

# WIGGIN'S HOW TO DESIGN A PROJECT

## BACKWARD:

## DESIGN

"TELLING IS NOT TEACHING, KEEP IT ACTIVE. DOING IS WHAT LEADS TO LEARNING." - DENISE POPE

- DEVELOP A CLEAR UNDERSTANDING OF WHERE ALL WANT TO GO
- MAP OUT THE STEPS TO GET YOU THERE
- BEGIN WITH THE END IN MIND

- TO HAVE PURPOSES AND INTENTIONS
- TO PLAN AND TO

PROJECT TUNING IS THE MOST IMPORTANT TOOL A PBL TEAM CAN HAVE AND IT CAN HAPPEN AT ANY TIME THROUGHOUT THE DESIGN PROCESS HOWEVER THE OPTIMUM TIME IS HERE AFTER STEP 2 AND BEFORE 3.

**STEP 3: DESIGN LEARNING EXPERIENCES AND INSTRUCTION**

- THE DAILY LESSONS
- THE ACTIVITIES TO BUILD ON STUDENT KNOWLEDGE TO HELP MEET THE ACHIEVEMENT STANDARDS AND CAPABILITIES.

THE GENERAL CAPABILITIES AND ACHIEVEMENT STANDARDS WILL BE THE DRIVING FORCE FOR YOUR PROJECT. WHAT DO YOU WANT THE STUDENTS TO KNOW AND UNDERSTAND AND BE ABLE TO DO?

**STEP 2: DETERMINE ACCEPTABLE EVIDENCE OF LEARNING/ASSESSMENT**

- HOW WILL THE GENERAL CAPABILITIES AND ACHIEVEMENT STANDARDS BE MET IN THE PROJECT?
- WHAT WILL EACH TEACHER ACCEPT AS EVIDENCE OF STUDENTS KNOWLEDGE AND UNDERSTANDING?
- WHAT WILL EACH TEACHER ACCEPT AS EVIDENCE OF STUDENTS BEING ABLE TO DO?

WHEN MEETING AS A TEAM FOR THE FIRST TIME AND BEFORE DISCUSSIONS ABOUT POSSIBLE PROJECTS BEGIN TRY THE FOLLOWING TASK.

WRITE DOWN WHAT STUDENTS NEED TO KNOW, UNDERSTAND AND BE ABLE TO DO IN YOUR SUBJECT AND WHEN THEY NEED TO DO IT. FURTHERMORE, IS THERE ANYTHING EXTRA WORTH THE STUDENTS LEARNING INCLUDING CROSS CURRICULA PRIORITIES? THEN EACH MEMBER PRESENT UNINTERRUPTED BEFORE LETTING THE DISCUSSIONS BEGIN. THIS WILL START THE MAPPING PROCESS OF IDEAS.

- EXAMPLES OF EVIDENCE
- PRODUCTS
  - TESTS
  - ESSAYS
  - ORALS
  - PERFORMANCES
  - PRESENTATIONS

- MAKE SURE THE STUDENTS ARE ENGAGING WITH
- EXPLANATION
  - APPLICATION
  - INTERPRETATION
  - EMPATHY
  - PERSPECTIVE
  - SELF KNOWLEDGE
- DENISE POPE

FROM THIS POINT THERE IS NO RIGHT OR WRONG WAY TO GO ABOUT COMING UP WITH A PROJECT. JUST KEEP IN MIND. WHAT IS THE DESIRED "ESSENTIAL QUESTION", "REAL WORLD CONNECTION" AND PRODUCT GOING TO BE.

WILL THERE BE OPPORTUNITIES FOR REVISION AND/OR REDEMPTION?

**STEP 1: IDENTIFY DESIRED LEARNING**

1. IDENTIFY WHAT EACH TEACHER NEEDS THE STUDENTS TO KNOW AND UNDERSTAND, BE ABLE TO DO AND WHEN THEY NEED TO DO IT.

IF A PBL TEAM IS STRUGGLING TO DECIDE ON A FINAL PROJECT/ PRODUCT/ESSENTIAL QUESTION PROJECT TUNING IS RECOMMENDED HERE