TeachME Professional Development

Project-Based Learning

1. What are the adjectives that describe the central problem or challenge of a PBL module, according to the experts at the Buck Institute for Education?

A. Drawn-out, difficult, and daunting
B. Accessible, efficient, and authentic
C. Authentic, engaging, and complex
D. Controversial, complex, and confounding

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2. Which is the most relevant reason why researchers believe that PBL could help prepare students for life in the actual workforce?

A. Adult tasks tend to be easier than PBL projects, so students tend to graduate with higher-than-needed skillsets.
B. Adults need to complete more projects, so today's students are simply preparing for a heightened workload.
C. Adults are currently taking PBL as a part of professional development, so students are just getting ahead of things.
D. Adults tend to take on a series of projects, instead of quizzes or problem sets

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3. Which of these is not one of the seven essential elements of PBL?

A. Working solo
B. A strong focus on student choice
C. Feedback and revision
D. Open-ended questions

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4. What is one of the main benefits of PBL?

A. It keep antsy students occupied in class.
B. It helps school-taught lessons transcend simply-academic criteria.
C. It's easy to implement.
D. It's extremely cost-efficient.

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5. Since project-based learning is hands-on, engaging, and fun, it highlights:

A. Lightning-fast knowledge
B. Forward thinking
C. Inherent motivation

D. Interpersonal traits

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6. Which of these might a student in a PBL module most likely learn, aside from academic content matter?

A. Surveillance
B. Mindfulness
C. Latin roots
D. Time management skills

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7. Daniel Pink stated in his popular TEDTalk that people — including young students — are motivated by what?

A. Purpose, mastery, autonomy
B. Winning, gaining, and not losing
C. A ticking clock
D. Food

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8. What is one of the clear challenges a PBL teacher might face when deciding to implement this learning strategy?

A. Onboarding students to new projects can result in a hyper, overstimulated classroom.
B. Onboarding students to new projects can be very overwhelming, especially for young students.
C. The necessity of purchasing a lot of craft materials
D. Students report being burnt out on this type of learning, since they have likely been working on projects since they started school

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9. In the recent gold-standard studies delving into the efficacy of PBL, how did the students from the lower-income homes and neighbors perform when compared to their peers from higher-income areas?

A. Students from lower-income neighborhoods were represented in similar numbers among high performers as were their higher-income peers.
B. Students from higher-income neighborhoods managed to outperform students from lower-income neighborhoods, despite researchers hoping otherwise.
C. Students from higher-income and lower-income neighborhoods performed equally.
D. The researchers were unable to draw any significant conclusions from the data about the connection between income, performance, and PBL.

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10. At the end of their studies, the researchers conducting the gold-standard PBL studies reviewed in this course made the case that high-quality PBL can make learning more ____ than traditional teacher-centric approaches.

A. Efficient
B. Effective
C. Easy
D. Equitable

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11. What do we mean when we say that the improvements in educational efficacy associated with PBL are durable?

A. That they were more solid than the average rock
B. When students in the PBL study were followed for a second year of education, they continued to perform well.
C. That the students who enjoyed the benefits really enjoyed the benefits
D. That's not the right adjective; instead, the improvements were "dense"

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12. What part of the PBL module should contain the most direct teacher instruction and/or interventions?

A. The end
B. The middle
C. Throughout
D. The beginning

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13. What is one way you can teach your students to evaluate their own progress?

A. Impose unflinching perfection upon themselves
B. Tell your students that they can't move forward unless they're happy with their results
C. Have them save iterative drafts, so they can compare current work to previous work completed. That will help them build their own sense of whether something is working or not.
D. Students can't self-evaluate. Pair your students off so they can evaluate each other.

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14. What is the first and simplest way to start the process of getting parents on board with PBL?

A. Tell them that they have no choice.
B. Make sure their kids are excited about it, so they will talk of nothing else at home.
C. Offer to answer any and all questions about it.
D. Communicate early and often that PBL is different from simply doing projects.

15. Should you present students with fluid problem environments or static problem sets in a PBL environment?

A. Fluid problem environments, as learning about the sea is more interested than learning about sand.
B. Fluid problem environments, as that more closely resembles real-life problem solving.
C. Static problems, as those are far easier to administer and grade.
D. Static problems, as these are easiest for students to manage and comprehend.

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16. Why is it easier to form community in hybrid environments through PBL?

A. It isn't easier to build a community through PBL in a hybrid environment.
B. PBL is always done in groups.
C. PBL is full of staged "show and tell" moments that require community-building.
D. Sharing project responsibilities will help students feel more natural and share more about themselves than more staged "show and tell" virtual opportunities.

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17. What's a simple strategy to help jumpstart a community feel in a hybrid classroom?

A. Tell the students to start talking.
B. Start talking to one of the children.
C. Pair virtual and in-class students together.
D. Start a mandatory sharing hour where students get up in front of the class and share about their lives.

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18. Can students learn collaboratively, even when they're apart?

A. Yes — particularly if the teacher places an emphasis on active instead of passive learning
B. Yes; students actually learn better when they're apart.
C. No -- collaboration actually requires proximity.
D. No -- though it has nothing to do with how far apart students are

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19. What's a good strategy for teaching your students non-verbal gestures to use over the camera?

A. Refusing to use them yourself, and so forcing your students to start using them out of sheer awkwardness
B. Distribute flyers telling students about the importance of non-verbal communication
C. Asking parents to practice non-verbal communication with students at home
D. At the beginning of the semester, set aside time to run through the importance of non-verbal communication. Provide examples, and play charades!

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20. Is Project-Based Learning (PBL) suitable for students whose first language is not English?

A. Yes -- it's currently the mandatory method
B. Yes — you may just need to provide extra support, such as vocabulary lists.
C. No -- English learners are the one set of students for whom PBL doesn't work
D. No -- although PBL can technically be used, it wouldn't be very helpful

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