

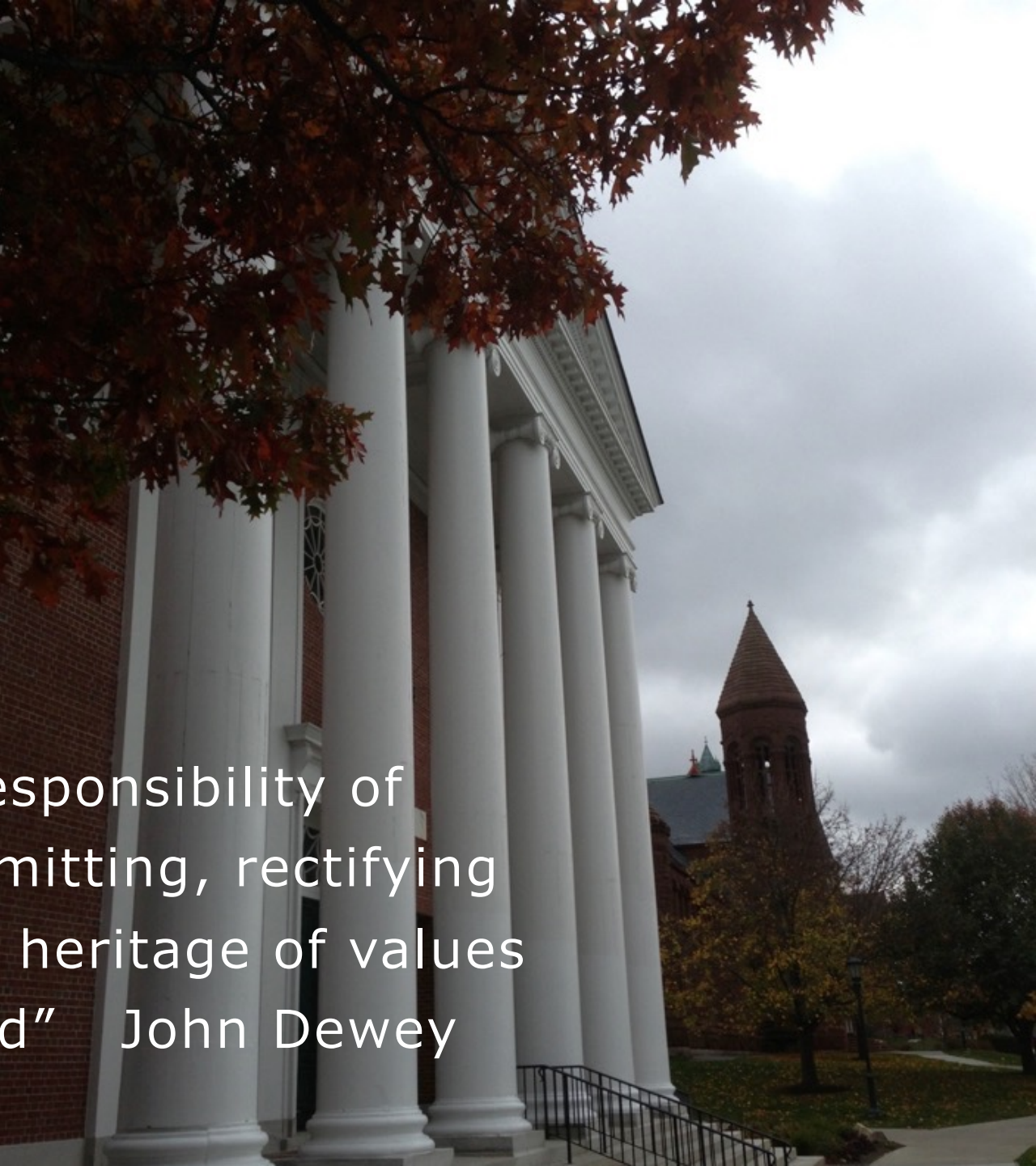
# KELEM PROBLEM- BASED LEARNING

Spring of 2022

Harry Chaucer





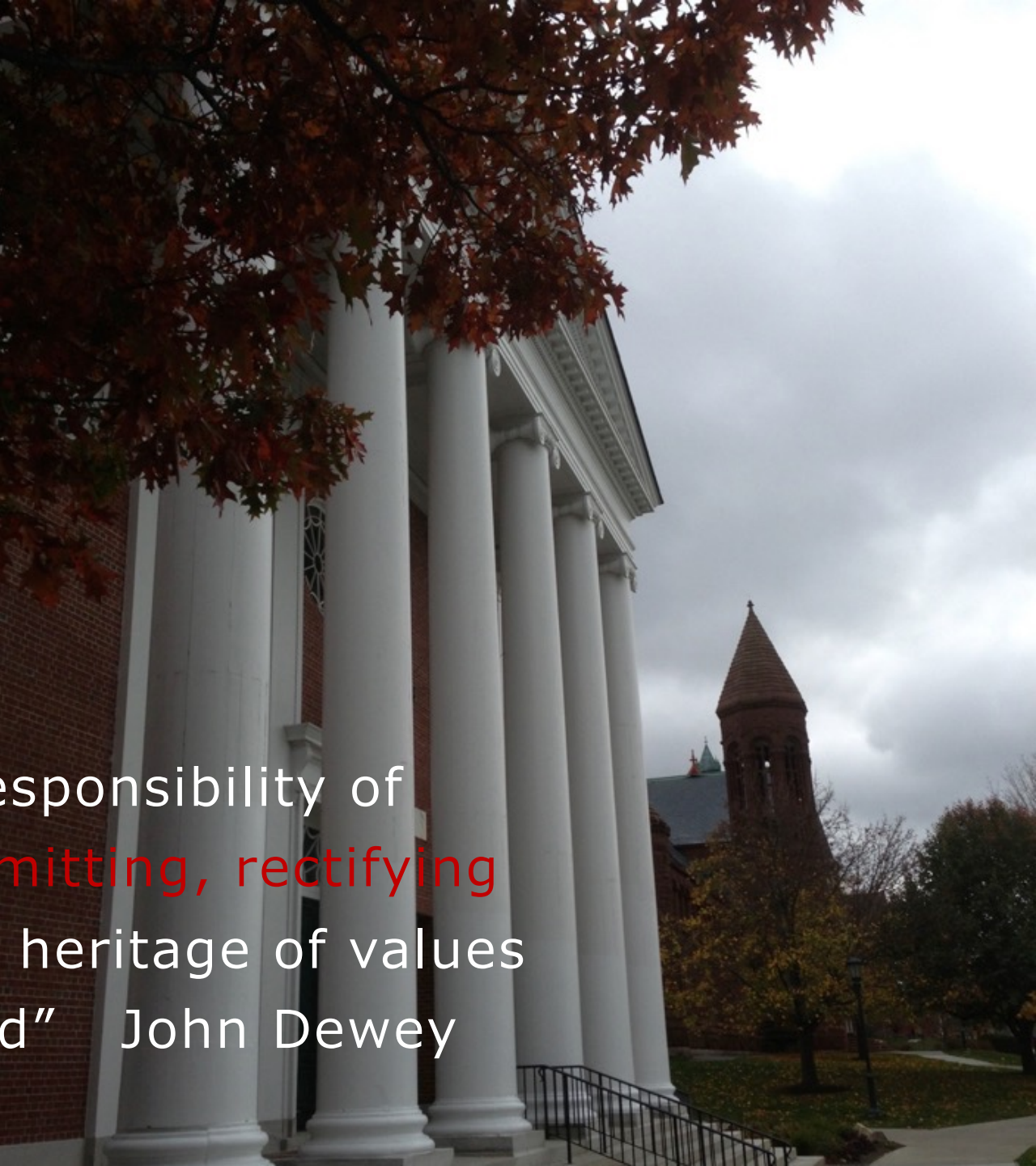


“Ours is the responsibility of conserving, transmitting, rectifying and expanding the heritage of values we have received” John Dewey

JOHN DEWEY  
PHILOSOPHER  
EDUCATOR  
CLASS OF 79

*The things in civilization we most prize are not of ourselves. They exist by grace of the doings and sufferings of the continuous human community in which we are a link. Ours is the responsibility of conserving, transmitting, rectifying and expanding the heritage of values we have received that those who come after us may receive it more solid and secure, more widely accessible and more generously shared than we have received it.”* A COMMON FAITH

DR. MRS. J. DEWEY  
JOHN DEWEY  
OCTOBER 20, 1859  
JUNE 1, 1952  
ROBERTA M. DEWEY  
1904 - 1970

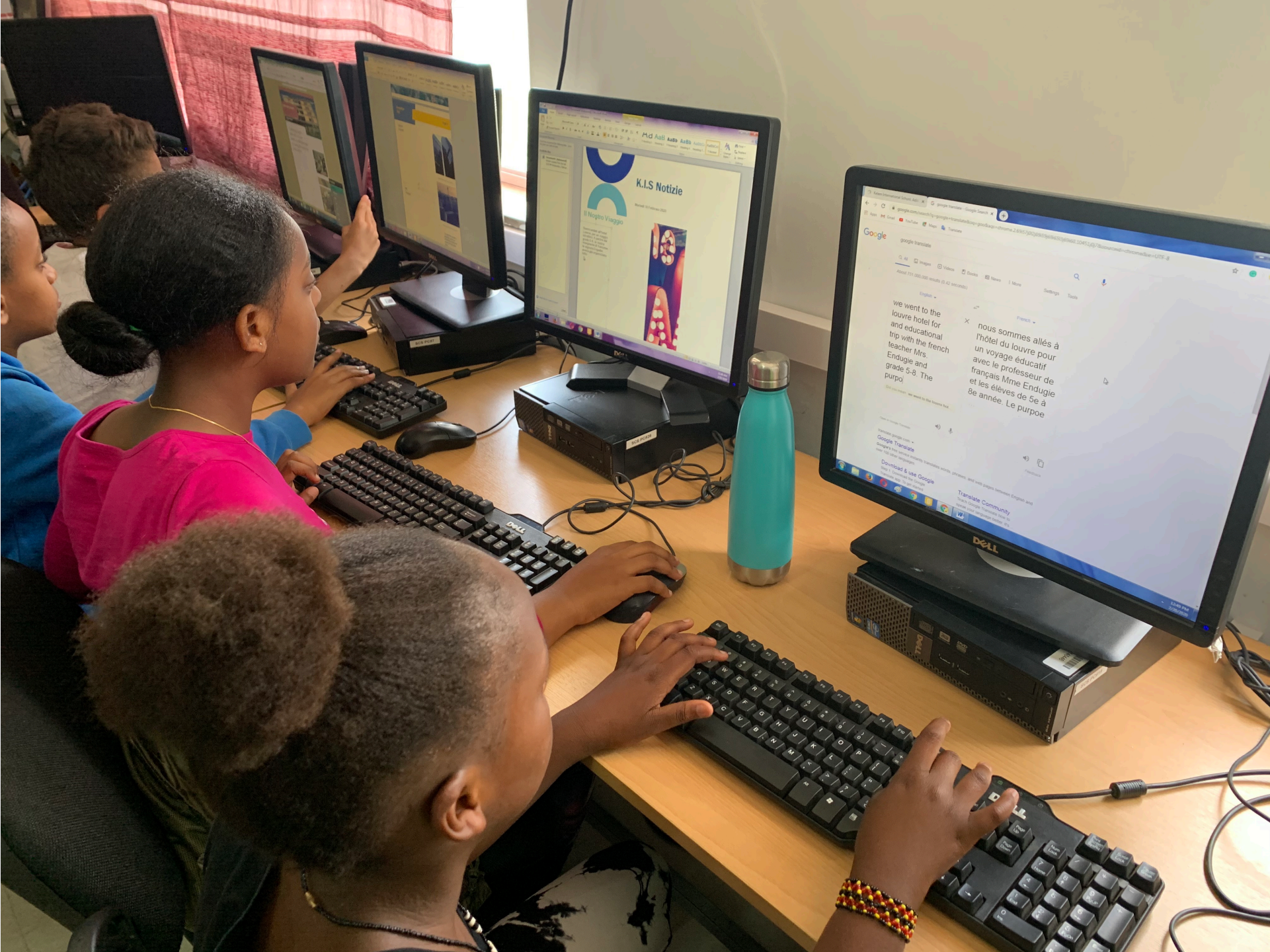


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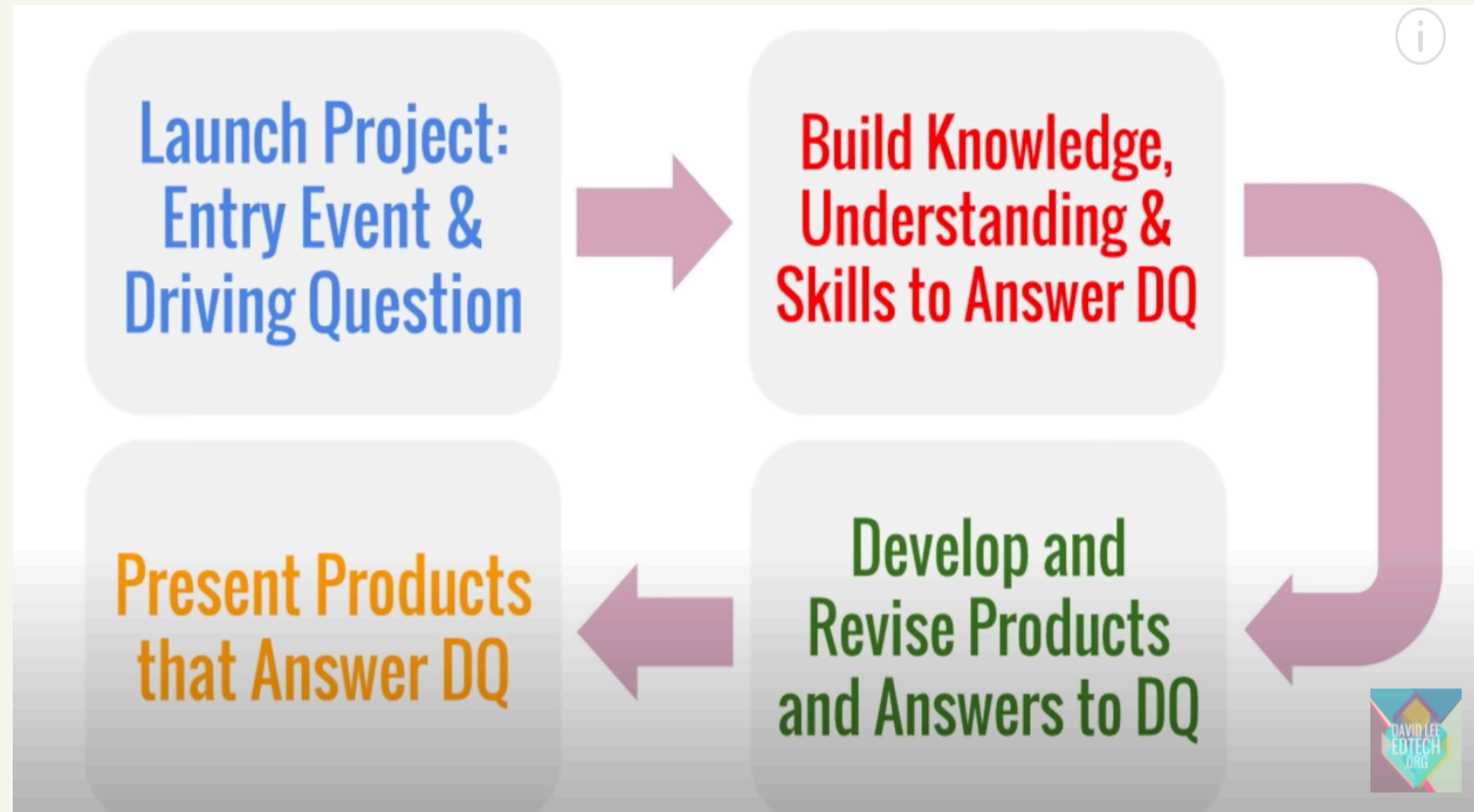
# **Problem or Project-Based Learning (PBL)**

**Problem-Based Learning (PBL) is an instructional method that shifts the responsibility for determining what to learn, how to learn it, and how to evaluate learning from the teacher to the student. It is more student-centered than conventional teaching.**





# There are Four Steps to PBL



<https://www.youtube.com/watch?v=08D0dBGIzYQ>



# There are Four Steps to PBL

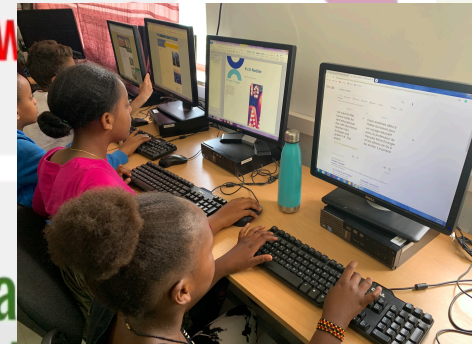


Launch Project:  
Entry Event &  
Driving Question

Build Knowledge,  
Understanding &  
Skills to Answer

Present Products  
that Answer DQ

Develop and  
Revise Products  
and Answers to DQ



<https://www.youtube.com/watch?v=08D0dBGIZYQ>



# Four Steps

1. Entry Event (Presented by the Teacher)

2. Wonderings and a Guiding Question (Created by students with guidance from teachers)

3. Research (Students with guidance from teachers)

4. Creation of a Product that Answers the Guiding Question (and will be presented to an authentic audience)

# The Entry Event

... often begins by the teacher presenting students with a provocative image, film, poem, song, sculpture, or some other stimulus for thinking. This is the Entry Event. Through skillful questioning by the teacher, the Entry Event should cause students to wonder and to ask questions. With skillful facilitation by the teacher, the class arrives at a Driving Question that will guide their subsequent inquiry.

Levels of Inquiry such as "Our School" (G1) or "Our Continent" (G5)

# Examples

Ms. April, first grade, Our School – pictures of Kelem before and after recent renovations. Students wondered, “What could the school look like in the future?”

Mr. Eskender, 6<sup>th</sup> grade, Our Earth – Video of the Pacific Ocean garbage island. Students asked, “Why don’t we make plastics that can degrade?”



THE

TOO



# Entry Event

Forces and  
Interactions: Pushes  
and Pulls

“This Too Shall  
Pass”  
by OK GO



Images from *OK GO* and *This Too Shall Pass* Wikipedia Pages

# Significant Content

- Project focuses on crucial knowledge and skills
- Stems from standards of subject areas

# In-Depth Inquiry

- Asking questions
- Using resources
- Developing solutions

# Need to Know

- Driving question and entry event
- Crucial Knowledge and Skills
- Needed to create the solution to the challenge

# Products and Presentations

With their question guiding their inquiry, student seek knowledge and develop their skills. They determine what will be the product of their inquiry. In PBL, the role of the teacher is to facilitate and coordinate their students' work rather than to present information. PBL stresses thinking, collaboration, problem solving, questioning, research, and other 21<sup>st</sup> Century Skills.



# Public Audience

- Showcase products beyond the classroom
- Fairs or Exhibitions
- Parents, peers, experts, global community
- Motivation to create high-quality products



Image from woodleywonderworks on Flickr

Grd	Level of Inquiry	Entry Event	Driving Question from Students' Wondering	Five Minute Video (from student presentation)	Homeroom Teacher Leads/Facilitates PBL	Teacher 1	Teacher 2
1	Our School	PD March 23 @3:10 Have Entry Event ready	PD March 29 @ 3:10 PM Have Driving Questions ready	PD April 14 @ 3:10 PM Have up to Five-minute video ready	April	Ayida	Micheal
2	Our Community	PD March 23 @3:10 Have Entry Event ready	PD March 29 @ 3:10 PM Have Driving Questions ready	PD April 14 @ 3:10 PM Have up to Five-minute video ready	Tihut	Abemelek	Laele
3	Our City	PD March 23 @3:10 Have Entry Event ready	PD March 29 @ 3:10 PM Have Driving Questions ready	PD April 14 @ 3:10 PM Have up to Five-minute video ready	Tadiwos	Betelhem	Hela
4	Our Country	PD March 23 @3:10 Have Entry Event ready	PD March 29 @ 3:10 PM Have Driving Questions ready	PD April 14 @ 3:10 PM Have up to Five-minute video ready	Yonas	Amelework	Samson
5	Our Continent	PD March 24@3:10 Have Entry Event ready	PD March 29 @ 3:10 PM Have Driving Questions ready	PD April 14 @ 3:10 PM Have up to Five-minute video ready	Afework	Amanuel	Natan
6	Our Earth, Solar System, and Galaxy	PD March 24@3:10 Have Entry Event ready	PD March 29 @ 3:10 PM Have Driving Questions ready	PD April 14 @ 3:10 PM Have up to Five-minute video ready	Eskender	Getahun	Merid
7 & 8	Global Issues	PD March 24@3:10 Have Entry Event ready	PD March 29 @ 3:10 PM Have Driving Questions ready	PD April 14 @ 3:10 PM Have up to Five-minute video ready	Solomon Haile	Engudie	Belay

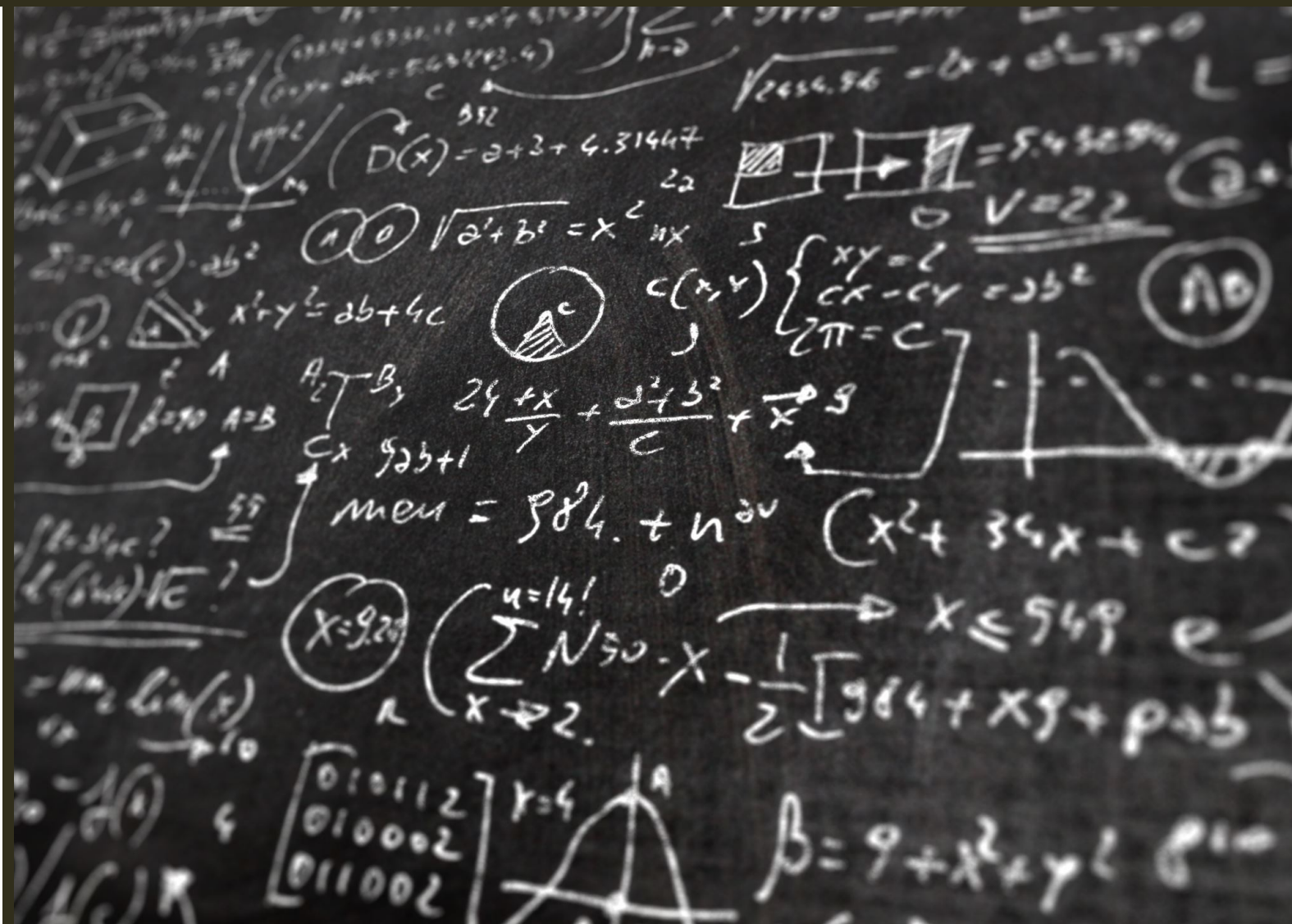
Note that up to five-minute videos will show a sample or summary of your students' PBL presentation.

Date	Teams	Purpose
Mar 10, 2022 3:15 pm - 4:15 pm (Addis Time) 8:15 am (US Time)	Intro. To PBL	Foundation PD on PBL for new staff members. Those who wish to have a refresher are most welcome to join.
March 22 3:15 pm - 4:15 pm (Addis Time) 7:15 pm (US Time) (early enough that changes can be made if recommended)	G1-4	Present and get feedback on proposed Entry Event
March 24 3:15 pm - 4:15 pm 7:15 pm (US Time) (early enough that changes can be made if recommended)	G5-8	Present and get feedback on proposed Entry Event
March 29 3:15 pm - 4:15 pm (Addis Time) 7:15 pm (US Time)	G1-8	Present students' Driving Questions and get feedback
(Optional brainstorming/problem solving session (for groups that are not engaging. TBA as need dictates)	Any group from 1-8	Ensure the success of each group by identifying problems and help faculty find solutions.
April 14 3:15 pm - 4:15 pm (Addis Time) 7:15 pm (US Time)	G1-8	1. to share results via up to five-minute video showing the children's products. 2. to discuss how to keep the same process in the fall while expecting students to develop <u>their own</u> Driving Question from a <u>new</u> Entry Event.

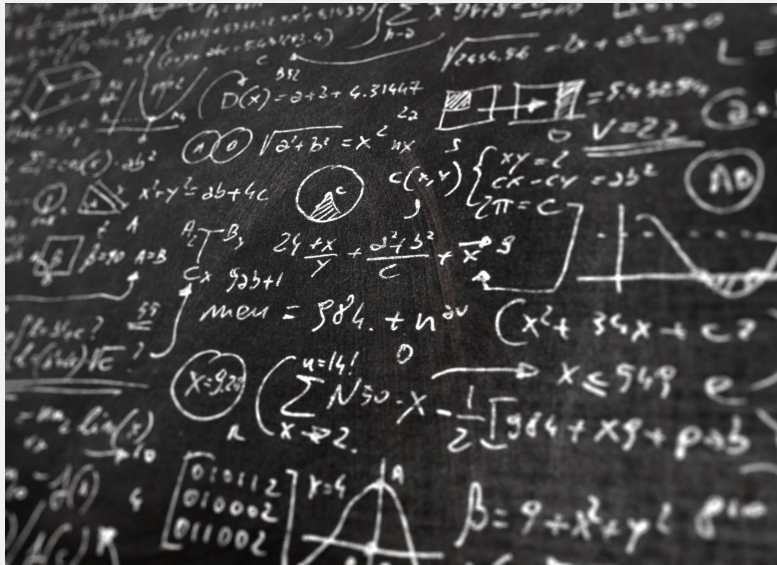
Note that under five-minute videos will show a sample or summary of your students' PBL presentation.

# Begin PBL

1. Brainstorm within the grade's level of inquiry. Begin with an Entry Event (video in many cases). Result: a public list of wonderings within the class' arena. ("I wonder \_\_\_"). Post in classroom for all to see.



# Help Students Develop Their Wonderings



2. Choose and refine the classes' project/problem/product. Result: one or more Driving Question(s) that will guide the class' inquiry. Teacher's job: to facilitate student conversation and to record student wonderings (part 1) and to help the class refine its focus on one or more Driving Question(s) (that are open-ended; meaningful to the students; and foster creativity, curiosity, goal setting, collaboration, and problem solving (part 2)).

The teacher's job is not to lead students into accepting the teacher's idea for a project. The traditional role of the teacher is to impart information and to make curricular decisions. The teacher's role in PBL is to facilitate student thinking and collaboration. The spring project should not be a duplicate of last fall's project.

# Research

**Build knowledge, understanding, and skills to answer the Driving Question. Specific knowledge, skills, and products will inform the Driving Question. Expect mistakes and refinement. Ask “What research will you need to do to answer this question or solve your problem?”**

# Products

Design and build products that will answer the Driving Question (designing, researching, and building). Do not solve their problem for them. Facilitate their solving their problem.

Help students plan and present products that answer the Driving Question – practice displaying and explaining the product(s) and how the product(s) addresses the Driving Question. Guide your students by asking open-ended questions (“Can you think of a different product that will engage your audience better?”)

## KIS PBL Report Form

Team Leader: \_\_\_\_\_ Team Members: \_\_\_\_\_

Grade	Level of Inquiry
1	Our School
2	Our Community
3	Our City
4	Our Country
5	Our Continent
6	Our Earth
7/8	Global Issues

Entry Event: \_\_\_\_\_

\_\_\_\_\_

Student Wonderings:

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

Driving Question(s):

What knowledge or skills will we have to acquire to answer our driving question? \_\_\_\_\_

What product(s) will we make to explore our driving question? \_\_\_\_\_

How/when will we present the results of our investigation? \_\_\_\_\_

\_\_\_\_\_







**“Give the pupils something to do,  
not something to learn; and the  
doing is of such a nature as to  
demand thinking; learning  
naturally results.”**

**John Dewey**



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