





# MARIST COLLEGE BENDIGO

- *List 1 is the 'Knows'. This is a list of areas that the students already know about the topic or skills involved for this particular project.*
- *List 2 is the 'Need to Knows'. This creates a list of areas that need to be explored further in order for the student to successfully complete the End Product of this project. This list is important for both the student as a guide to their own learning journey and important also for the Educators as it allows for the development of 'Point of Need' workshops for the students throughout the project.*
- *List 3 allows the student to note down the next steps needed in their learning journey to ensure they can move forward towards completion of the end product.*  
*All 3 lists are continually revisited in order to redirect their learning as they move towards completion of the end product.*

## **End Product**

*Project Based Learning begins with the vision of an end product or presentation. This creates a context and reason to learn and understand the information and concepts. In most projects, the students have a choice around what form their end product will take. This could range from an Oral Presentation to a 3D Model.*

## **Group Contract**

*Individual accountability is a critical component of successful PBL and to emphasize this, students use group contracts to document expectations for each team member. Each project team writes a contract that clearly defines each person's role, responsibilities, and contributions to the project, which students are then held accountable to.*

## **Workshops**

*These are the 'explicit' teaching moments of each project. They involve students either working independently with video workshops or working with Educators on certain skills/content that are required in order to successfully complete the End Product. These workshops ensure each student has a sound understanding of the key skills/content through explicit learning and are driven by the 'Need to Knows' developed by the students during the project.*

## **Benchmarks**

*These are set points throughout the project which allow for opportunities for feedback, reflection, and time for students to review and revise their project work. Most projects involve between 3 -4 Benchmarks which have set due dates throughout the project to ensure ongoing support of organisational skills and regular feedback on their learning.*

*What's more, by emphasizing the process, effort, and strategies involved in accomplishing a task -- as opposed to focusing solely on the final product -- students come to understand that learning is the result of cumulative effort. This, in turn, improves their resilience and academic achievement (Dweck, 2000).*

## **Critical Friends**

*Critical Friends is a 'Peer Review Protocol' or process by which the students receive feedback in the form of 'I likes' and 'I wonders'. This is perhaps one of the most important steps in project planning as many of the problems that arise during implementation of projects could be seen during this time. This process is completed by the students themselves and with the careful use of the PBL language, this process allows for honest and open reflection on certain areas of student work.*

## **Student Reflection**

*As John Dewey reminded us nearly a century ago, "We do not learn from experience . . . we learn from reflecting on experience." Therefore, student reflection is an important component of Project Based Learning. When students take time to reflect on their progress, they can make revisions or alterations to the way they learn so that they can continue to improve their ability to learn in this area. Projects allow for continual individual reflection both throughout the project and at the completion of the End Product through written reflection.*