



Project Development – MOC Australia 2012



Project Development

**AGENDA**

1. Significant Learning
2. Project Brainstorm & Gallery Walk
3. Project Design Workshop
4. Project Tuning



**Significant Learning 3-2-1**

Write about a moment in your school years when you really learned something — in or out of school.

What happened? Who was there?  
Why do you remember this moment?

(5 minutes)



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**Significant Learning 3-2-1**

Share your significant learning  
In a group of three.

Partners: Listen. What makes this moment significant? Together, begin to list elements of significant learning.

(15 minutes)



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	<b>Significant Learning 3-2-1</b>
	<p>At your tables in your larger groups, develop a list of</p> <ul style="list-style-type: none"> <li>▪ 3 elements of significant learning</li> <li>▪ 2 implications for our work at MOC</li> <li>▪ 1 question or wondering</li> </ul> <p>We will share these with the larger group</p> <p>(10 minutes)</p>
	<b>Project Development</b>

	<b>Project Exploration</b>
	<p>Select 1 -2 project cards...</p> <ul style="list-style-type: none"> <li>•What strikes you?</li> <li>•How might they connect to your work?</li> </ul> <hr/> <p><i>Pair-share your thoughts</i></p>
	<b>Project Development</b>

<h2>Goals:</h2> <ul style="list-style-type: none"> <li>• Encouraging risk</li> <li>• Cultivating collegiality</li> <li>• Improving our own work</li> </ul>
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<h2><u>Norms for Brainstorming</u></h2> <ul style="list-style-type: none"> <li>•Go for volume</li> <li>•Defer judgment</li> <li>•Build on the ideas of others</li> <li>•Encourage wild ideas</li> <li>•“Yes, and...” not “Yes, but...”</li> </ul>
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### Project Brainstorming

An initial foray:

**List:**

- A passion
- (Topic) An essential question that might frame the project
- A product of lasting value
- An authentic audience
- A question for critical friends





### Project Brainstorming

Sample Essential Questions

How can humans overcome problems through the use of innovations in biochemistry?

How can we change the negative of perception about graffiti in society?



Passion	Essential Question	Product	Exhibition/Audience
Surfing	How can the safety of surfers be improved in areas populated by predators, (eg. Great Whites)	A survival guide for surfers in NSW	A conference in which students present their guide to a local non-profit or government agency.
<p><b>Question for critical friends:</b>  <b>Where might this work live when it is done?</b></p>			



**Academic Rigor**  
 How do the projects address key learning concepts, standards or help students develop habits of mind and work associated with academic and professional disciplines?

**Authenticity**  
 How do the projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students?

**Applied Learning**  
 How do the projects engage students in solving semi-structured problems calling for competencies expected in high-performance work organizations (e.g., teamwork, problem-solving, communication, etc.)?

**Active Exploration**  
 How do the projects extend beyond the classroom and connect to work internships, field-based investigations, and community explorations?

**Adult Connections**  
 How do the projects connect students with adult mentors and coaches from the wider community?

**Assessment Practices**  
 How do the projects involve students in regular exhibitions and assessments of their work in light personal, school and real-world standards of performance?



**Gallery Walk**

Walk around the room, viewing all the posters. Use post-its to make comments on the ideas you see

**Norms:**

- Be kind, helpful and specific!
- This works best as a silent exercise!

(15 minutes)

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**Gallery Walk Questions**

- What can you celebrate?
- What questions emerge?
- What suggestions do you have for further development?

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**Project Tuning Protocol**

**Purpose:** To tune or refine a project you are doing or would like to do with your students

**Roles:**

- **Presenter** –the person who is presenting the project
- **Facilitator**–the person who is leading the discussion

 **Accelerated Project Tuning**



**Norm Setting**

- Hard on Content, Soft on People
- Be kind, helpful and specific
- Step up--- Step back

 **Accelerated Project Tuning**



**Project Tuning Protocol:  
Presentation (10 minutes)**

**Teacher(s) present the project:**

- What is the current title?
- Describes the project (what will the students create?).
- Describes the process of the project (what kinds of support and feedback will the student receive, what are the criteria for success? How will the students exhibit & present their project?).
- Describes the content to be learned.
- Poses a question you want the group to focus on.



Accelerated Project Tuning



**Project Tuning: Clarifying questions (5 Minutes)**

- Participants ask clarifying questions about the project.
- Questions should be simple enough to answer with a yes or no response. **Example: *How were groups chosen for this project?***



Accelerated Project Tuning



**Project Tuning: Probing questions (5 Minutes)**

- Participants pose probing questions to the presenter
- Probing questions should not be "advice in disguise", such as "Have you considered...?"

**Examples:**

- *How did each student demonstrate their understanding through the final product?"*
- *What evidence did you gather to determine the extent to which the goals of your project were met?"*



Accelerated Project Tuning



**Project Tuning: Discussion (10 Minutes)**

- Group focuses on the questions the presenter wants addressed.
- Other questions for participants:
  - **Begin with warm feedback**
  - **What strikes me about the projects?**
  - **What questions does it raise for me?**
  - **How are the 6A's of Designing Projects addressed? Is the project worth doing—is it work that will engage all students?**
- *The presenter does not speak.*



Accelerated Project Tuning



**Project Tuning: Response  
(5 Minutes)**

- Presenter(s) responds, saying how they now view their project, having heard the group's response.



Accelerated Project Tuning



**Project Tuning Debrief:  
(5 Minutes)**

- How did this process go?
- What did you observe?
- What could we do differently next time?
- Did we have a good question?
- Did we stick to the question?
- When was a moment when the conversation made a turn for the better?



Accelerated Project Tuning



**Exit Cards**

Side One:

A take-away from this session.

Side Two:

A question or suggestion for us.

