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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** Learning Styles | | **Duration (days):** 11-12 days | | | **Written For:**  Period Schedule Trimester  Block Schedule Semester |
| **Subject/Course:** JAG | **Teacher(s):** Whipple | | **State:** Iowa | | **Grade Level(s):**  7/8 Alternative Ed.  9/10 Out of School  11/12 Any |
| **Other Subject Areas to be Included:** Click here to enter text. | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | This PBL helps you, the teacher, and the students discover each of the students’ individual learning style. This project will help to ensure that you can assist them in the best possible way throughout the school year in developing studying habits, PBL project groups, and helping other teachers understand what works best for the student to learn, and study, the topics being covered in general education classes. Students can take the information they compile and use it to advocate for themselves in other classes as well the workforce. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | What does YOUR learning style mean and how can you make it work for you? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Have students get on the computer, or their cell phones, and take the Learning Style Inventory at this website:  <https://www.learning-styles-online.com/inventory/questions.php?cookieset=y> | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Activity of their choice, complementing their learning style, distributed to their peers. | | | **Presentation Audience**  Class  School  Community  Experts  Web  Other: Click here to enter text. | |
| **Individual:** Understanding of their individual learning style and a copy of ideas/methods they can use for learning in the classroom and study habits. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1): C17, C18, C19, D21, D22, D23, D24, E26, E28, E29, F31, G42, G43, G46, G48, G49, H62, H69. **What competencies will be in progress during this project?** (Level 2): C17, C18, C19, D21, D22, D23, D24, E26, E28, E29, F31, G42, G43, G46, G48, G49, H62, H69. **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  H.77, G. 56, G.43 | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | Checklists | Notes | Plans/Outlines/Prototypes |
| Concept Maps | Online Test/Exams | Quizzes/Tests |
| Journal/Learning Log | Practice Presentations | Rough Drafts |
| Other (see PBL Library for ideas): Click here to enter text. | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | Essay | Oral Presentation w/Rubric | Peer Evaluation |
| Multiple Choice/Short Answer Test | Written Final w/ Rubric | Self-Evaluation |
| Other (see PBL Library for ideas): Click here to enter text. | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | Journal/Learning Log | Fishbowl Discussion | Survey |
| Whole-Class Discussion | Focus Group |  |
| Other (see PBL Library for ides): Click here to enter text. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  Leadership  Community Service  Career Prep  Civic Awareness  Social Awareness  Fundraising  Other: Click here to enter text. | **What roles will your officers lead in planning?**  Leadership: Officers will participate in arranging the public product  Community Service: Officer will survey classmates and determine how/who to provide a service  Career Prep: Identify community leaders to incorporate into projects.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Students will have the opportunity to teach others what they are learning in class  Community Service: Students can distribute/present their public product to help people in the community learn goal setting.  Career Prep: Students will be in charge or contacting and introducing guest speakers who will be part of this project.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  Therapists, Social Workers, Psychologists, Business Owners, Digital Media, Technology professionals, Teachers... | |
| Agriculture, Food & Natural Resources  Architecture &Construction  Arts, A/V Technology &Communications  Business Management &  Administration  Education & Training  Finance  Government & Public Administration  Health Sciences  Hospitality & Tourism | Human Services  Information Technology  Law, Public Safety, Corrections &  Security  Manufacturing  Marketing  Science, Technology, Engineering &  Math  Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  Meet and Greet  Classroom Presentation  Project Observation  Skype/Webinar  Mock Interview  Other: Click here to enter text. | **Circle Two:**  Service Learning  Company Tour  Mentoring  Co-Develop PBL/Scaffolding  Critique of Public Product  Other: Click here to enter text. | **Circle 3:**  Job Shadow  Limited Time Work Experience  Pre-Apprenticeship  Internship/Apprenticeship  Summer Job  Other: Click here to enter text. |

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| **P R O J E C T O V E R V I E W** | | | |
| **Scaffolding**  *\*this is a high level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)   1. Project can be implemented at the beginning of the school year preparing them for the school year. 2. Project will allow students to know what their learning style is and will provide them the tools needed study more efficiently and learn how to be more productive in their classes when lessons are being taught. 3. Have computers available/reserved on days students need access.   **Launching the Project:**  (How will you SPARK their attention?)   1. Students will take the Learning Styles Inventory quiz in class as their entry event. 2. After they have their results, you will go to the Learning Styles Definitions page attached to this project and give each student a copy of THEIR learning style. You can make copies and cut out the individual learning styles to give to each student, so they have a copy of THEIR personal Learning Style definitions and Learning Techniques. 3. Then as a class, go through each of the learning styles in the class and discuss them as a group.   **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Divide students into THEIR learning style groups. For example, all visual in one group, physical in one group etc. If you have an abundance of students in one or more Style area, break them up into smaller groups…no more than 4-5 students in each group. Now, students will come up with activities for all groups to compete in. For example, Students in the Logical Style might have students compete to see who can put a puzzle together the fastest. Each activity should be timed and last no longer than 10-15 min., students can choose how long within that time frame. You will need to assist the groups in coming up with ideas that fit their learning styles. Students will then individually, take an assessment (see attachment for assessment) after each activity that will let you and the group giving the activity, how difficult/easy/confusing/frustrating they found the activity and then explain why they feel that way.  The last 2 days of the project, you will have each group come up with THEIR own ideas on how they can use the “Learning and Techniques” part to give specific ideas on ways in which they can try to “study”. Each group is to compile a list of activities that, described with detail, will help them study, complete homework, and help them advocate for themselves in class with other teachers. Students each get a pack of post-it notes and a poster board. They can put their ideas on the post-it notes and then place them on the poster board. As a group, they can then go through the post-its and combine those that are the same/similar, and then compile a list that will then be typed or neatly typed out on paper and handed to each student in that learning style group. Students can then compile the specific information into their own folder or binder and can have it with them and available to show their teachers. Collecting signatures on their learning style page can earn them extra credit points per signature. | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Students will have opportunities to practice presentations with classmates and various business professionals before completing their final projects. |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  School Staff  Business Professionals/Employers  Community Leaders/Organizations  Technology  Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**  School Staff- for students to practice presentations with and receive feedback  Brining in a community speaker to talk about how they overcame barriers to learning to get where they are today. | |

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| **S T U D E N T L E A R N I N G G U I D E** | | | | | | |
| **Project Title:** Learning Styles | | | | | | |
| **Driving Question:** What does YOUR learning style mean and how can you make it work for you? | | | | | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? | | |
| Formative  Final Product | Provide Learning Style Activity to class as competition to classmates. | | | I can create a learning style activity | | |
| Team  Individual |
| Formative  Final Product | Participate in group activity | | | I can learn what it means to be a(n)\_\_\_\_\_\_\_\_\_\_\_ learner. | | |
| Team  Individual |
| Formative  Final Product | Brainstorming activity | | | Students will brainstorm ideas that help them learn based on their personal style | | |
| Team  Individual |
| Formative  Final Product | Project | | | I can collaborate to create a project demonstrating a specific learning style. | | |
| Team  Individual |
| Formative  Final Product | Reflection | | | I can explain my learning style in detail. | | |
| Team  Individual |
| Formative  Final Product |  | | |  | | |
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| **P R O J E C T C A L E N D A R** | | | | | | |
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| **P R O J E C T W E E K O N E** | | | | | | |
| **Entry Event:**  Students take Learning Styles Assessment.  Distribute Learning Styles Definitions.  Discuss Learning Styles. | | **Divide Students into Learning Styles Groups:**  Divide students into Learning Styles Groups, no more than 4-5 students per group.  Have students come up with an activity for the other groups to compete against each other with.  Activity MUST reflect their Learning Style. | Student groups continue creating activities for the other groups to compete with. | | **Students distribute their activity to other groups:**  One group at a time will distribute their activity, along with the explaining the rules. The activity will be timed as each group will be competing with each other. No activity can exceed 15 min. | **Discuss Assessments from students:**  As a whole class, have students discuss their assessments of the activities that they completed. Be sure to have them explain their results. |
| **P R O J E C T W E E K T W O** | | | | | | |
| **Brainstorming:**  Students will individually write down ideas and/or methods on post-it notes that will help them study and learn in other classes.  As a group, they will combine like methods/ideas.  Students will now begin to construct a project that will explain to other ways to help them study and learn based on their personal learning styles. | | Students will continue working on their projects | Students will continue working on their projects with peer feedback from 2 other groups | | Revise and polish | Project presentations |

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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K T H R E E** | | | | |
| Reflection of their individual learning style and a copy of ideas/methods they can use for learning in the classroom and study habits. |  |  |  |  |
| **P R O J E C T W E E K F O U R** | | | | |
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