

Project-based learning

A useful goal is for your child to think of life as a series of projects that they are in control of. There are many different kinds of projects – from decorating a room and learning how to solve a Rubik's cube in under a minute, to getting a really good grade in Maths. Projects often involve a combination of divergent thinking – throwing the net wide, and generating lots of ideas or collecting lots of information – and convergent thinking – working toward a single solution, product or skill. Typical elements of a project include:

- Setting long, medium and short-term **goals**
- Trying out different **methods/approaches/strategies**
- **Monitoring** their progress along the way
- **Evaluating** the success of different strategies
- **Amending** their behaviours / strategies accordingly
- Seeking **feedback** from others and acting on it
- Deciding whether and **how to present their learning**
- **Designing** and organising information
- **Presenting** your learning in a range of formats (e.g. written, spoken, visual, audio-visual, or some combination of these)

There are many tools and frameworks we can follow to guide us through a project. It's important that the child tries out a few different approaches, until they find one or two that work for them. Here are a few examples of project management frameworks:



TASC: Thinking Actively in a Social Context (Wallace, 1993)



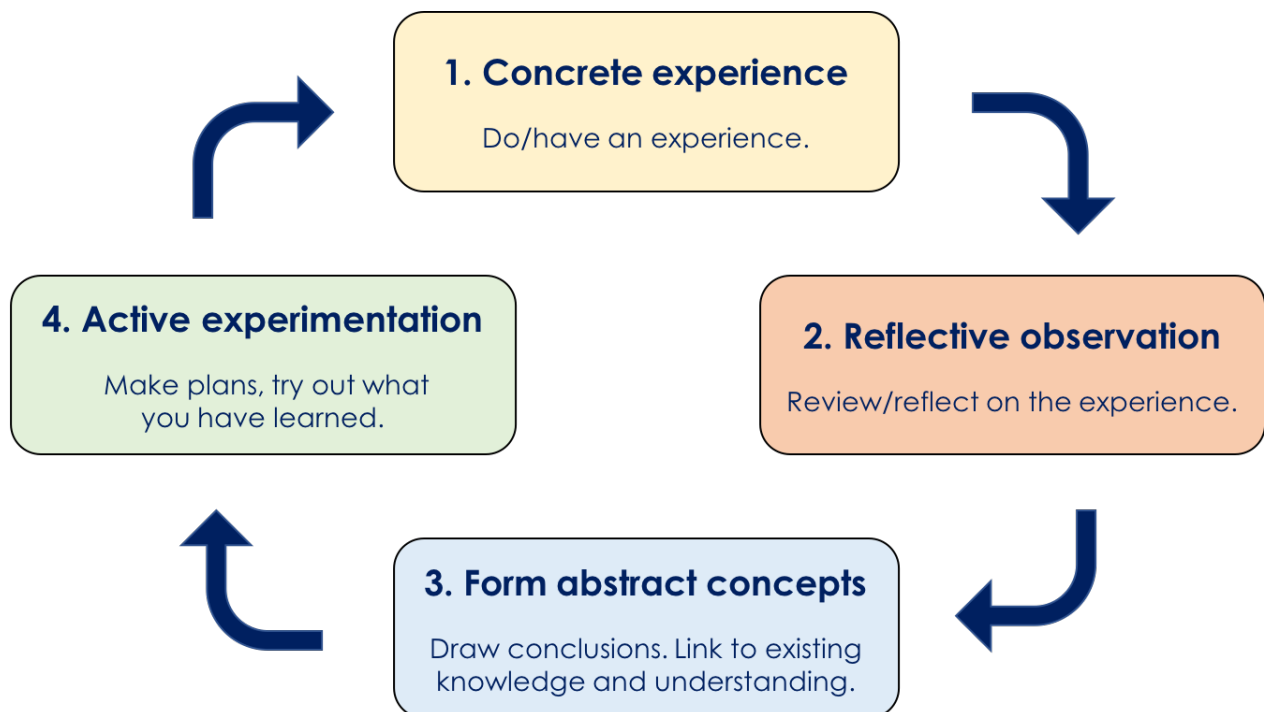
Action research cycle

5-4-3-2-1

- 5 completely new things
- 4 things you now know more about
- 3 surprising / mind-bending things
- 2 things you want to know more about
- 1 important thing everyone should know



Plan – Do - Review



Experiential learning cycle (Kolb, 1984)

Examples of project outputs

- Folder / booklet
- Collage / artwork
- Slideshow
- Essay
- Blog
- Podcast
- Performance
- Cartoon strip
- Leaflet
- Magazine article
- Diary
- Fact file
- Timeline
- Gallery
- Maps, graphs, diagrams
- Scrapbook
- Poster / wall display
- Artefact / physical object