

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 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. 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

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.
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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 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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