How to **Design**

**Project Based Learning:**

**Activity (System) Design**
Overview

PBL Activity (System) Design

- Lesson plan design vis-à-vis learning objectives
- Group work
- Group presentations (10 minutes max)
You are to design an “Activity System”, not just an activity.
PBL Activity Design

Distorted pyramid:

Learning Materials (textbook, ICT, etc)

Teacher

Rules of interaction
Facilitation

Learning objectives

Students

Roles

Learning outcome
## STEP 4. Activity System Design (for teachers)

<table>
<thead>
<tr>
<th>Phases/Key Steps of PBL</th>
<th>Time Frame</th>
<th>Students’ Outputs</th>
<th>Students’ Activities &amp; Tasks, Collaboration</th>
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Phases / Key Steps

TOTAL: 62 DAYS
Project Team Members’ Involvement

Target Outputs
• review Step1.1 vis-à-vis the learning objectives

Activities & Tasks
• relevant to learning objectives and target output

Collaboration
• Why?
• In what way?
• roles
Why Collaborative Learning?

• Students can clarify and organize their ideas well enough to verbalize them to others.
• Students have opportunities to elaborate on what they have learned.
• Students are exposed to the views of others – views that may reflect a more accurate understanding of the topics under discussion.
• Students discover how people from different cultural and ethnic backgrounds may interpret the world in different but valid ways.
• Students build on the strengths of one another.
In what ways?

- Sharing ideas
- Research
- Peer mentoring
- Project management
- Producing an output (product or performance)
  - Collective/Collaborative writing
  - Campaign/Exhibit materials
  - Movie production
  - Etc.
In what ways?

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Intra</th>
<th>Inter</th>
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<tbody>
<tr>
<td></td>
<td>class</td>
<td>grade</td>
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<tr>
<td>Single</td>
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<tr>
<td>Inter-disciplinary</td>
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What would be your role in this kind of collaborative learning?
Facilitation

Process guidance
- open-ended guiding/ process questions
- brainstorming, graphic organizers
- discussion facilitation
- modelling, role-playing

Grouping strategies:
- strengths vis-à-vis potential roles
- management of group dynamics

Providing scaffolds/ support:
- Possible themes / topics for discussion
- possible sources of information/ resources (e.g. reference materials, experts, samples, workshops and input sessions, etc)

Assessing
- prior knowledge
- regular consultation/ checks – processes, outputs
- group/ individual reflection
- timely and relevant feedback
- valuing
Challenges in Collaborative Learning

Keep monitoring your students’ progress!!!!
Resources / Outputs

Newspaper
Books
Magazines
Worksheets
Map
Encyclopedia
TV, radio, movies
Classmates, teachers, family
Local Officials, Experts, Craftsmen
People from the community
CDs, tapes, reels
Internet
Tools
Funds
Space

Journal
Mindmap
Graphic organizer
Survey
Report
Poster
Leaflet
Newsletter
Story
Song / Jingle
Script
Movie

Environmentally friendly Loi Krathong
Hypo-allergenic Herbal Soap
School Garden design

appropriate & relevant
Resources / Outputs
## STEP 4. Activity System Design (for teachers)

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Tips from the field

- Start small
- Plan well
- Discuss and clarify (parameters, rules of engagement, roles)
- Get buy-in
- Obtain support
- Implement and monitor
- Monitor and provide feedback
- Reflect/review and revise, if needed
- Showcase and celebrate!
Malaysian Traditional Games

Objectives
At the end of the project, students should be able to:
• Collect information (on the different types of traditional games and the rules of each game)
• Interpret and transform the selected information gathered into another form of representation (e.g. from oral to written)
• Plan an exhibition to share their findings with the school and the outside community
• Present the data collected in the form of an exhibition
• Improve communication, interpersonal/cultural, research, and presentation skills

Subject areas: English Language (Main Subject), History, Living Skills, Art
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<tr>
<td>Getting into Groups</td>
<td>16 July</td>
<td>Teams and team names</td>
<td>Inter-grade</td>
<td>Facilitate grouping</td>
<td>Team sheet</td>
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<tr>
<td>Data Collection</td>
<td>17-30 July</td>
<td>Information on game selected</td>
<td>Workshop, Data-gathering</td>
<td>conduct workshop, monitor progress</td>
<td>Worksheet, books/videos, community, Dropbox</td>
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<tr>
<td>Documenting Findings</td>
<td>30 Jul – 12 Aug</td>
<td>Report, Story/Article</td>
<td>Discuss and produce group compositions</td>
<td>Input: citing sources; guide writing</td>
<td>Productivity tools, Dropbox</td>
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<tr>
<td>Designing and Promotion</td>
<td>13 Aug – 3 Sept</td>
<td>Poster/banner, video, art piece</td>
<td>Design and produce info/promotional materials</td>
<td>Conduct workshop, provide design guidance</td>
<td>Art materials</td>
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<tr>
<td>Preparing for the Exhibit</td>
<td>6 Aug – 13 Sept</td>
<td>Game booth</td>
<td>Set up booth space &amp; conceptualize pres’n</td>
<td>Monitor progress, provide suggestions</td>
<td>Art materials, worksheet</td>
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<td>Exhibition</td>
<td>14 Sept</td>
<td>Demo &amp; oral presentation</td>
<td>Showcase their outputs</td>
<td>evaluate</td>
<td>Various outputs</td>
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Your task

• Break your learning objectives into small tasks/steps.
• Fill out the lesson plan activity template.
• Try to develop a simple worksheet/material (optional)
• Don’t forget that you are designing an ACTIVITY SYSTEM!

• Upload your lesson plan table to the EC
• group presentations
Thank you...

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Mel Tan  mm.tan@unesco.org

www.unescobkk.org/education/ict

Images from:
- N. Sockalingam’s presentation file
- http://biankawoolf.wordpress.com/
- http://www.edgefieldpri.moe.edu.sg/cos/o.x?c=/wbn/pagetree&func=view&rid=1070249
- Report on “Malaysian Traditional Games”