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WP2 – TEMPLATE FOR MODULE DESCRIPTION

MODULE NAME: INNOVATIVE PROJECT BASED LEARNING

MODULE DESIGNED BY:

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WITHIN WHICH TRAINING?

TT1 – 4 hours of face2face training

MOOC – extended online - 1 week - approximately 5-7 hours of learners' work

DURATION WITHIN THE FRAMEWORK OF THE TRAINING:

TT1 - 4 hours (1/2 day)

GENERAL INFORMATION: (outline of the module)

The course will address the hallmarks of project based learning (PBL) and introduce the role of project management in Project Based courses. Innovative and Online collaborative tools to support project based courses will be also part of the learning proposed. (E.g.: Google Suite and Trello).

It will follow the Gold Standard PBL framework from Buck Institute of Education (BIE, 2019) and well as the guidelines of Project management Institute (PMI) Educational Foundation.

A combination of lecturer exposure of content, group and individual work will be addressed as learning and teaching activities. Hand-on approach and open discussions are expected as well as constructive peer feedback.

CONTENT OF THE MODULE (per sub-themes):

1. Introduction to Project based Learning (PBL)
2. Golden Standard PBL (seven essential project design elements)
3. PBL and Project Management
 - a. Project Management Processes
 - b. Why and How to integrate PBL & PM in the classroom
4. Interactive & Online tools for Project collaboration
 - a. Google Suite
 - b. Trello
 - c. Examples of other tools available (MS teams, Asana, etc)

DETAILED DESCRIPTION:

This module will address the relevance of the Project based Learning (PBL) an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging projects



set around challenges and problems they may face in the real world. It will also discuss how this approach can help higher education students to develop the so called “21st-century skills” such as critical thinking, communication, collaboration, and creativity, among others.

The Gold Standard PBL and its seven Essential Project Design Elements will be the basis of the module. It is a research-informed model for measuring, calibrating, and improving the PBL teaching and learning practice.

Further, the module will address also how the combination of PBL and Project Management (PM) will advance the effectiveness of learning projects with the learning and practicing project management skills.

Finally, the use of interactive and online collaborative tools will be addressed to engage collaboration outside the classroom and an accurate monitoring and controlling of the projects within the teams and between lecturer and students.

RELATION TO THE OTHER MODULE(S)

- The module Innovative Assessment and E-portfolios would contribute to develop the Reflection as well as Critique & Revision parts of Golden Standard PBL.
- The module Instructional design and Engagement tools in blended learning approach would contribute providing inputs for the development of the Students voice & choice as well as for Critique & Revision parts of Golden Standard of PBL

LEARNING OBJECTIVES

Participants will be able to:

- understand the seven essential project design elements of Golden Standard PBL
- understand the role of project management in the classroom and its main process/steps for successful completion
- apply the Golden Standard PBL design elements in the classroom contexts
- try and evaluate collaborative tools for supporting PBL and PM
- create a project plan using the Golden Standard PBL and PM approaches

TEACHING AND LEARNING ACTIVITIES

The module will be undertaken with:

- presentation of content by the trainer
- team work
- individual reflection
- open discussion

ASSIGNMENTS (IF ANY) – in relation to the teaching and learning activities

- Plenary: discuss the Golden Standard PBL elements and PM stages
- Group work: Assess and draft a project plan using the project planner template for PBL
- Group work: Creation of a “collaborative team” with an online tool
- Individual: reflection of the learnings and application in the classroom



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PLANNING WITHIN THE FRAMEWORK OF THE TRAININGS

This module will be part of TT1 to be undertaken between 20-22/4/2020 in Piura, PE and between 18-20/5/2020 in Vina del Mar, CL. The topics of this module will be extended to the MOOC and delivered in one of the 6 weeks of the online course.

LITERATURE/REFERENCES

Boss, S., & Krauss, J. (2014). *Reinventing project-based learning: Your field guide to real-world projects in the digital age* (Second edition). Eugene, Oregon: International Society for Technology in Education.

Cooper, R., & Murphy, E. (2016). *Hacking project based learning: 10 easy steps to PBL and inquiry in the classroom. Hack Learning Series*. Cleveland, OH: Times 10 Publications.

Ho, M. W., & Brooke, M. (2017). *Practical guide to project-based learning*. New Jersey: World Scientific.

Buck Institute for Education – PBL resources: <https://www.bie.org>

Project Management Institute Educational Foundation: <https://pmief.org/>

Explore the Storage Features of Google Drive - <https://www.google.com/drive/using-drive/>

Explore the features of Trello: <https://trello.com;>

ASSESSMENT METHODS, TYPE OF EVALUATION AND WEIGHT (if any)

Constructive peer feedback.

ASSESSMENT CRITERIA: None

IMPORTANT CONTACT INFORMATION

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APPENDICES OVERVIEW: None

MATERIALS TO BE USED DURING THE TRAINING:

- Slides
- Flipcharts / Post-its
- Computer / laptop / tablet

SPECIFICS FOR THE LEARNING ENVIRONMENT SET-UP IF ANY:

- Screen & projector
 - Wi-Fi connection
 - Room with flexible furniture and with good space for interaction (no fixed tables)
 - Computers / laptops / tablets (it is advised that participants bring their own laptop as the use of a computer lab will restrain the activities and the interactive dynamics wanted)
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