERATIVE
THINKING



WHAT HAPPENS WHEN
STUDENTS LAUNCH THEIR
WORK TO AN AUDIENCE?



THEY WORK
HARDER



THEY FIND
THEIR CREATIVE
VOICE



THEY CONNECT
THE LEARNING TO
THEIR WORLD

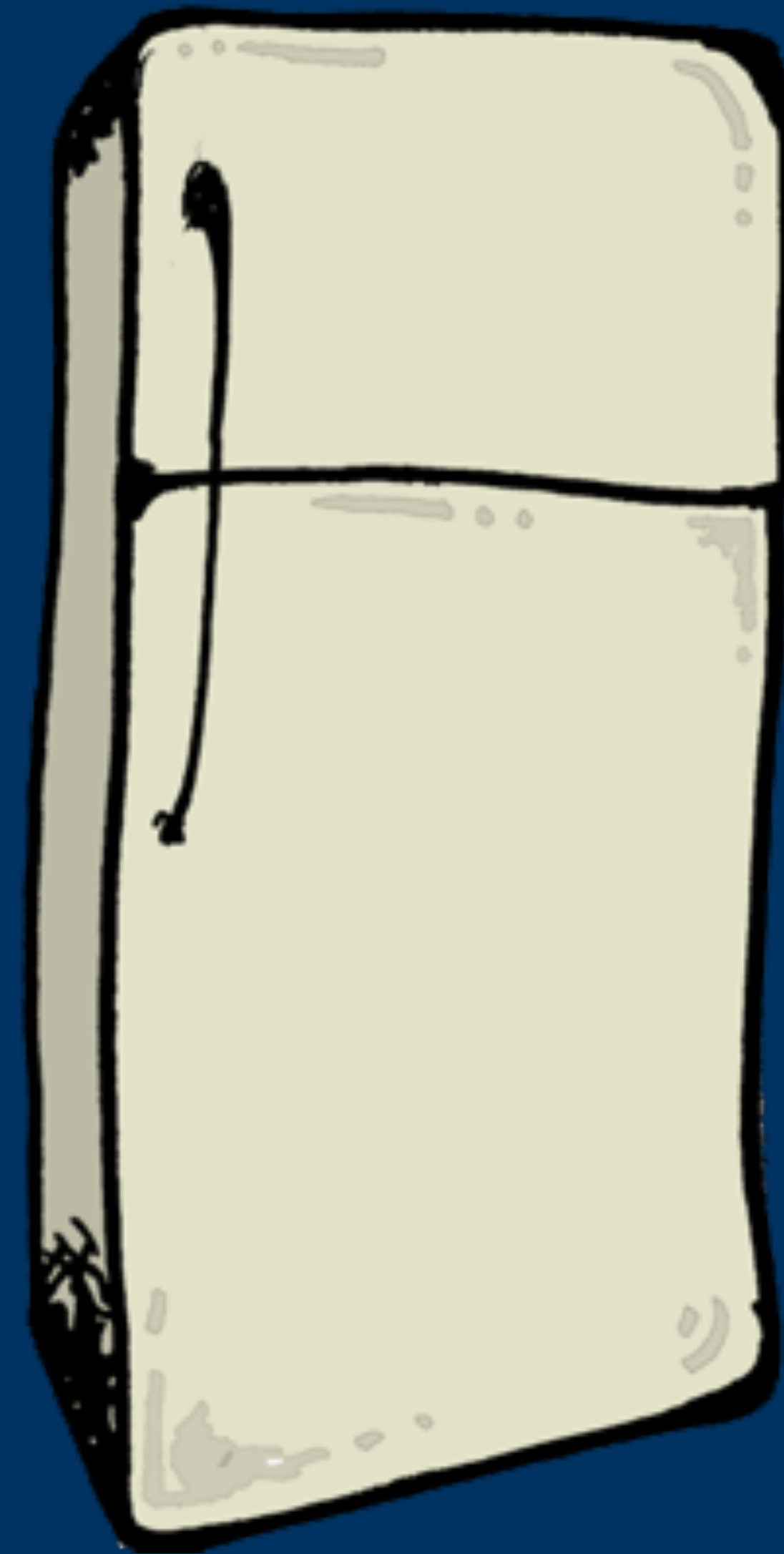


THEY DEVELOP
A GROWTH
MINDSET



WHEN YOU LAUNCH, YOU ARE
SAYING, "I'M NOT AFRAID
TO BE KNOWN."

TOO OFTEN,
STUDENT WORK
ONLY ENDS UP ON
THE REFRIGERATOR



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EMPOWER STUDENTS TO ASK
THE QUESTIONS



DAN MEYER
MATH CLASS NEEDS A MAKEOVER



1 2 3 4 5 6

WHAT CAN YOU
DO WITH THIS?

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6



WONDER DAY

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EMPOWER STUDENTS TO
OWN THE ASSESSMENT PROCESS



VS



FAIL-URE (PERMANENT)

FAIL-ING (TEMPORARY)



EVERY MISTAKE IS ANOTHER
ITERATION CLOSER TO SUCCESS

1 2 3 4 5 6



SELF-ASSESSMENT

1 2 3 4 5 6

The following are some self-assessment options:

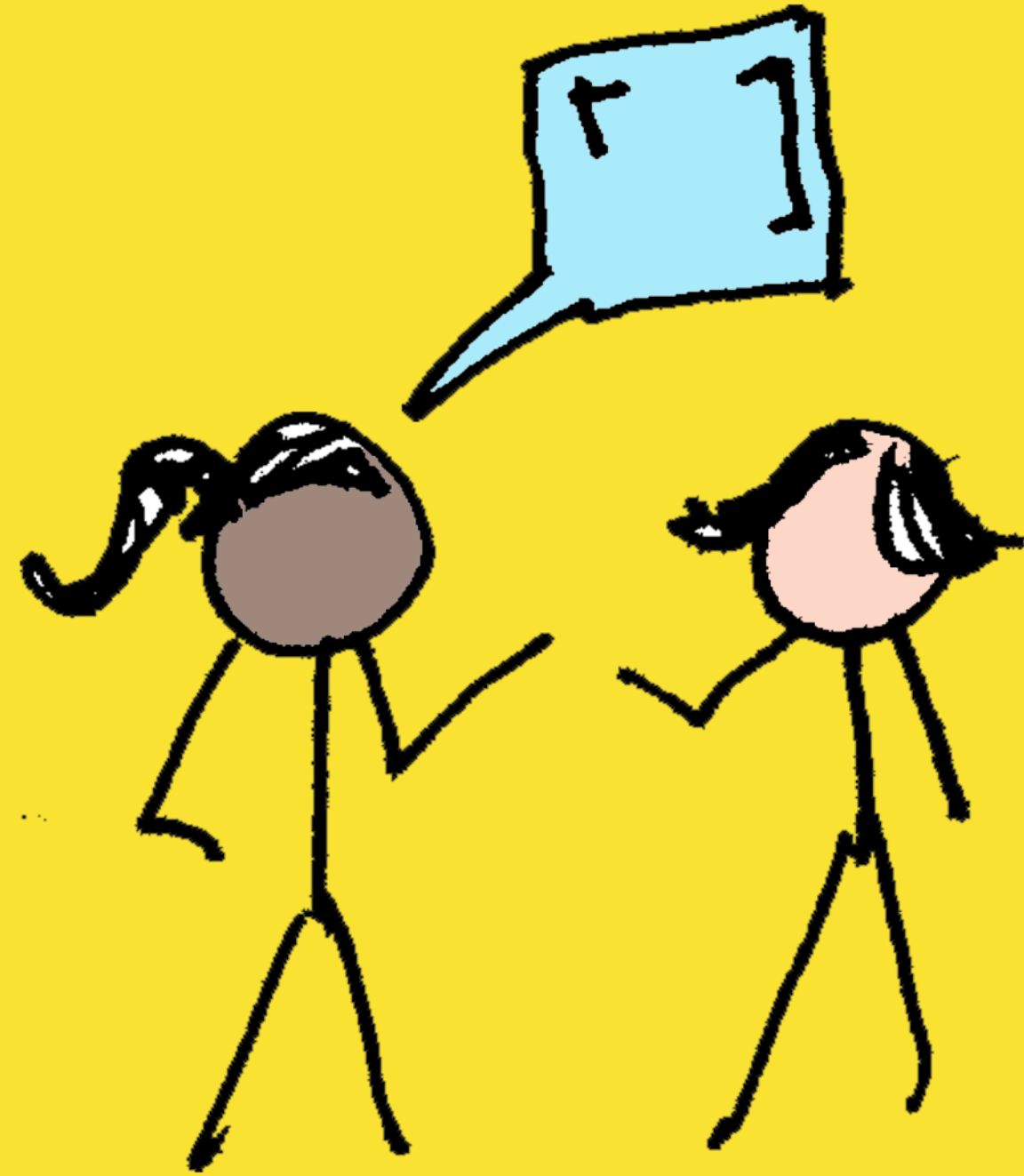
- **Tracking Goals:** Students create their own goals. Then they keep track of the progress. It might mean a graph, a progress bar, or simply a description of progress.
- **Self-reflections:** Here students answer reflective questions about what they are learning, where they are struggling, and what they need to do next.
- **Student Surveys:** Sometimes students struggle with open-ended self-reflection questions. Surveys provide a blend of the objective and the subjective. So, they might use a Likert scale, selecting specific words from a bank, or ranking items.
- **Self-Assessment Rubrics:** Students are able to look at the progression from emerging to mastering with specific descriptions in various categories.
- **Checklists:** These can be a powerful diagnostic tool that students use before, during, and after a task.



WHAT DOES THIS LOOK LIKE
WHEN WORKING REMOTELY?

GOOGLE FORM SURVEYS

1 2 3 4 5 6



PEER ASSESSMENT

PEER FEEDBACK

Time	Phase	Description	Directions for Partner A	Directions for Partner B
0-2	Elevator Pitch	Partner A explains the process, product or idea in two minutes	Explain your process, product or idea	Take notes on what you are hearing or listen actively
2-4	Clarifying Questions	Partner B asks clarifying questions without giving any feedback	Answer clarifying questions	Ask clarifying questions
4-6	Feedback	Partner B gives feedback to Partner A	Take notes on specific feedback you have gotten	Offer feedback in the form of two things that worked well and one idea for an improvement
6-8	Paraphrase	Partner A paraphrases what he or she has heard from Partner B	Paraphrase what you have heard	Listen to see if the paraphrased information is correct
8-10	Next Steps	Partner A makes a list of future revisions	Make a list of future revisions	Check the list of revisions

1 2 3 4 5 6

The following are some peer assessment options:

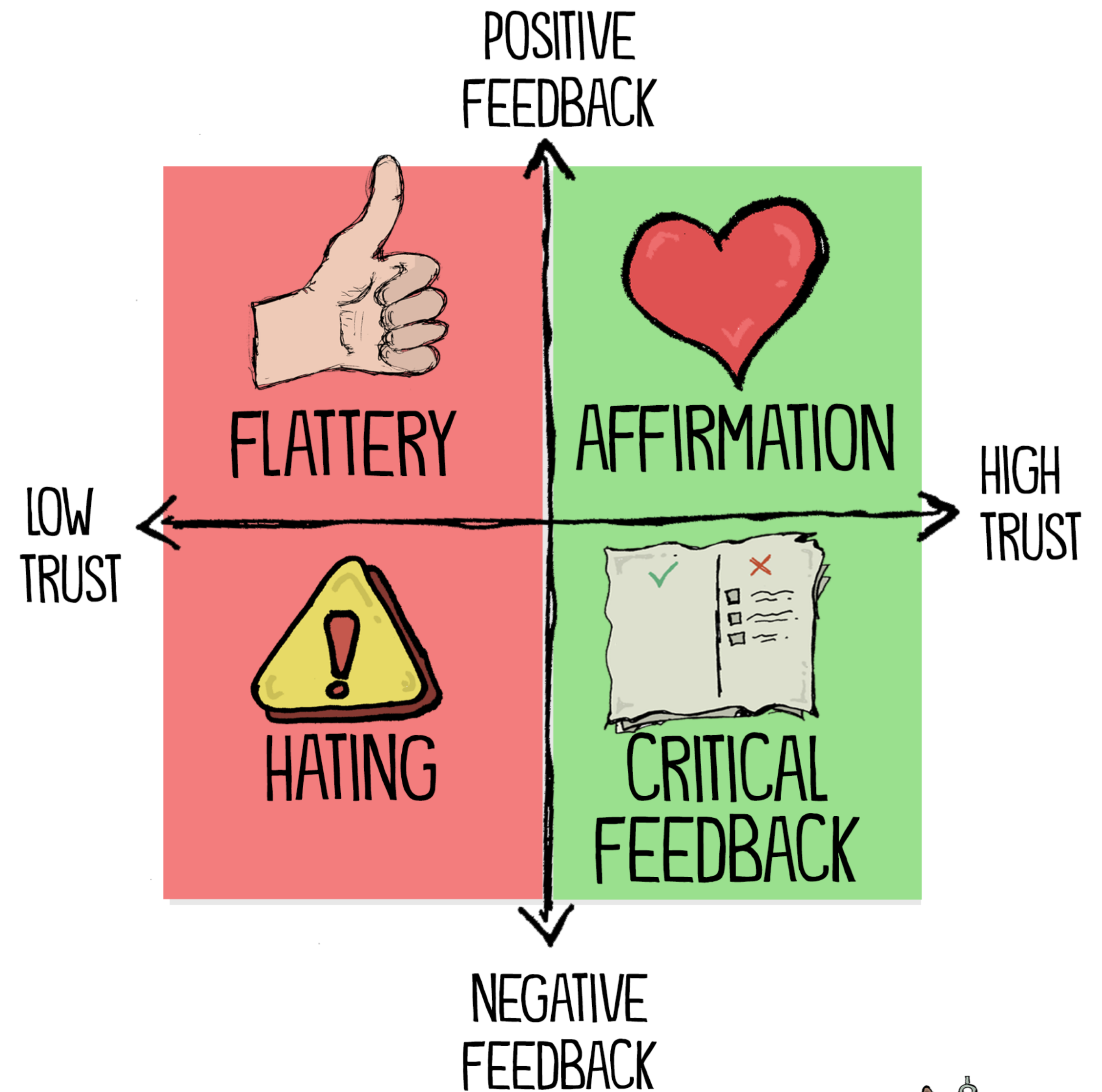
- **The 10-Minute Feedback System:** This critical friends approach begins with one student sharing their work or pitching an idea while the other student actively listens.
- **Structured Feedback with Sentence Stems:** Here, you as a teacher provide specific sentence stems that your students can use to provide diagnostic, clarifying, or critical feedback.
- **3-2-1 Structure:** This is simple. Students provide three strengths, two areas of improvement and one question that they have.
- **Feedback Carousel:** Each group rotates giving feedback to other groups.
- **Peer Coaching:** Students interview each other about the process, using the coaching questions from the student-teacher conferences to guide them if they struggle to come up with reflection questions.



FEEDBACK AND TRUST GRID

CREATED BY JOHN SPENCER

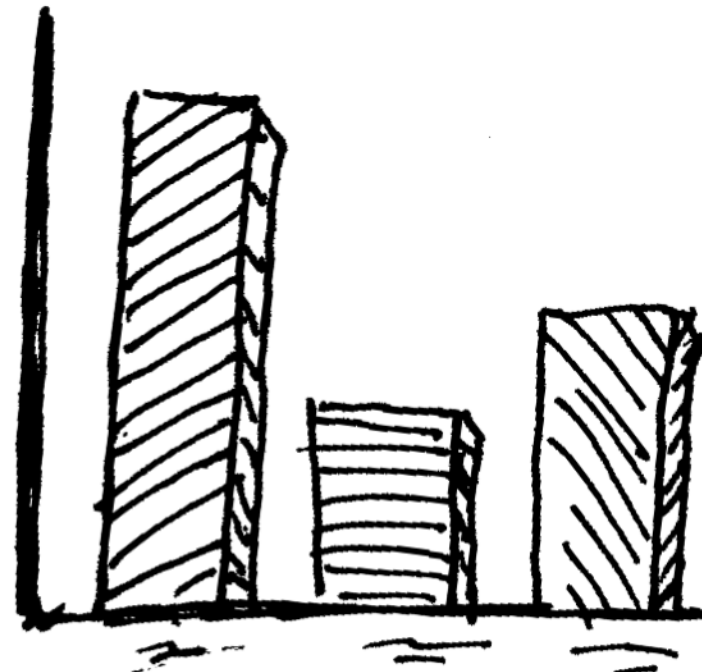
When the feedback is positive but there is negative trust (you don't trust the person), you end up with flattery. This feels great but it's potentially toxic and often manipulative. When there's distrust and negative feedback, it's just hating. When the feedback is negative but there's a high level of trust, you actually have critical feedback. It doesn't feel good but it's often where growth happens. Finally, when the feedback is positive and there's a high level of trust, you have affirmation – and we all need more affirmation in our lives. These are the words that can pull you through even when you stop believing in yourself. Note that trust levels can change over time with personal growth, relational dynamics, and events. Also, trust is often task-specific and context-specific.



ASSESS PROJECT
PROGRESS

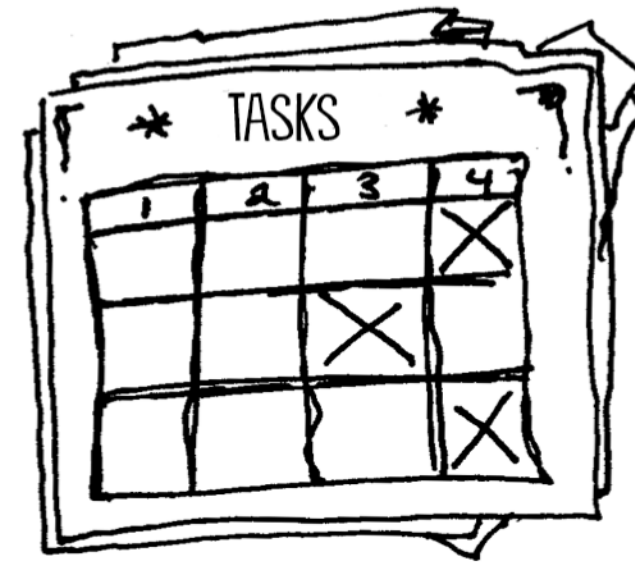
PROJECT MANAGEMENT

THE FOUR COMPONENTS PROJECT MANAGEMENT



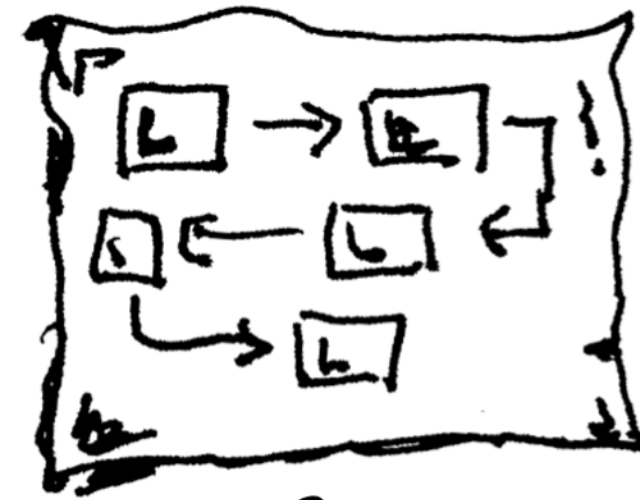
#1

SET GOALS AND
CHART PROGRESS



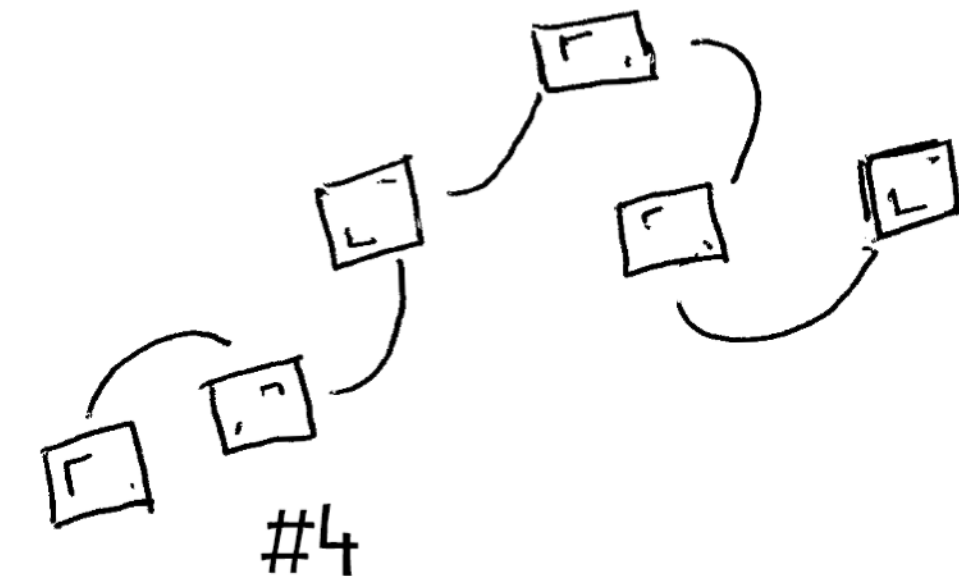
#2

BREAK DOWN TASKS
AND SET DEADLINES



#3

CHOOSE AND IMPLEMENT
SPECIFIC STRATEGIES



#4

MONITOR, ADJUST
AND PROBLEM-SOLVE

NOTE THAT EACH OF THESE
PHASES CAN OFTEN WORK
IN TANDEM RATHER THAN SEQUENTIALLY.

A SKETCH-NOTE BY JOHN SPENCER

STRUCTURES FOR FACILITATING PROJECT MANAGEMENT

1. Finding the PARTS: this acronym stands for the product concept, audience, roles, and tasks
2. Visualize the project: students visualize the project by creating sticky notes and then adding them to a giant calendar on butcher paper.
3. Trello: this is a powerful project management tool that lets students add tasks to cards that they move from place to place as they finish the tasks
4. Organize the project on spreadsheets.

LOOKING FOR MORE?

PBL MASTER COURSE



Project-Based Learning Master Course

Everything You Need to Know About Project-Based Learning

 Join This Course



Want to do Project-Based Learning with Your Students?

Think back to the most epic learning experience you ever had. Chances are, it wasn't a worksheet or a section review or a lecture. It was probably a project. A real project. The kind of project where you had authentic voice and choice. And chances are, you remember that teacher forever because of the willingness to take a huge creative risk.

blendededucation.org/p/pblcourse

EMPOWERING STUDENTS IN
DISTANCE LEARNING



Empowering Students in Distance Learning Classes



 Join This Course



Educator Expertise: Any level

Description: What does it mean to empower our students in distance learning environments? How do we help them become self-directed when they are away from their classroom? We tackle these hard questions as we focus on what it means to have students self-select scaffolds, use choice menus, engage in creative projects and self-assess. Each day, you will watch a practical video with specific strategies and then create something meaningful that you will actually use in your distance learning classroom.

How It Works: This course is designed to run about 60 minutes each day for ten days. There is

blendededucation.org/p/distance-empower

SELF-PACED



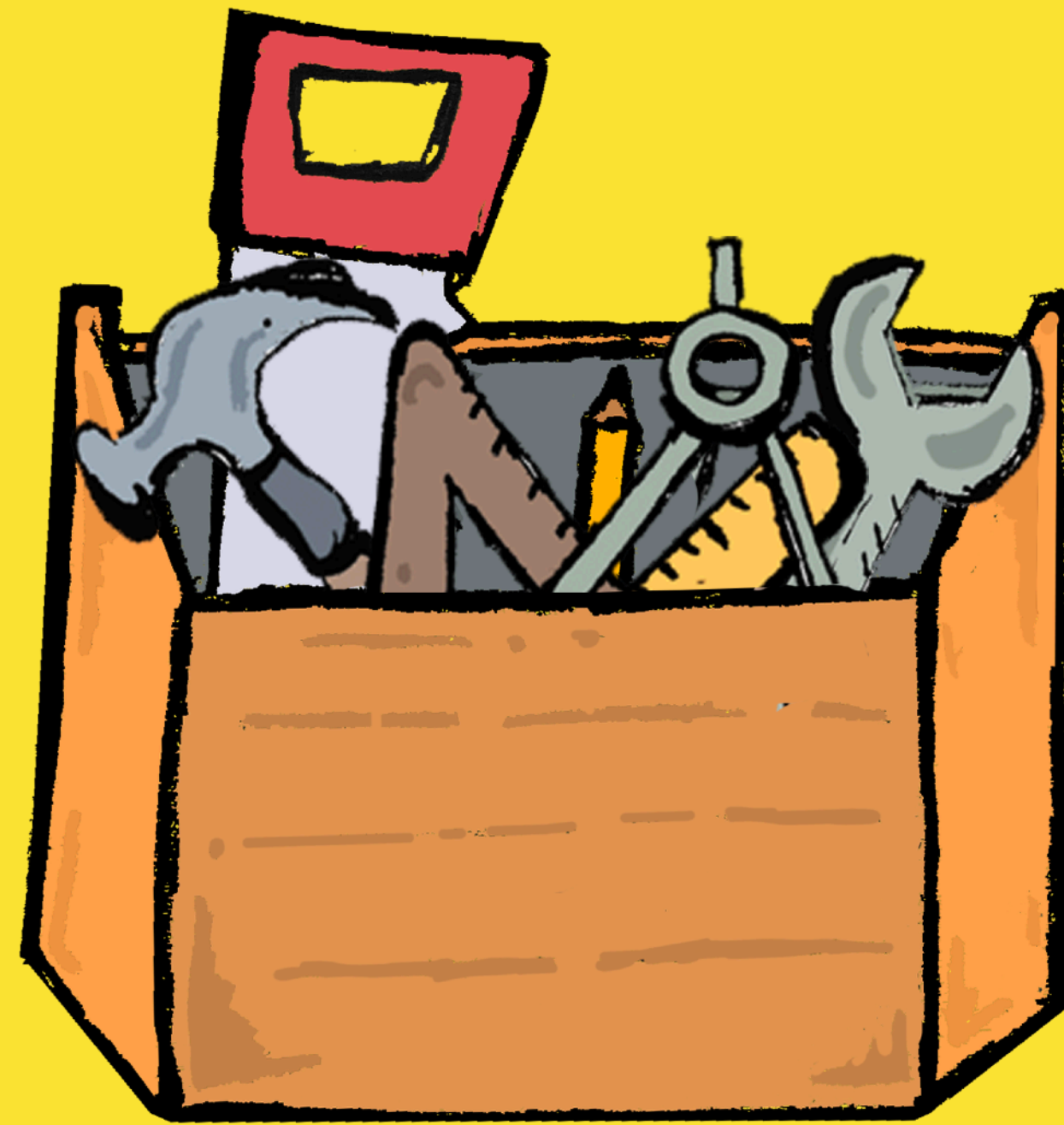
ANY DEVICE



VIDEO LESSONS



COMMUNITY



RESOURCES

BULK DISCOUNT FOR SCHOOLS AND DISTRICTS

COUPON CODE
WEBINAR TO GET 50% OFF