Driving It Home

Using Driving Questions and PBL to Facilitate Student Mastery of CTE Content and Skills.

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Influences of Our Practice

PBL Works

- Key Knowledge
- Challenging Problem or Question
- Sustained Inquiry
- Student Choice
- Critique and Revision
- Public Product

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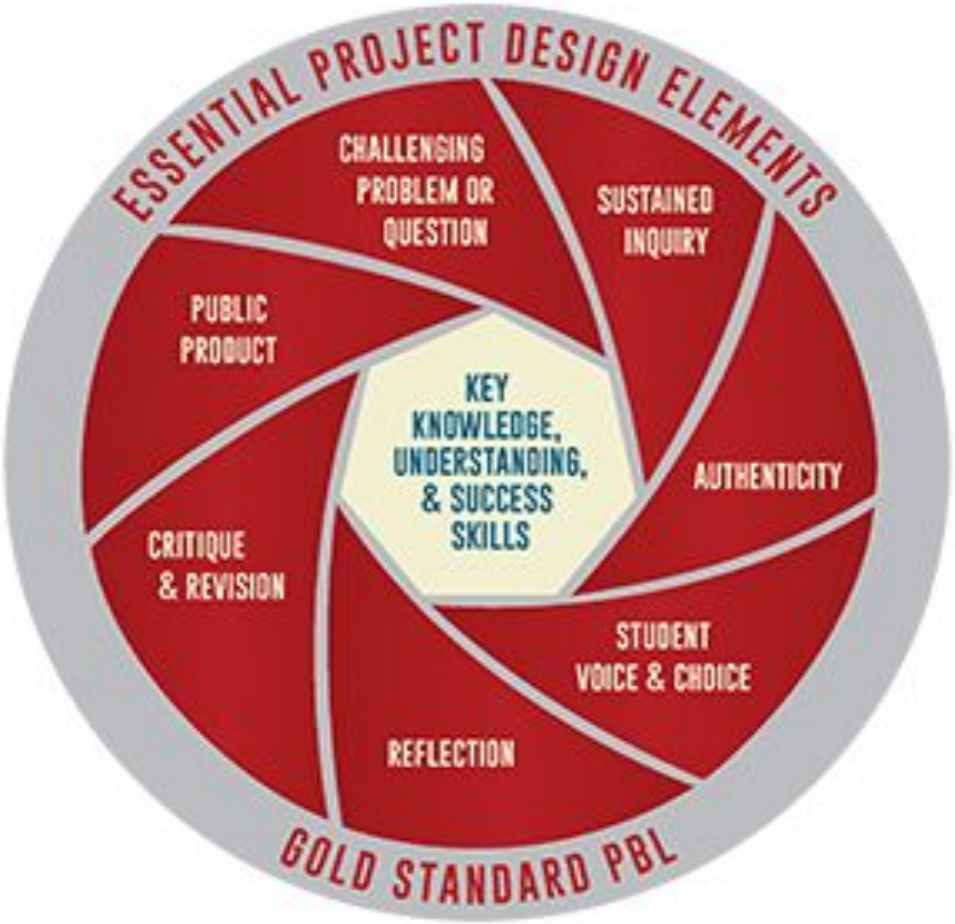
PBLworks

Henry Ford Design Thinking

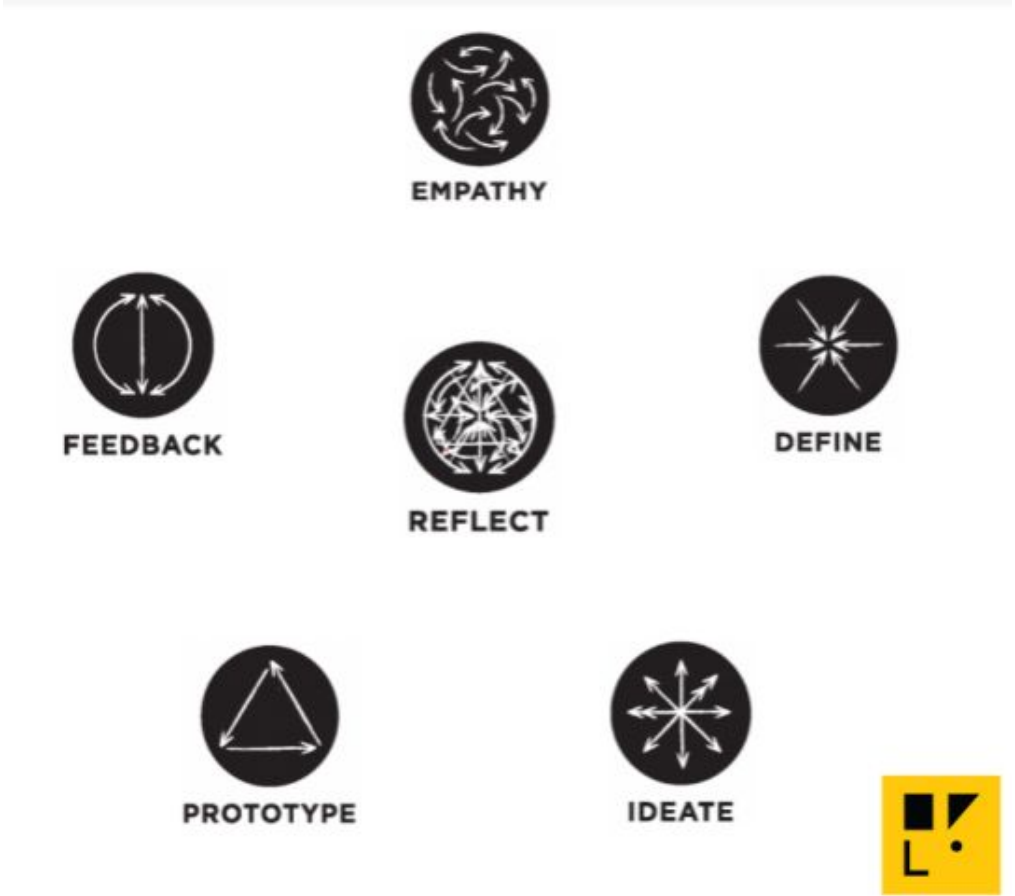
- Empathy
- Define
- Ideate
- Prototype
- Feedback
- Reflect

HENRY FORD LEARNING INSTITUTE

Essential Project Design Elements



The Design Thinking Cycle



The Henry Ford
Learning Institute

Doing Projects vs. Project Based Learning

Traditional Unit with Culmination Project

Lecture → Activity → Quiz → Lecture → Activity → Quiz → Review → Exam + **Project**

Project Based Learning Unit

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Necessary Mindsets

Teacher Must:

- Frame the learning
- Give up control
- Provide empathy and build relationships
- Ask questions that nudge learning
- Consult and drive idea development
- Provide feedback and guide in self assessment and reflection
- Trust the process

Students Will:

- Engage in deep learning
- Take ownership
- Cultivate a growth mindset
- Engage in productive struggle
- Seek out experts to answer questions
- Collaborate with peers
- See relevance

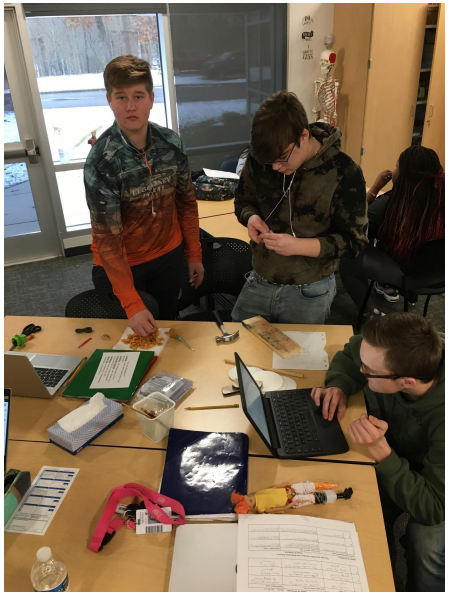
What do students say?

Different way to learn.

Hands on material and now I know what I want to do.

Develop learning skills in a very different way.

Different ways to study for this class.

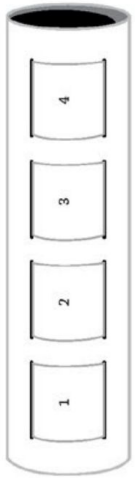


The Driving Question

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

DRIVING QUESTION: TUBRIC 2.0

1	2	3	4
[Wild Card]	[Wild Card]	[Wild Card]	[Wild Card]
How can...	I We	Build... Create... Make...	Real-World Problem
How do...	We as, [Roles] [Occupations]	Design... Plan...	For a Public Audience
Should...	[Town] [City] [County]	Solve...	For a School
Could...	[State] [Nation]	Write...	For a Classroom
What...	[Community] [Organization]	Propose... Decide...	For an Online Audience



Assembly required.
Instructions not included.
Application open-ended

It's Project Based Learning.

TUBRIC™ | bie.org

Hospitality and Tourism

CIP: 12.0500
Cooking and Related Culinary Arts

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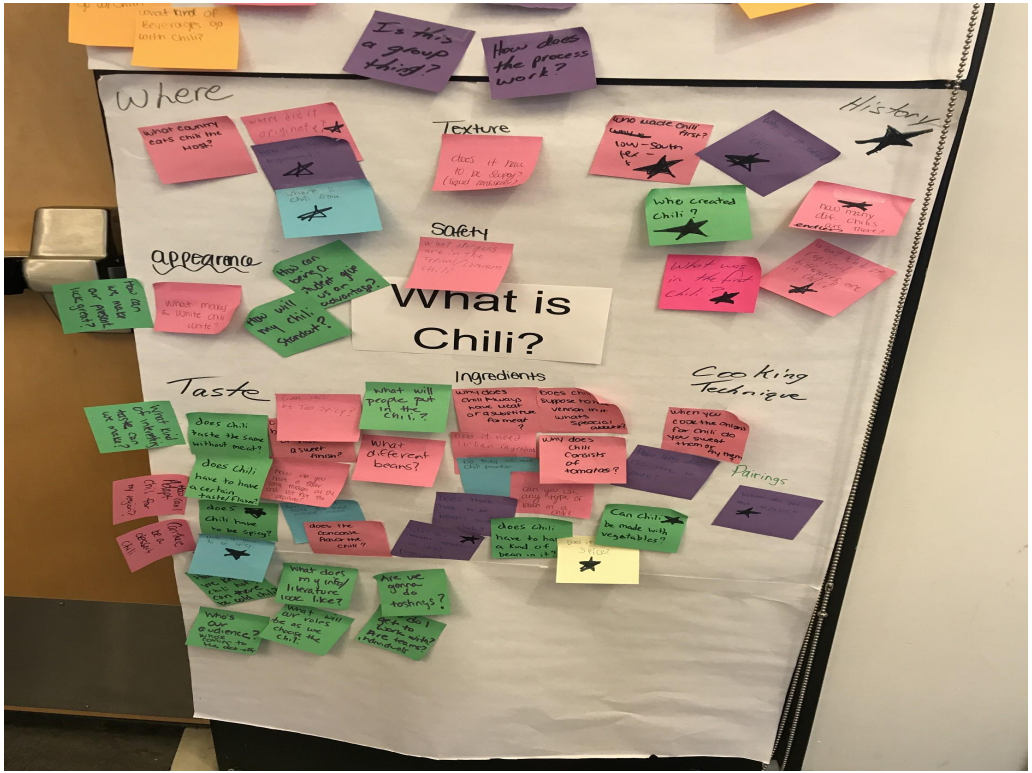
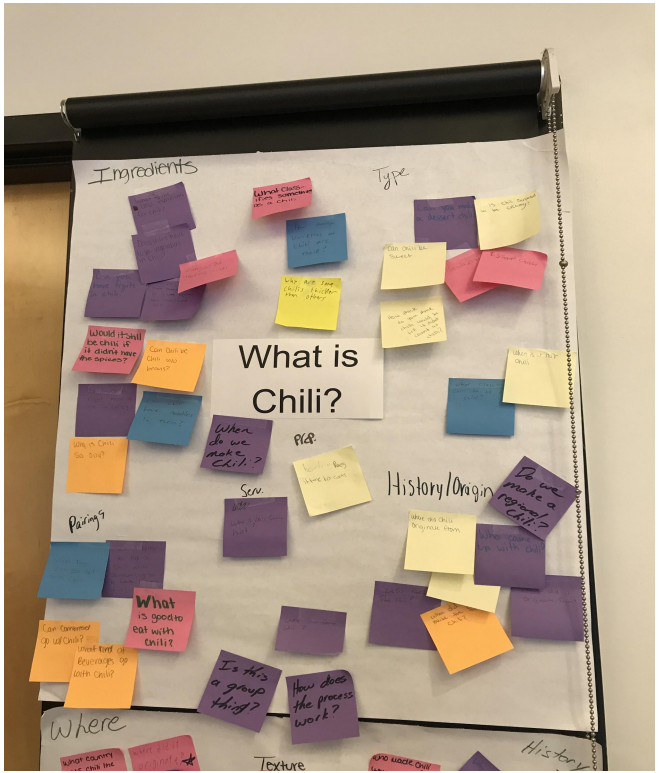
Technical: ProStart

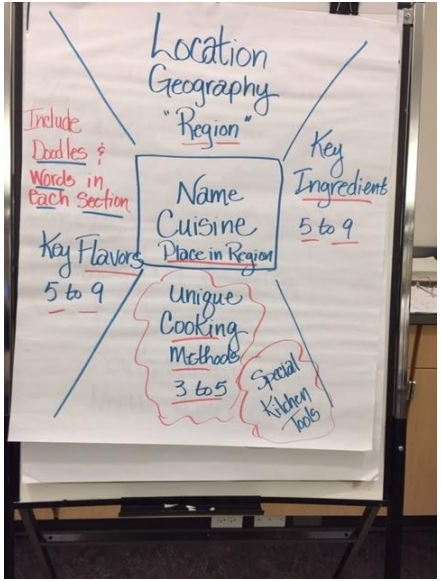
- Global Cuisine
- Kitchen Essentials
- Keeping Food Safe
- Cost Control

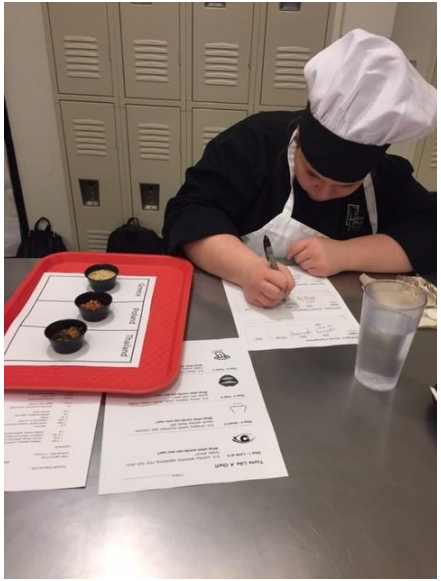
Driving Question Boards Hospitality and Tourism

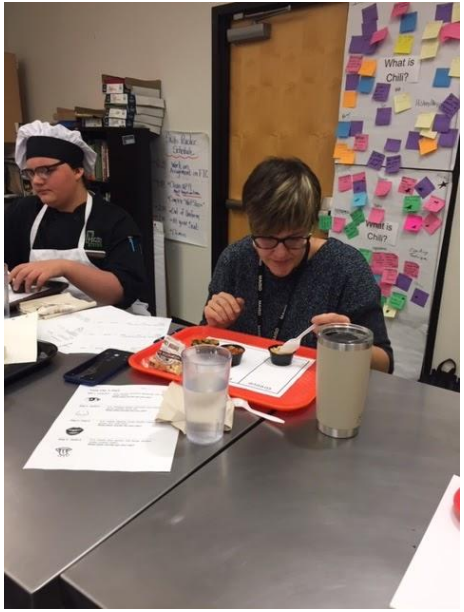
What is Chili?






Location
Geography
"Region"
Include Doodles & Words in Each Section
Name
Cuisine
Place in Region
Key Ingredient
5 to 9
Key Flavors
5 to 9
Unique Cooking Methods
3 to 5
Special Kitchen Tools




What is Chili?
What is Chili?

Allied Health

CIP: 51.000
Health Sciences

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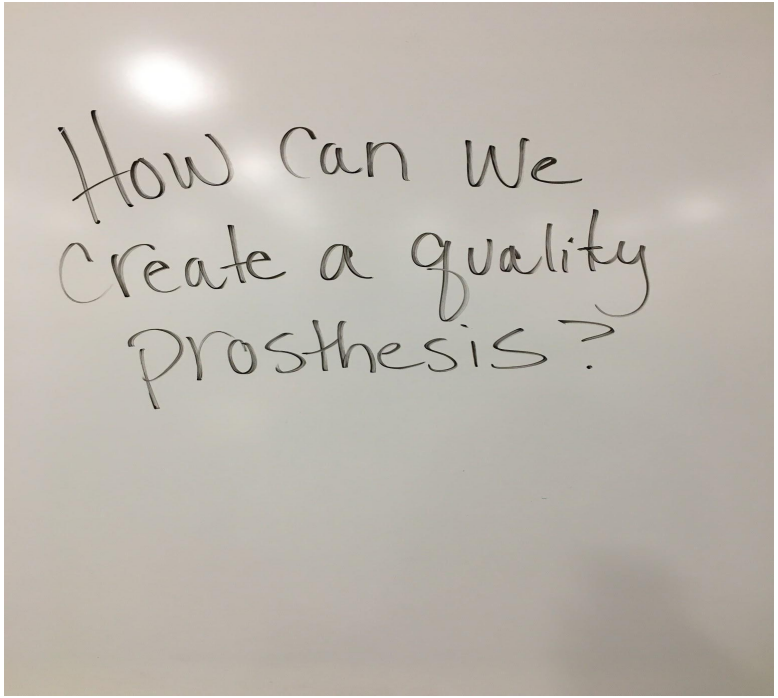
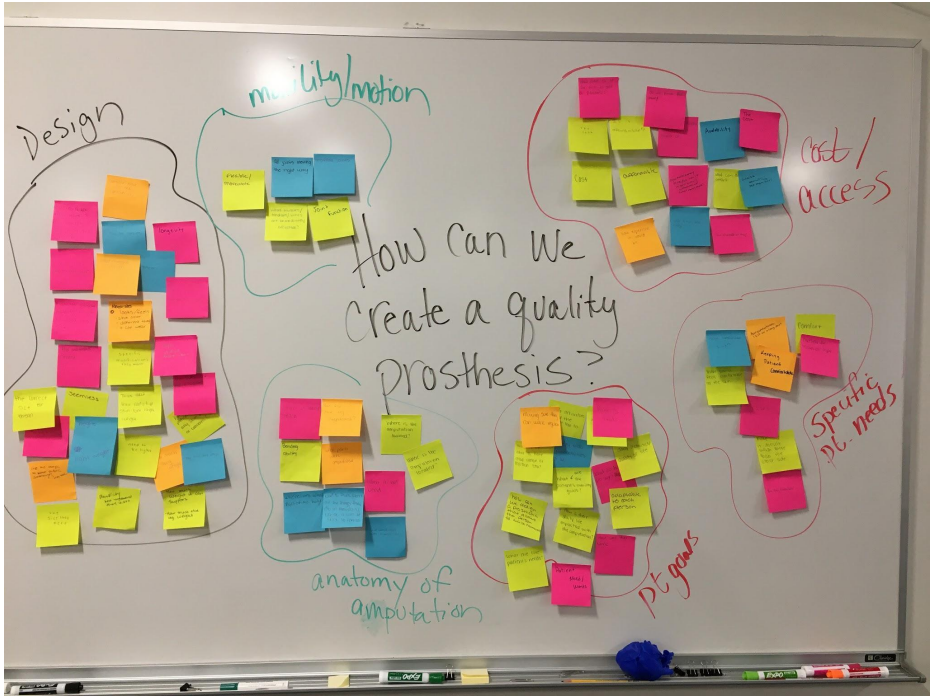
Cluster: Utilize Structure and Function to Conduct Health Care Role

- Describe basic structures and functions of cells, tissues, organs and systems as they relate to homeostasis
- Compare relationships among cells, tissues, organs and systems
- Explain body planes, directional terms, quadrants and cavities

Driving Question Board: Allied Health

How can we create a quality prosthesis?





Allied Health

CIP: 51.000
Health Sciences

Career Ready Practices

Career Ready Skills

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Act as responsible and contributing citizen and employee.

Apply appropriate academic and technical skills.

Attend to personal health and financial well-being.

Employ valid and reliable research strategies.

Model integrity, ethical and leadership and effective management.

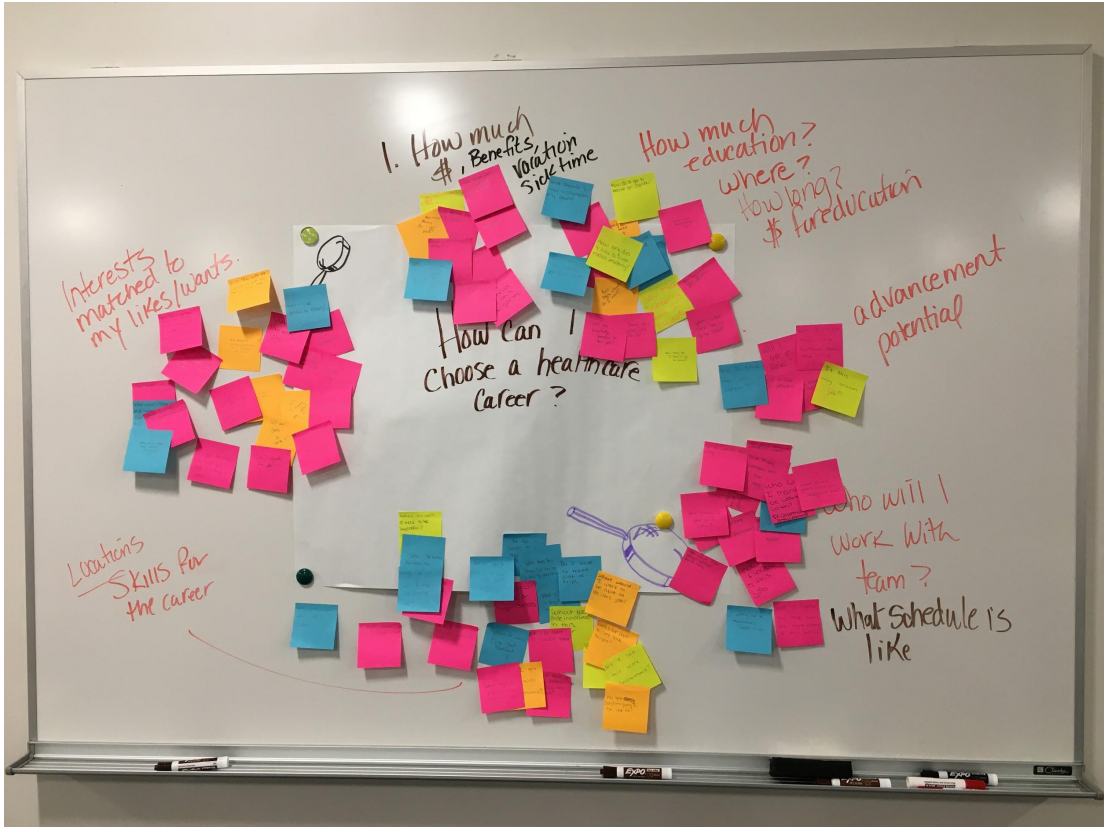
Plan education and career path aligned to personal goals.

Use technology to enhance productivity.

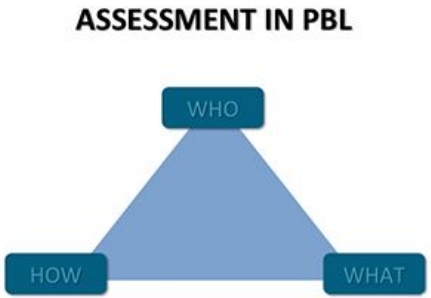
Utilize critical thinking to make sense of problems and persevere in solving them.

Work productively in teams while using cultural/global competence.

Driving Question:
How do we choose a healthcare career?



The Assessment Question



10 Tips for Best Practices in PBL Assessment

1. Assess more, grade less.
2. Informal assessment is important too; ask students to explain and reflect on what they're learning.
3. Be transparent with students about the assessment process and bring them into it.
4. Allow student voice and choice in assessment, including differentiation.
5. Make sure students understand, can use, and "own" the tools of assessment, such as rubrics.
6. Assess success skills such as critical thinking, problem solving, and collaboration, in addition to content knowledge.
7. Be sure to assess individual learning and work, not just team-created products.
8. Focus on formative assessment, and give students the opportunity to improve their work.
9. Help parents make a shift in their expectations for what assessment information is shared with them, beyond traditional grades.
10. Broaden your thinking about *who* assesses; it's more powerful for students to hear a range of assessment voices, not only from the teacher but also peers, outside experts, parents and community members.

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Rubrics

Career Interaction

Prosthetic

Your Turn

Today's DQ:

"What makes a good employee?"