



PBL AND GLOBAL COMPETENCE

METHODOLOGICAL WORKSHOP

Created by

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Updated by Mónica López (09/2021)

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WHAT ARE YOUR EXPECTATIONS FOR TODAY'S WORKSHOP?

THINK



PAIR

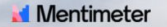


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Open Ended

To see each point of view in our methodology and how we can cooperate together in this project.

- Being able to put PBL in practice-
How to formulate good questions-
Knowing what steps to follow to make a good PBL project

Hear about pbl. Get ideas to practise it easier in class.

Learn from examples of good practices of integration of PBL and ICT Tools in our classrooms.

To know Pnl tools more and beterraba and Apple Theo at May datou practice teaching

Press S to show image

5

Hope the workshop met your expectations!



R
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A
D
Y
?





**GLOBAL
COMPETENCE**

Teaching global competence: key messages

- 1 Teaching must be more interactive, democratic, problem-based and student centered. Focus on research and inquiry.
- 2 Understanding should be central to the teaching agenda. Employing **different pedagogies** in order to ensure students understand what they are learning, rather than restating it on demand is crucial.
- 3 Teachers should use real-world problems, propose multiple perspectives, integrate multiethnic and multicultural examples in classrooms, teach responsible action and engage in respectful dialogue.
- 4 Ensure educators understand global competence and how this relates to **21st century skills**. Teachers should take time to coordinate projects with other schools in different communities or countries.



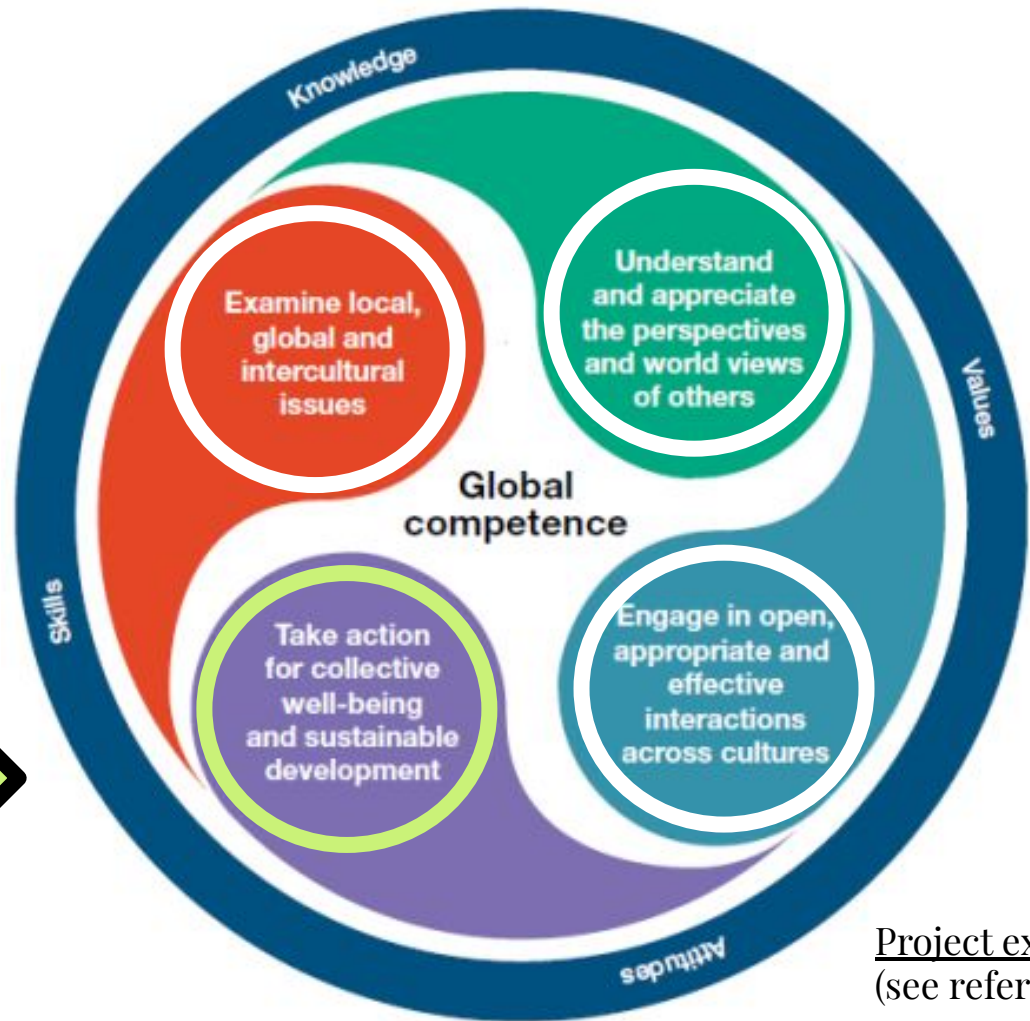
edpuzzle



Code: azgudgo

So, to sum up

GC COVERS...



Project examples
(see references)

Global Competence

Domain 4. Take action for collective well-being and sustainable development

This dimension **focuses on young people's role as active and responsible members of society** and refers to individuals' readiness **to respond to a given local, global or intercultural issue or situation.**

Action (learning by doing and experiencing) is a key component in constructivist models of education, including the kind of teaching and learning common to all International Baccalaureate (IB) programmes. Service, as a subset of action, has always been a shared value of the IB community.

Example projects

4. Take action for collective well-being and sustainable development



Mexico; “Mexico and the Global Agenda” class

- **Aim: Examining the effects of corruption in order to learn about the rule of law and social justice**
- Students work with counterparts from another secondary school that serves lower-income students
- Students create and administer a public survey about attitudes and experiences with corruption
- Given the high levels of reported experiences of corruption, students devise a plan to reduce corruption in the community and present it to local officials

Projects outcomes:

- Empowering students to take action and effect change to improve collective wellbeing
- Practicing democracy
- Promoting participation in one’s community
- Appreciating multiple perspectives on an issue



HOW CAN
GLOBAL COMPETENCE
BE IMPLEMENTED
IN THE CLASSROOM?

Through PROJECT BASED LEARNING (PBL)



CREATE



IMAGINE



EXPLORE



LEARN



THINK



KNOW



SHARE

Adapted from: <https://cretiabusiness.com/producto/curso-de-ingles-pbl-project-based-learning/>

But...
are we all sure what we
are talking about?

PROJECT OR PROJECT BASED LEARNING?

- 1 Let's classify the cards!



IS IT A **PROJECT** OR IS IT
**PROJECT-BASED
LEARNING?**

PROJECTS	PROJECT-BASED LEARNING
Can be done alone	Requires collaboration and teacher guidance
About the product	About the process
Teacher-directed	Student-directed

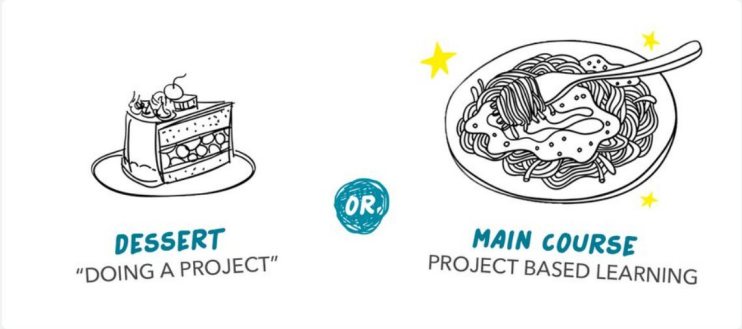
PROJECTS	PROJECT-BASED LEARNING
All projects have the same goal	Students make choices that determine the outcome
Products are submitted to the teacher	Products are presented to an authentic audience
Lack real-world relevance	Based in real-world experiences or problems
Occur after the "real" learning	Real learning occurs through the project

2 Let's play a quiz



So do you know the difference?
Here's a little quiz!

Projects vs. Project Based Learning







DESSERT
"DOING A PROJECT"

OR.

MAIN COURSE
PROJECT BASED LEARNING

START QUIZ

Powered by  interact

<https://www.pblworks.org/doing-project-vs-project-based-learning#quiz>



PBL
PROJECT BASED
LEARNING

Gold Standard PBL

Seven Essential Project Design Elements



[Buck Institute for Education](https://www.buckinstitute.org/)

Gold Standard Project Based Learning by PBLWorks is licensed under [CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/).



A Challenging Problem or Question

The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge



Sustained Inquiry

Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.



Authenticity

The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.



Student Voice & Choice

Students make some decisions about the project, including how they work and what they create, and express their own ideas in their own voice.



Reflection

Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.



Critique & Revision

Students give, receive, and apply feedback to improve their process and products.



Public Product

Students make their project work public by sharing it with and explaining or presenting it to people beyond the classroom.



PBL Learning Goals

- Key Knowledge
- Understanding
- Success Skills

(21st century skills)



Collaboration; **communication**; Information and Communication Technology (ICT) literacy; **social and/or cultural competencies (including citizenship)**; creativity, **critical thinking** and problem solving.(UN, 2012)

BACKWARDS PLANNING

Begin with the end in mind!

1. Think of a **TARGET GROUP**
2. Choose a **PROACTIVE TOPIC**
3. **BACKWARDS PLANNING:**



✓ **FINAL PRODUCT** connected to **DRIVING QUESTION, AUDIENCE** and **ACTIVATING SESSION**

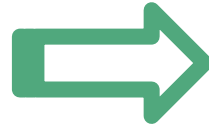
✓ * SET OBJECTIVES and CONTENT

✓ * SET ASSESSMENT CRITERIA according to the GLOBAL COMPETENCE
(**Adaptation to PISA'S RUBRIC**)

✓ Design **LEARNING and ASSESSMENT ACTIVITIES** related to the **21ST CENTURY SKILLS**

Elements needed to develop PBL

- Proactive topics
- Driving questions
- Catchy activating sessions
- Final products
- Audience beyond the classroom
- Formative assessment
- 21st Century skills



TYPES OF ACTIVITIES

- Structured debates
- Organised discussions
- Learning from current events
- Think - pair -share
- Service learning



**PROACTIVE
TOPICS**

THE 17 SDGs

AS CORE TOPICS FOR YOUR PROJECTS



17 SDG Jigsaw / expert reading

Give a number, 1 to 4 to each participant
1 to 4 are **base groups**, one member will
have number 3 and 4

Numbers 1 gather together: EXPERT **GROUP 1**
Numbers 2 gather together: EXPERT **GROUP 2**
Numbers 3 gather together: EXPERT **GROUP 3**
Numbers 4 gather together: EXPERT **GROUP 4**

**YOU'LL BECOME EXPERTS ON 4
SUSTAINABLE DEVELOPMENT GOALS**



To do list



1. **MATCH** each definition with its icon

2. **REPHRASE** each definition with your own words and connect the SDG with some content from your curriculum

3. **SHARE** your knowledge with your base group. Round Robin / Story circle

4. Our base group is now familiar with all the **17th SDGs**

The 17 SDGs as CORE PROACTIVE TOPICS for your projects



With your base group BRAINSTORM the possible TOPICS related to the SDGs and your curriculum.

SHARE your possible proactive topics on the following

ANSWERGARDEN

<https://answergarden.ch/2104342>

17 SDG - CURRICULUM CONNECTION - PROACTIVE TOPICS

Submit

40 characters remaining

improve
circular
economy


prevention of
disasters

sustainability

less plastic
more future

end the fossil
fuel

cultural and
natural
bases for
water



**FROM TOPICS
TO DRIVING QUESTIONS**

HINTS to formulate good driving questions:

Role-Oriented: How do I as a scientist design an experiment to debunk a common scientific myth?

Philosophical or Debatable:
Should we build a new highway in the proposed area?

Product-Oriented: How do we create a podcast to debunk myths and stereotypes of world religions? How do I create a marketing plan for a local business?

Focus on Action: Think about using powerful, action-oriented verbs: convince, create, advocate, change, design..

HINTS to formulate good driving questions

Open ended

Try a Round Robin

Create the Question With Students.

Give the Question to a Student and see his/her reaction.



CRAFTING OPEN ENDED DRIVING QUESTIONS

QUESTION STARTER	CHALLENGE	AUDIENCE
HOW CAN WE	PLAN A SCHOOL EVENT	TO RAISE MONEY FOR SAVE THE CHILDREN NGO?
LET'S	DESIGN NEW BINS	IN ORDER TO THE NEIGHBOURHOOD RECYCLE BETTER
WHY

WHAT HAVE WE COVERED SO FAR?

- ✓ Backwards planning
- ✓ Catchy/ proactive topics (17 SDG)
- ✓ Driving questions
- ✓ Audience beyond the classroom
- ✓ 21st Century skills

Activating sessions

Final products

Formative assessment

✓ TYPES OF ACTIVITIES

THINK PAIR SHARE

JIGSAW READING

ROUND ROBIN

SHARING IDEAS WITH ICT TOOLS



ACTIVATING SESSION

Activating Session A

Who is in this picture?

Where are they?

Where are they going?

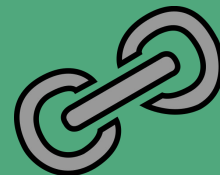
Why are they wearing a plastic bottle on their heads?



KEEP YOUR HAT ON Terrified passengers wear PLASTIC BOTTLES and motorbike helmets to protect themselves against coronavirus

Qin Xie

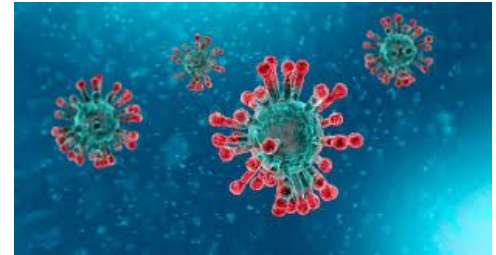
29 Jan 2020, 10:11 | Updated: 29 Jan 2020, 14:27



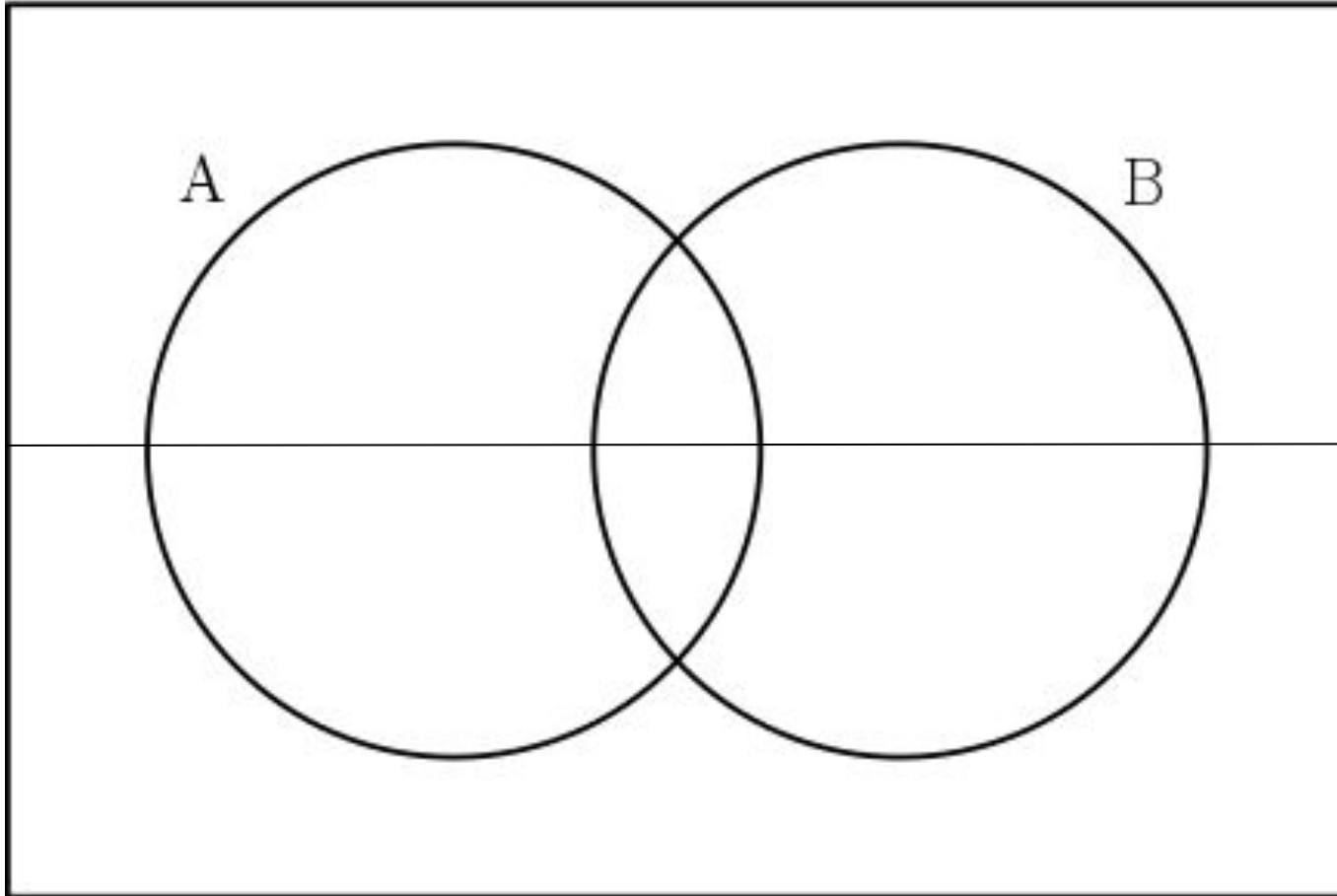
Activating Session B

Teacher presents a photo related to **coronavirus**. Teacher tells students that this is affecting the population in China but also in other places in the world. Teacher says that this is so relevant that it is a good moment to start a **project** and learn about **viruses**.

Teacher hands in [a copy of a text](#) talking about viruses and a set of **questions** to foster some **previous knowledge**.

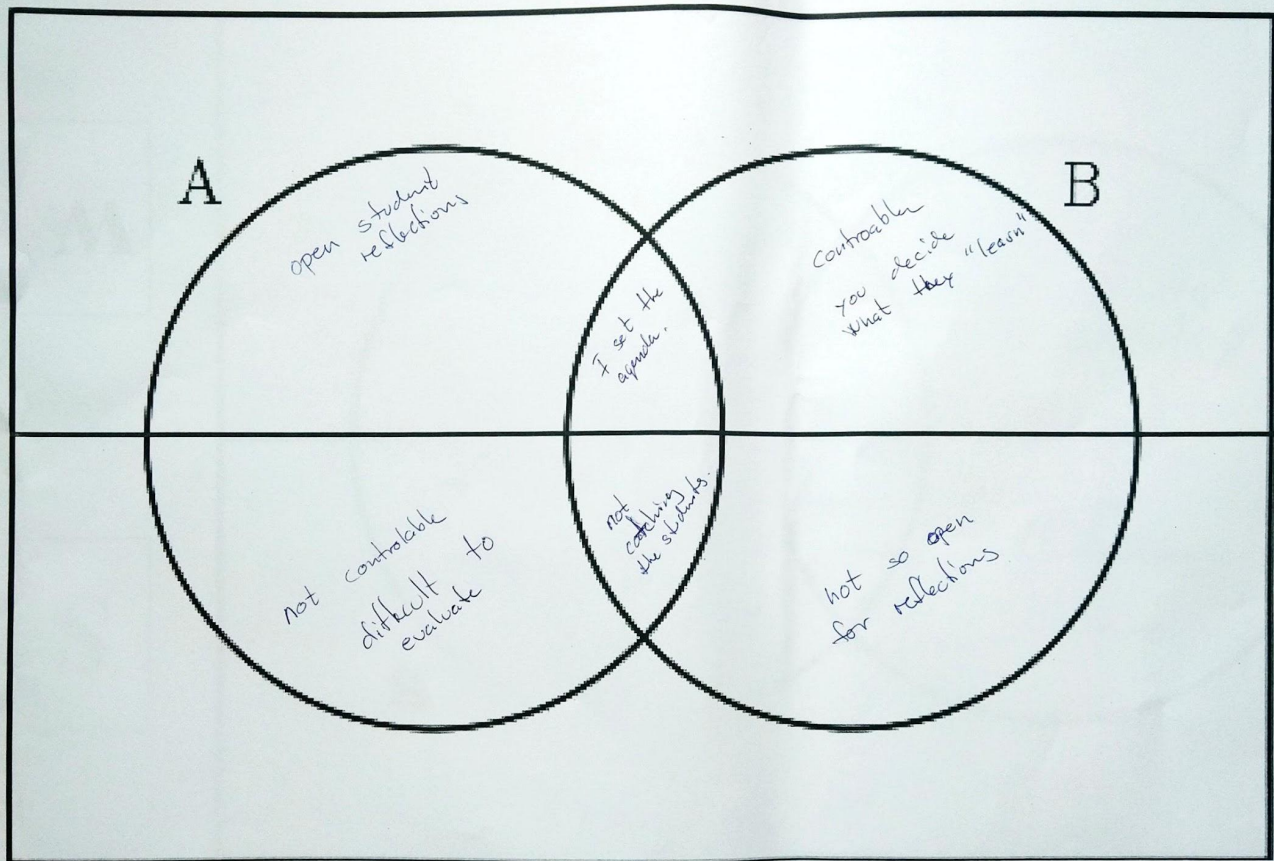


Weaknesses and strengths of each activating session



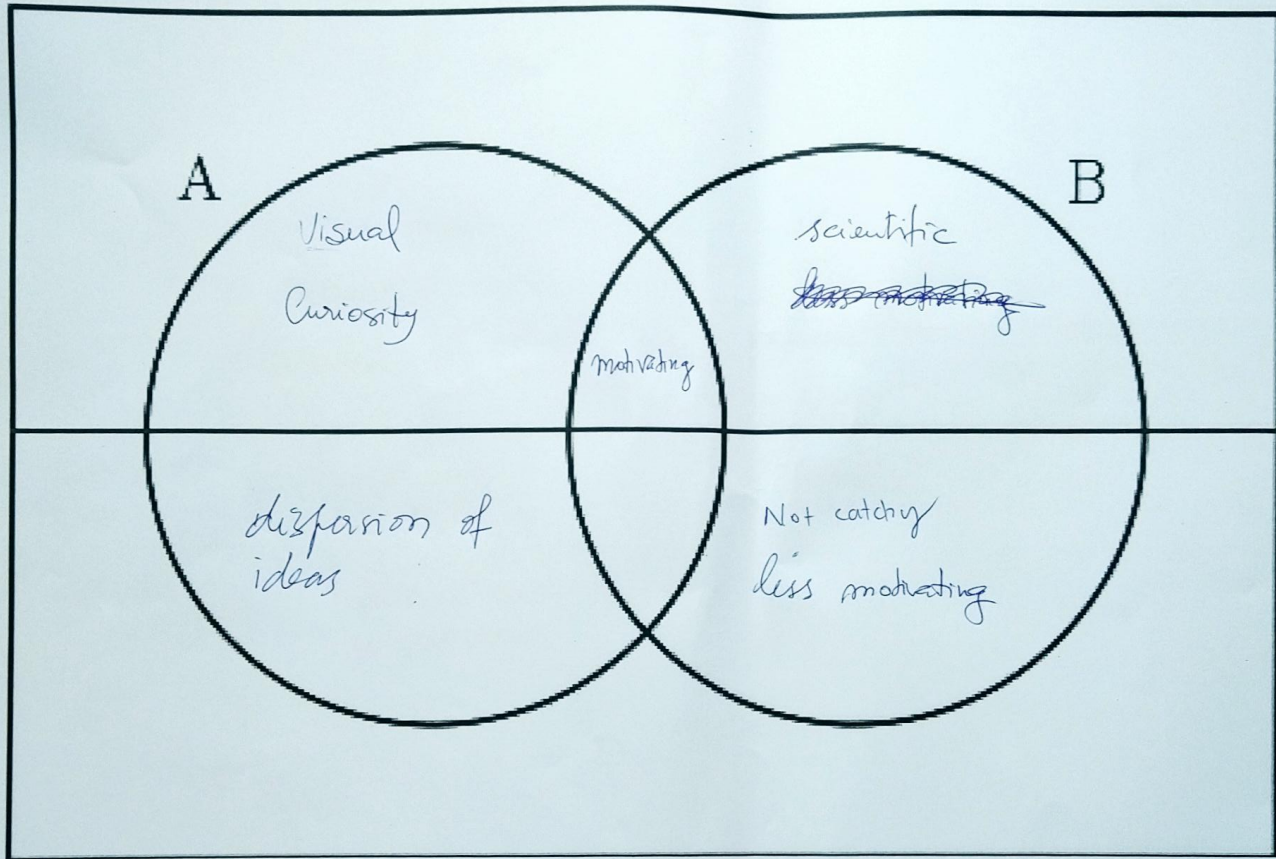
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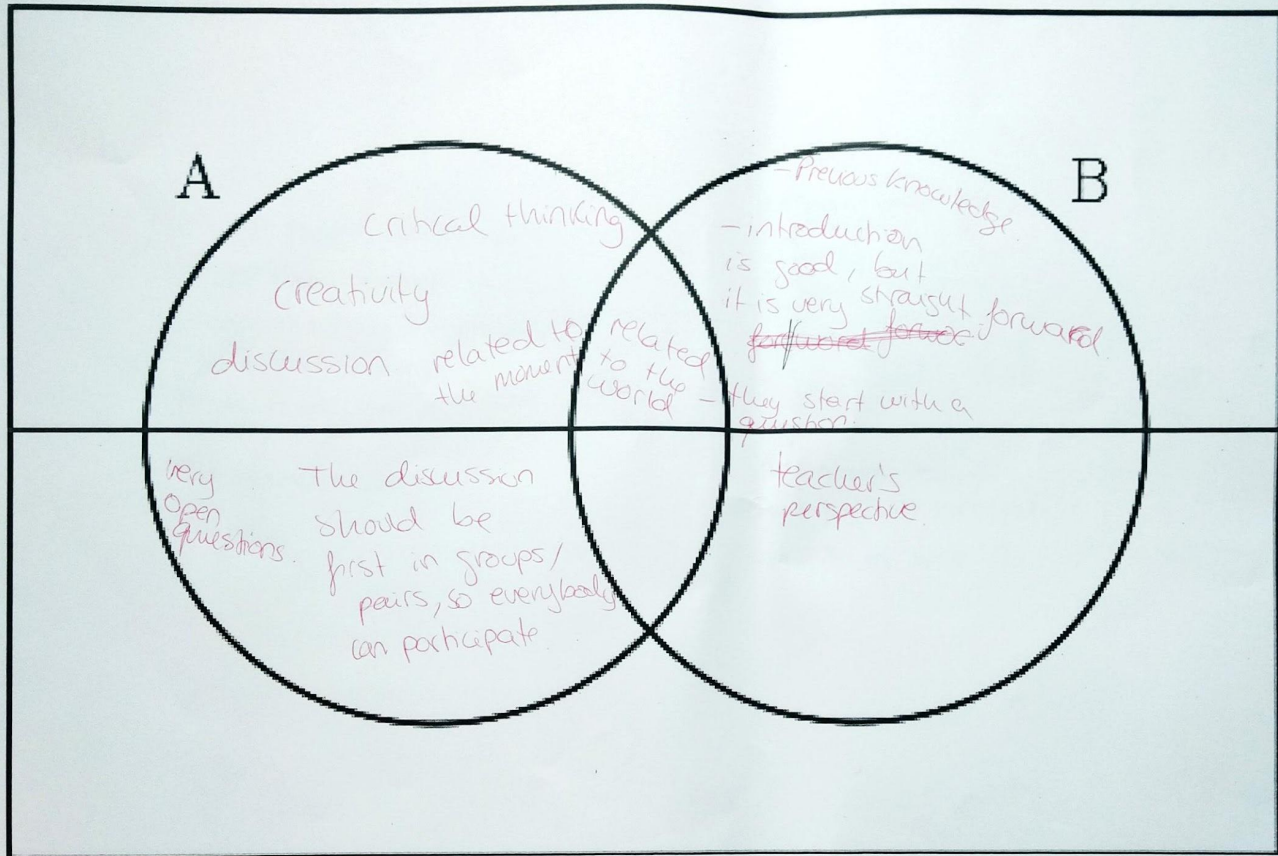
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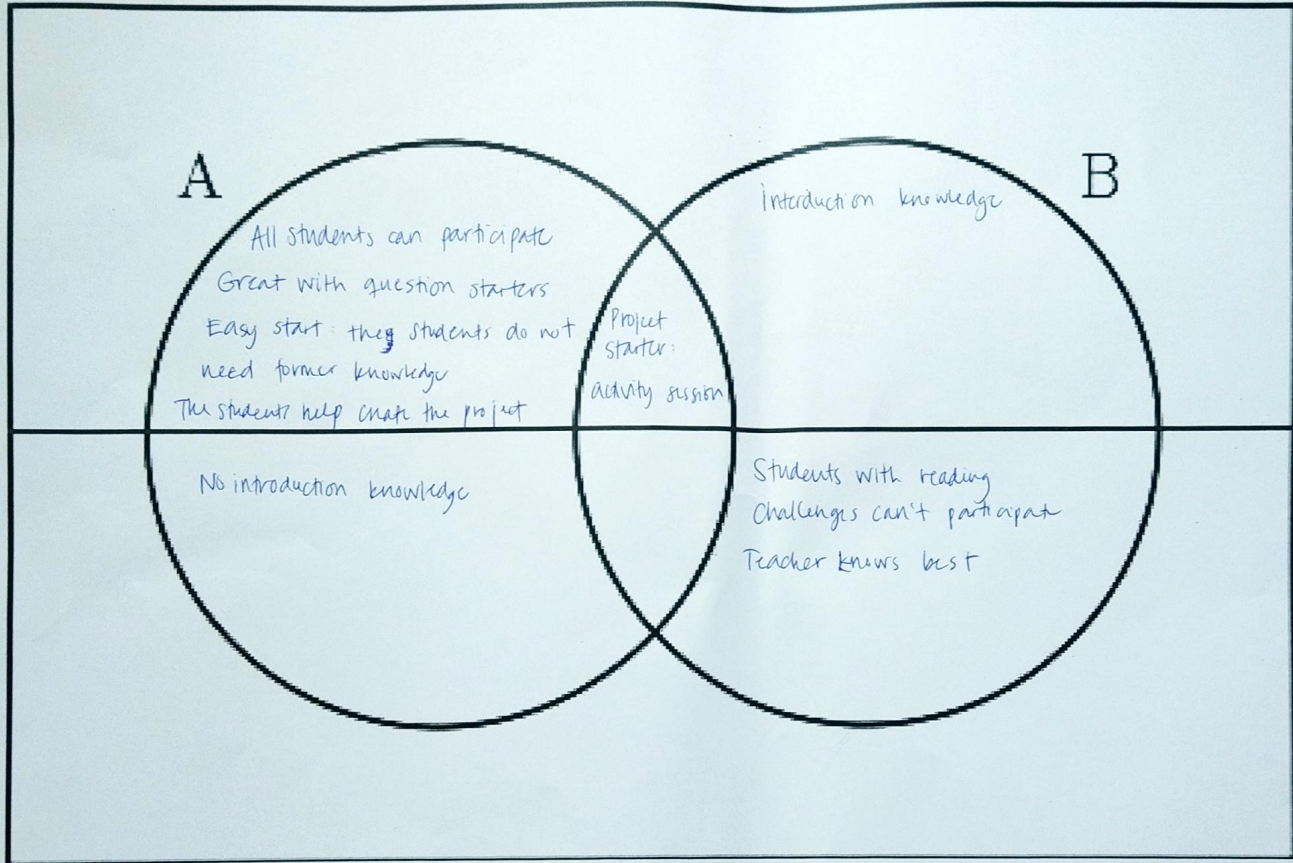
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After "activating sessions" teachers present

DRIVING QUESTION

FINAL PRODUCT PROPOSAL



OBJECTIVES AND CONTENT OF THE
TEACHING UNIT

ASSESSMENT CRITERIA

CAN YOU PROVIDE
OTHER EXAMPLES?



IMPORTANT

A **CAMPAIGN** TO PROTECT AND CREATE GREEN AREAS TO BE SHARED WITH THE SCHOOL COMMUNITY AND TOWN HALL

A **VIDEO** SHOWING CAUSES, CONSEQUENCES OF CLIMATE CHANGE AND ACTIONS THAT CAN BE CARRIED OUT TO STOP CLIMATE CHANGE

AN **EXHIBITION** OF IMPORTANT SCIENTIFIC WOMEN AND THEIR CONTRIBUTIONS TO HELPS OTHERS

A **PERFORMANCE** TO RAISE AWARENESS AND STOP SOCIAL INEQUALITIES

...

Where are we?!

- ✓ **Backwards planning**
- ✓ **Catchy/ proactive topics (17 SDG)**
- ✓ **Driving questions**
- ✓ **Audience beyond the classroom**
- ✓ **21st Century skills**
- ✓ **Activating sessions**
- ✓ **Final products**
- Formative assessment**

TTYPES OF ACTIVITIES

THINK PAIR SHARE

JIGSAW READING

ROUND ROBIN

COLLABORATIVE DOCS

SHARING IDEAS WITH ICT TOOLS

VENN'S DIAGRAM

And now what?!

PBL & Formative assessment

21st Century skills



Our Global Competence project checklist

**LEARNING
OBJECTIVES**



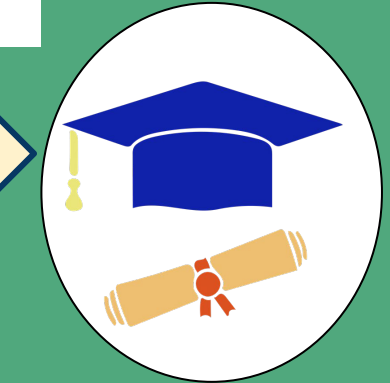
ASSESSMENT CRITERIA
Global Competence Rubric can help you

ASSESSMENT FOR LEARNING

throughout the project

learning activities

assessment activities



Summative
assessment

Placemat (initial assessment)

Example:

1. **21st Century skills:** CREATIVE THINKING
2. **Assessment types:** PEER ASSESSMENT RUBRIC
3. **Assessment tools (digital and non digital):** PLICKERS

21st Century skills

Creative Thinking

Assessment types

Expert assessment

Plickers

Assessment tools (digital and non digital)



PISA'S RUBRIC

Page 27- 28- 29

The OECD PISA

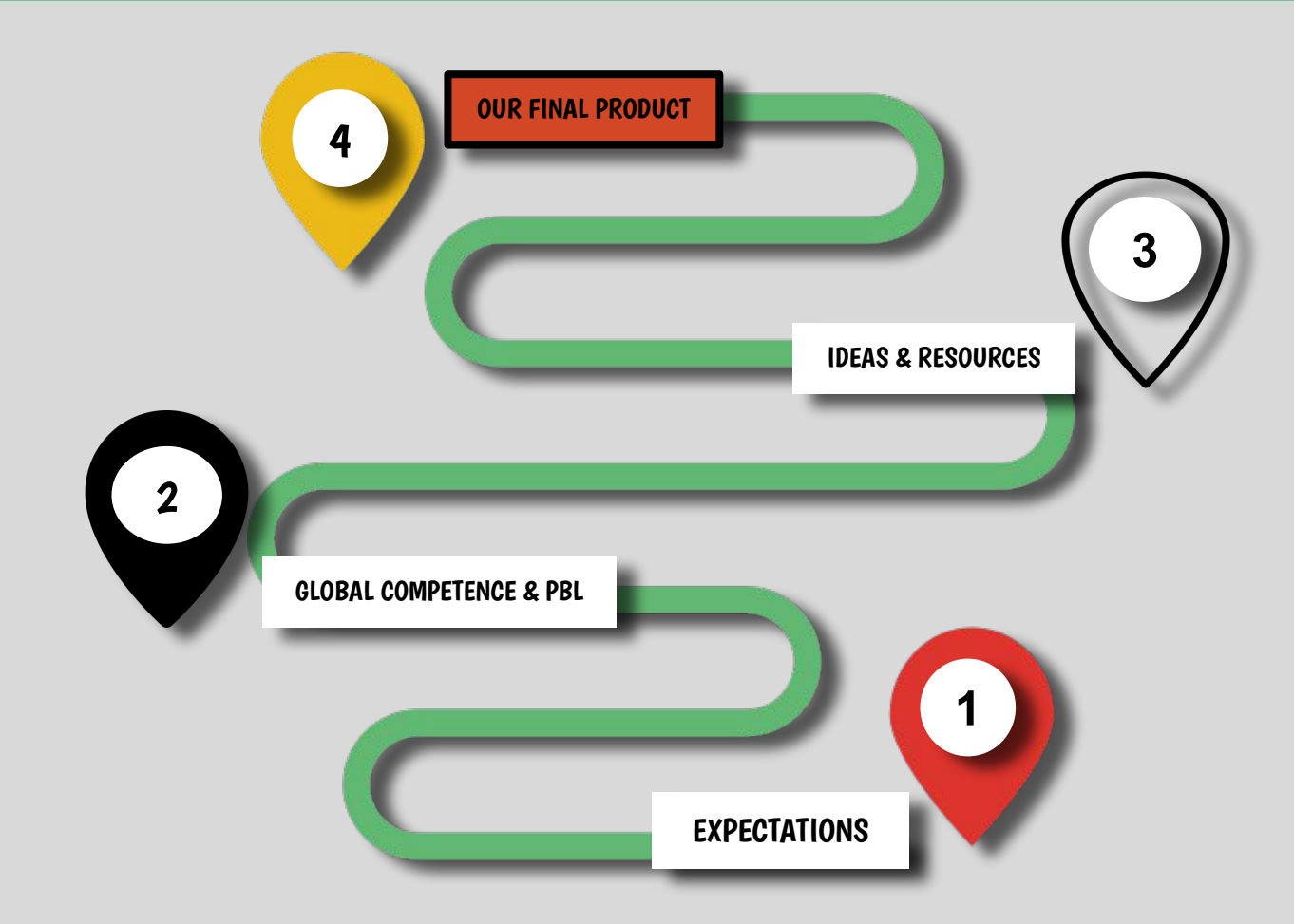
Global

Competence

Framework

<https://drive.google.com/open?id=17orqiC1Y4EdS6XoAic0TqhKuwrlwX6wI>

Cognitive process	Sub-category	Basic	Intermediate	Advanced
1. Evaluate information, formulate arguments and explain complex situations or problems	Selecting sources (range)	The student prefers using sources stemming from her own cultural context without having an apparent strategy to search for, select or differentiate between sources.	The student searches for and selects sources stemming from geographic and cultural contexts (region, language, perspective) beyond her own. She can also search for and select more than one source type (e.g. newspapers, publications, personal testimonies, government reports). However, no concrete strategy beyond a commitment to using different sources is apparent.	The student is able to frame the search systematically in a way which enables her to identify the nature and extent of information needed to address the issue. She selects sources purposefully drawing on contexts and types that will inform her understanding of the issue at hand.
	Weighing sources (reliability and relevance)	The student takes the information at face value without considering contextual factors (author, geo-perspective, culture) or source kind. She cannot yet detect clear biases or inconsistencies. The student does not weigh the sources' relevance vis-a-vis the topic or claim at hand.	The student weighs sources for their relevance vis-a-vis the topic or claim at hand. The student also considers contextual factors that can inform her evaluation of a source's reliability. She can detect clear biases and inconsistencies, yet she shows a rather binary view of reliability ("biased"/"non-biased").	The student pays attention to contextual factors to establish the source's reliability and its relevance. She understands the significance of different sources' perspectives, can distinguish the communicative intentions of sources and claims (facts, opinions, propaganda), evaluate whether the assumptions or premises are reasonable or well-grounded in evidence, and identify assumptions or claims that reveal stereotypes.



**It's time to agree on
our checklist!**

-
-
-
-



Useful links / References

- Handbook-PISA-2018-Global-Competence. Includes assessment Rubric (p.27-28-29)
<https://drive.google.com/file/d/17orqjCIY4EdS6XoAjc0TghKuwrIwX6wI/view?usp=sharing>
- Examples of projects based on developing Global competence
<https://asiasociety.org/sites/default/files/inline-files/teaching-for-global-competence-in-a-rapidly-changing-world-edu.pdf>
- Critical-thinking-cheatsheet
<https://drive.google.com/file/d/1R3vDhFA2WYag1Yx3oE9VDLvnREjEwy8z/view?usp=sharing>
- Buck Institute for Education <https://www.pblworks.org/>
- Gold Standard Project Based Learning by PBLWorks
<https://www.pblworks.org/what-is-pbl/gold-standard-project-design>
- In search of the driving question. Edutopia <https://www.edutopia.org/article/search-driving-question>
- PISA 2021 CREATIVE THINKING FRAMEWORK (2019)
<https://www.oecd.org/pisa/publications/PISA-2021-creative-thinking-framework.pdf>

ACTIVITY	LINK
YOUR EXPECTATIONS	https://www.menti.com/e8xj7haemc
EDEPUZZLE	https://edpuzzle.com/open/azgudgo
QUIZ. DOING A PROJECT VERSUS PROJECT-BASED-LEARNING	https://www.pblworks.org/doing-project-vs-project-based-learning#quiz
ANSWERGARDEN	https://answergarden.ch/2104342
CHECKLIST https://docs.google.com/document/d/1Z9k4k-nOqX48EMSedoins2rLfMJ15XxCgnVh9TbWB4/edit?usp=sharing	

6
thank
you!
@

A vibrant, hand-drawn illustration of the words "thank you!" on a black background. The letters are thick and outlined in white. The word "thank" is written in a playful, rounded font. The 't' is blue with red zig-zag patterns. The 'h' is blue. The 'a' is green with white dashed lines. The 'n' is green with white dashed lines. The 'k' is yellow with black diagonal stripes. The word "you!" is written below "thank". The 'y' is orange with white dashed lines. The 'o' is purple with white dashed lines. The 'u' is green with white dashed lines. The exclamation point is red with white zig-zag patterns. A yellow flower is to the left of "thank". A red heart is to the right of "thank". A white spiral is at the bottom right. A small white number '6' is at the top left.