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. Why could project-based learning 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 as they go about their working weeks

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3. Which of these is one of the seven essential elements of PBL?

A. A strong focus on student choice
B. Rote memorization of course content
C. A single submission with no chance for revision
D. Teacher-selected projects with no student input

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

A. It keeps 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. Because project-based learning is more engaging and more fun, students want to learn more. This is because project-based learning contains:

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. Productivity expert Daniel Pink created a popular TED Talk that highlighted how people are motivated by what?

A. Purpose, mastery, and 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 gold-standard study of AP classrooms reviewed in this course, what did researchers find about students from lower-income homes and neighborhoods when compared to their peers from higher-income areas?

A. Students from lower-income homes and neighborhoods were represented in similar numbers among the higher performers as were their peers from higher-income areas
B. Students from higher-income neighborhoods managed to outperform students from lower-income neighborhoods, despite researchers hoping otherwise
C. Students from lower-income neighborhoods were less likely to take AP tests in PBL classrooms
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. The researchers in the gold-standard AP study made the case that high-quality PBL can make learning more ____ than more teacher-centric educational approaches.

A. Competitive
B. Independent
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.

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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 interesting than learning about sand
B. Fluid problem environments, as that is much more representative of the way students will actually experience problems in real life
C. Static problem sets, as those are far easier to administer and grade
D. Static problem sets, 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 gives every student a full class period to share facts about their lives
C. PBL requires students to meet in person outside of class
D. When students collaborate on real-life projects over a longer-term period, they naturally share parts of themselves that they might not think of in a more formal setting

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17. What is a simple strategy to help build community in a hybrid classroom and make remote students feel more involved?

A. Tell the students to start talking
B. Start talking to one of the children
C. Pair in-person and remote 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. Can project-based learning (PBL) be leveraged for English Language Learners?

A. Yes — it's currently the mandatory method for English Language Learners
B. Yes — you may need to do a little more front loading, such as reviewing key concepts and vocabulary at the beginning of a new subject
C. No — English learners are the one set of students for whom PBL doesn't work
D. No — PBL should be saved until students are fluent in English

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