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TEACHER HANDBOOK

Project-Based Learning

What is Project-Based Learning (PBL)?

A student usually only reads about, hears about, talks about, or writes about concepts they study. Project-based learning brings the student directly in touch with these concepts and use their own realities to inspire learning and fuel curiosity.

PBL is based on the following principles:

CHALLENGING PROBLEM

A meaningful challenge gives students room to elaborate and explore with interest.

SUSTAINED INQUIRY

Students spend a few days to think critically, collate information, apply learning & synthesize results.

AUTHENTICITY

It involves real-world context and speaks to concerns, interests, and communities in the students' lives.

STUDENT VOICE & CHOICE

Students make decisions about what they create and how they express ideas, with guidance.

REFLECTION & REVISION

Students reflect, give, receive, and apply feedback on their work and grow from the learning experience. This also improves collaboration.

PUBLIC PRODUCT

It encourages high-quality work, makes learning tangible, and increases communication with parents and the community.

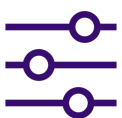
How Do We Know This Works?

PBL is used in prestigious universities, schools, and colleges all over the world. **Now, you can bring it to your classroom.**

The PBL modules shared with you are from an award-winning content suite which is:



Low-Resource Requiring, Cost-Free, and Open-Source



Adapted, contextualized and aligned to state curricula by experts and educators



Proven to show academic growth with 1+ million learners in 15+ countries, including India, in multiple settings, including in-school



Recognized and published by Harvard, UNESCO, World Bank, among other reputed organizations



Consistently revised from your experience and feedback



97% satisfaction rate from teachers. PBL helped them build classroom culture, ease management, and improve academic outcomes.

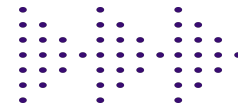


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What pleases me most is that even the students not performing well academically have shown immense interest!

Mrs. Anushka, Teacher, India

What is in a PBL Module?



MY MINI ENCYCLOPEDIA! (GRADE 6)

Preparation:

Description:	Learners will create their own mini encyclopedias over the next 4 days on the lifestyle and culture of AP to share with those outside their state. Learners will expand their vocabulary and investigate topics of their choice from their surroundings. They will represent their understanding through text and visuals/drawings. Additionally, they will include any interesting facts they know or discover.
Resources required:	Paper and Pen/pencil

Day 1 -

The learners will understand what an encyclopaedia is and select topics and make a research plan their mini encyclopaedias.

Time	Activity and Description
5 – 7 mins	<p>Opening game on descriptions: One at a time, learners will share 5 things about any of their favourite topics (e.g., cricket, food, movies etc.), when they run out of things to say – they can call a friend to continue talking about the same topic.</p> <p>The topic can be changed, or the teacher can share a new topic idea when they run out of things to say (e.g., clothes, places etc.)</p>
10 mins	<p>Describe an encyclopaedia Like this discussion, an encyclopaedia is a book that has interesting facts about some or lots of topics. In this project, learners will develop their own mini-encyclopedia in groups on a topic containing information about the culture and lifestyle of the state they live in.</p> <p>Leading Question: Can you help someone from outside AP learn about your culture and lifestyle?</p> <p>Discuss what culture and lifestyle is: (Hint: includes clothing, food, games, music - songs, movies, stories, festivals, language, religion of a set of people) Some questions for discussion include:</p> <ul style="list-style-type: none"> - Which state do we live in? - What are some interesting things you have seen, heard, or read about this state? - Are there interesting things about this state or its people that you would want to know more about?



Differentiation Tip: For advanced learners in the class, consider introducing common and proper nouns also and for more support share examples with learners collectively

Additional enrichment activities:	<ul style="list-style-type: none"> - The learners can play literacy games based on the words used in the encyclopedia. For example, they could design a crossword using the topics in their mini encyclopedias. Or they could create puzzles on the nouns and adjectives they identify in their description. Or guess the words/topics used in the encyclopedia with the help of clues created by their peers.
Modifications for simplification	<ul style="list-style-type: none"> - In case, learners find it difficult to come up with ideas, give prompts and examples to help them think. - If your learners are unable to write complete sentences in English, encourage them to draw pictures to show their ideas, and use as many English words and phrases to explain their ideas as possible.

Share the **Description** with students on Day 1 so that they know what they are creating.

Prepare the **Resources Required**.

Day Plans provide a flow for the lesson.

Pay attention to the time segments. The activities build on top of each other. So do not skip any!

Always ask the **Leading Question** to get students excited and to frame their project.

Differentiation Tips in each lesson help you manage students with different learning levels.

For more ideas, find the **Enrichment and Simplification Activities** at the end of the project.

ASSESSMENT CRITERIA

Majority of my students were able to:

- List, discuss, and choose themes and topics from their surroundings based on given criteria.
- Give examples of and identify naming words/nouns.
- Design their mini encyclopedia pages including the cover page and the last page.
- Use 4-5 short and simple English phrases/sentences to describe the topic.
- Identify describing words/adjectives in the descriptions they write
- Use capital letters correctly in the descriptions they include in their mini encyclopedia.

Assess learning progress using this checklist.

- Modules contain several discussion points for students intentionally.
- Though there is an area of focus (e.g., literacy), modules are interdisciplinary and integrate concepts from different subjects too.



You have the resources. You have the expertise. Here are some tips:

Group students based on their learning levels.

Group students of same level together to simplify giving instructions OR group students of different levels together to allow them to learn from each other. In groups of different levels, give students different roles to help them teach each other and develop their collaboration skills.

Contextualize further, if needed.

You may adapt examples, stories and activities to make them more relevant and replace materials with locally available things.



Actively build student motivation.

Recognize children for their effort, curiosity and engagement and not just the final outcome of the project. PBL should help learners think deeply and try to answer the leading question in different ways – so pay to your language.

(E.g.: Say “That’s interesting – let’s explore that suggestion what might be the issues?” instead of ‘You are wrong!’). An important motivation of PBL is that students solve ‘real world problems’ and share their learners with the community.

Do not rush projects.

Allow students to go at their own pace – it is important that they take time to make discoveries, experiment, reflect and try again.

Reflection is key – for the teacher too!

Capture your reflections about what worked well, what was challenging, and how you might improve the project the next time. Meet and reflect with other teachers or observe each other's lessons to learn from each other.

Projects are more than just a series of activities.

Each activity, question, and statement, build and connect to the leading question. Do not re-arrange the sequence of activities given in the project.

PBL is driven by students. This means less teacher talk!

Do not read out definitions – instead, gets students to share their understanding, encourage them to build off of or challenge each other's ideas.

Teaching is not easy! PBL takes a bit of time to get used to. But once you get into the rhythm of it, magic happens. So, be kind to yourself and celebrate little wins. Be patient. Be consistent.



Guide students towards the final product, but don't give it to them.

While giving guidelines on the final product, avoid giving them an example to copy – let them exercise their imagination. Remember that children have to come up with original work – there is no formula for a right or wrong product.

Do not wait for the end to assess students.

While students work towards their own final product, give them continuous feedback space to reflect and improve. Assessments are a continuous process (observations, quizzes, formatives, etc.).



All the best! We are excited to learn from and with you!

Who Are We?

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Education Above All (EAA) is a global education foundation based in Qatar. EAA's Innovation Development Directorate, led by Janhvi Kanoria, developed the **Internet Free Education Resource Bank (IFERB)** to offer hundreds of screen-free, low-resource educational resources that are interactive and develop essential skills in our learners.

We are constantly adding to our open-source content, that is available in multiple-languages for multiple-ages, accessible on our website:

www.resources.educationaboveall.org

www.educationaboveall.org



Mantra4Change (M4C) is a Bangalore based non-profit aspiring to ensure every child thrives by enhancing quality and equity in education through leadership capacity enhancement at the school and system level. Mantra has championed implementing project-based learning in 12 states with a consortium of 15 local partners and impacted 101,000 children during the pandemic.

www.mantra4change.org





She (a student) is a girl who doesn't speak much. It is very hard to get her to talk, even if she has doubts, she never asks. How much ever teachers try, she never says anything. She has been like that since childhood. During PTM, her mother also requested us to help her, she told us that even if she is hungry she won't ask. However we observed that since these projects began, she has become confident. She sends her project videos fast, she speaks in these videos. In fact for one of the project, she went to one neighbour to interview. She is talking and this is a success story for us.

APSWREIS Teacher