

A Project-Based Learning Spectrum: 25 Questions To Guide Your PBL Planning

1. What role is the learner assuming?
2. What is their purpose?
3. Who is their audience?
4. How can different learning spaces work together?

SIMPLE

5. What kind of support does each student need individually?
6. What's the "need to know"?
7. Which academic standards are the focus of the unit?
8. Who will provide learning feedback?

BASIC

9. How should the product be paced to maintain student momentum?
10. How can assessment, iteration, & metacognition improve student understanding?
11. How can the student bring themselves to the project?
12. What sort of quality criteria make sense?

FUNDAMENTAL

13. What kind of project would the student never forget?
14. What's most critical to the success of the project?
15. How can students work within their local community to solve authentic problems, or celebrate meaningful opportunities?
16. Is technology use distracting, useful, or critical to the success of the project?

PROGRESSIVE

17. Does it make sense for the project to also be Inquiry-focused? Problem-based?
18. How can students build on their unique schema and background knowledge to produce something special?
19. What role might iteration play in the project?
20. Is the project research-based? Product-based? Service-based?
21. Is the project designed to build on student strengths or correct deficiencies?

ADVANCED

22. Can mindfulness be embedded into the project to help students see their own thinking, identify barriers and opportunities, & respond in a self-directed way?
23. What filtered and unfiltered information sources might they use cooperatively?
24. What learning taxonomies or cognitive actions might guide students to think best?
25. What scale makes the most sense for the student--and their project--to "work" best?

COMPLEX