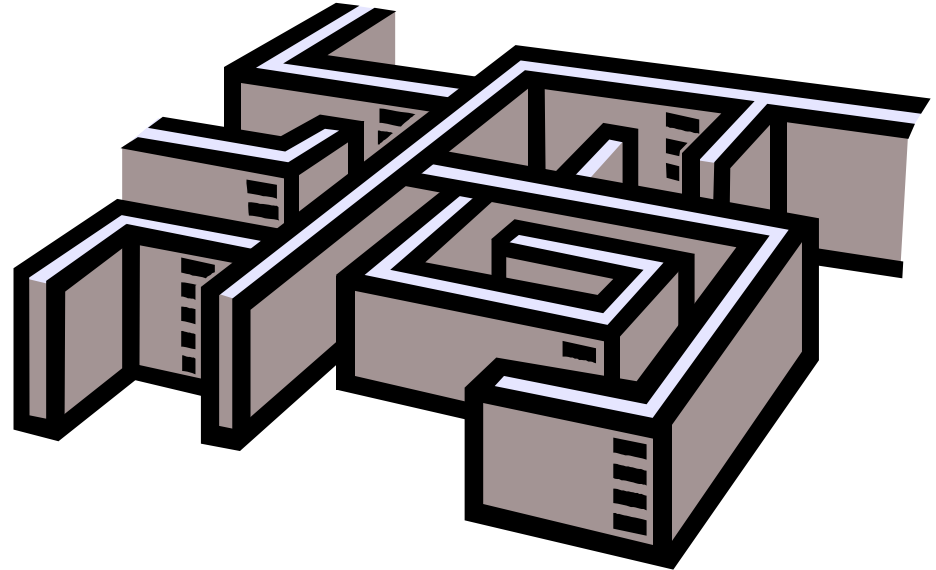


Problem-Based Learning—

Q&A

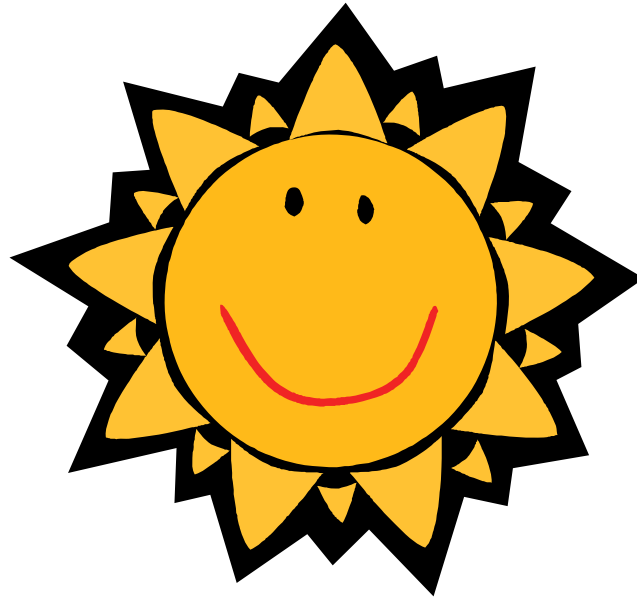
Shelagh A. Gallagher, Ph.D.

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Grade 4

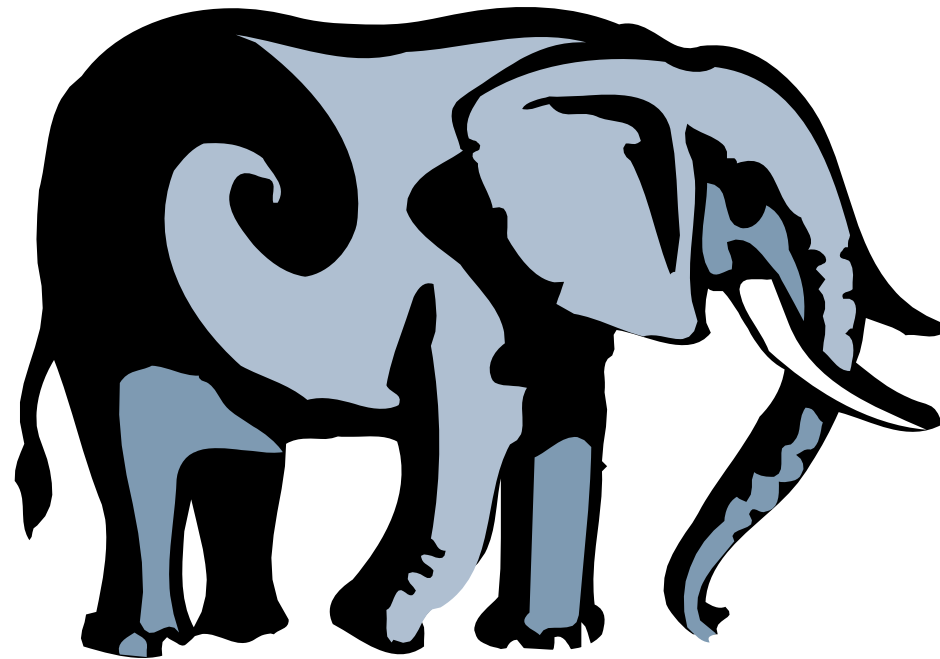
Solar Play



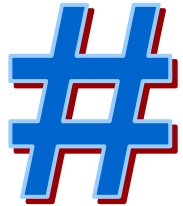


Grade 7

A Sizable Dilemma



Mathematics



- Ski Jump Operator
- El Alhambra
- El Nino
- Building the doghouse

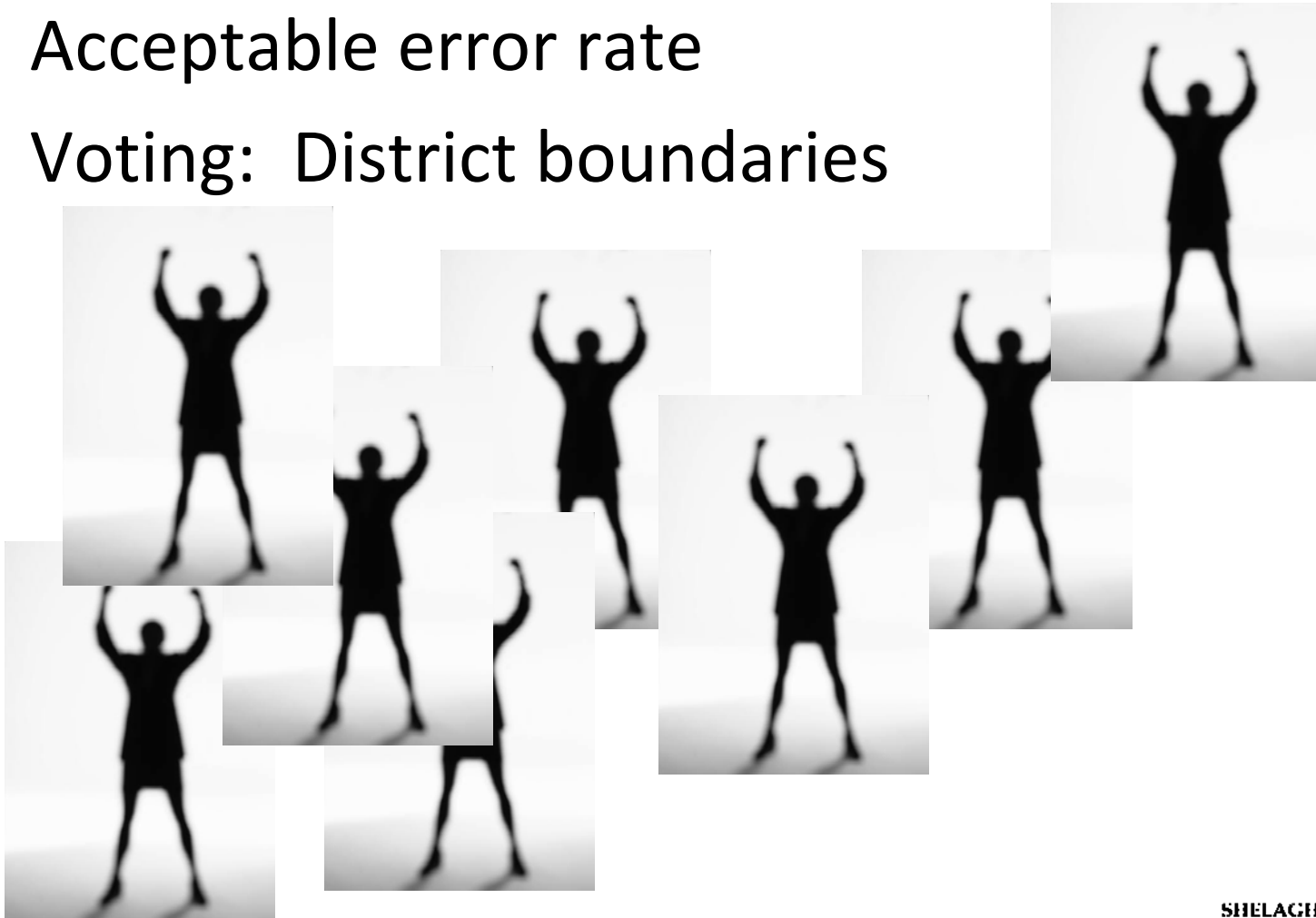


Home Mortgages Sub Prime?



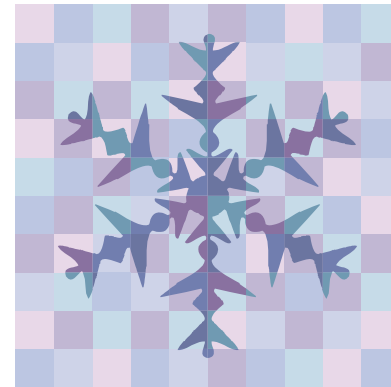
Census: Count or Sample?

- Acceptable error rate
- Voting: District boundaries



Close the Slopes!

- how much snow is too much?
 - Avalanche!

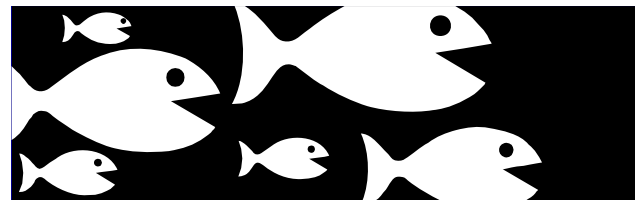


Dear PetStore Manager

I am writing you this letter to let you know that our company, the Central Office of PetStore is beginning a promotion on fish and aquariums beginning next month. To help our promotion we are having a contest to see which of our stores can create the best aquarium display. You may use any kind of fish that you want, but you must have more than three kinds. Naturally, they would all have to live together! We will allow each store \$50.00 to create a display. You CAN base your expenses on wholesale prices of fish and equipment. The winning display will be used in our advertising campaign, and you, as store manager, may also appear to explain what you have done.

Good luck!

PetStore Corporate Offices



Class Engagement Rubric

- If necessary, assign point values to their assessments, the following scale has been used successfully: 5 points for 'Exemplary', 3 points for 'At Standard' and 1 point for 'In Progress'. Alternatively, plus (+) and minus (-) signs may be used by tutors and students to assess their performance.

Dimension	Exemplary	At Standard	In Progress
Quality of Work	___ Conscious of quality - consistently meets or exceeds standards ___ Pride is evident ___ Uses language of discipline frequently and comfortably ___ Self-motivated- students takes an active, inquisitive role in learning ___ Work is original	___ Completes work on time - meets standards established for assignments ___ Uses language of discipline when instructed ___ Takes responsibility for work and grades ___ Work is a good replica of tutor's model	___ Turns in insufficient or incomplete work ___ Does not use language of discipline ___ Avoids responsibility for work and grades
Class Participation	___ Asks questions to extend the discussion and clarifies when needed ___ Consistently offers point of view and in open to the views of others ___ Uses class time well - uses classroom resources	___ Asks questions to clarify instruction and information when needed ___ Answers questions and participates when called upon; respects the views of others ___ Uses class time well – stays on task	___ Does not ask questions when needed ___ Rarely participates in any way ___ Does not use class time well
Group Work/ Behavior	___ Consistently in class - does not fall behind as a result of absences ___ Helps others learn ___ Takes excellent notes in class ___ Takes leadership role in group work	___ Consistently in class – catches up when absent ___ Does not disrupt others in class ___ Takes useful notes in class ___ A positive, productive group member	___ Truancies, tardies, and /or absences a problem - falls behind in work ___ Disrupts class ___ Useless notes or no notes ___ Does not contribute to group work ___ Whines and complains ___ Sleeps in class

To Know them is to Love Them...PBL Resources

- Websites:
 - ASCD
 - Illinois Mathematics and Science Academy
 - University of Delaware
- Units
 - William and Mary Science Units www.kendallhunt.com (elementary)
 - PBL and the Internet <http://zephyrpress.com/> (K-5 and 6-12)
 - *Excluded! And All Work and No Play* (9-12 American History) from Royal Fireworks Press

Helpful problem Design article:

Stepien, W.J. & Pyke, S. (1997). Designing problem based learning units. Journal for the Education of the Gifted, 20(4), 380-400