

# TeachME Professional Development

## Project-Based Learning

**1. What are the adjectives that describe the central problem or challenge of a PBL module, according to the experts at the Buck Institute for Education?**

- A. Drawn-out, difficult, and daunting
  - B. Accessible, efficient, and authentic
  - C. Authentic, engaging, and complex
  - D. Controversial, complex, and confounding
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**2. Which is the most relevant reason why researchers believe that PBL could help prepare students for life in the actual workforce?**

- A. Adult tasks tend to be easier than PBL projects, so students tend to graduate with higher-than-needed skillsets.
  - B. Adults need to complete more projects, so today's students are simply preparing for a heightened workload.
  - C. Adults are currently taking PBL as a part of professional development, so students are just getting ahead of things.
  - D. Adults tend to take on a series of projects, instead of quizzes or problem sets
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**3. Which of these is not one of the seven essential elements of PBL?**

- A. Working solo
  - B. A strong focus on student choice
  - C. Feedback and revision
  - D. Open-ended questions
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**4. What is one of the main benefits of PBL?**

- A. It keeps antsy students occupied in class.
  - B. It helps school-taught lessons transcend simply-academic criteria.
  - C. It's easy to implement.
  - D. It's extremely cost-efficient.
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**5. Since project-based learning is hands-on, engaging, and fun, it highlights:**

- A. Lightning-fast knowledge
  - B. Forward thinking
  - C. Inherent motivation
  - D. Interpersonal traits
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**6. Which of these might a student in a PBL module most likely learn, aside from academic content matter?**

- A. Surveillance
  - B. Mindfulness
  - C. Latin roots
  - D. Time management skills
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**7. Daniel Pink stated in his popular TEDTalk that people — including young students — are motivated by what?**

- A. Purpose, mastery, autonomy
  - B. Winning, gaining, and not losing
  - C. A ticking clock
  - D. Food
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**8. What is one of the clear challenges a PBL teacher might face when deciding to implement this learning strategy?**

- A. Onboarding students to new projects can result in a hyper, overstimulated classroom.
  - B. Onboarding students to new projects can be very overwhelming, especially for young students.
  - C. The necessity of purchasing a lot of craft materials
  - D. Students report being burnt out on this type of learning, since they have likely been working on projects since they started school
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**9. In the recent gold-standard studies delving into the efficacy of PBL, how did the students from the lower-income homes and neighbors perform when compared to their peers from higher-income areas?**

- A. Students from lower-income neighborhoods were represented in similar numbers among high performers as were their higher-income peers.
  - B. Students from higher-income neighborhoods managed to outperform students from lower-income neighborhoods, despite researchers hoping otherwise.
  - C. Students from higher-income and lower-income neighborhoods performed equally.
  - D. The researchers were unable to draw any significant conclusions from the data about the connection between income, performance, and PBL.
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**10. At the end of their studies, the researchers conducting the gold-standard PBL studies reviewed in this course made the case that high-quality PBL can make learning more \_\_\_\_ than traditional teacher-centric approaches.**

- A. Efficient
- B. Effective
- C. Easy

D. Equitable

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**11. What do we mean when we say that the improvements in educational efficacy associated with PBL are durable?**

- A. That they were more solid than the average rock
  - B. When students in the PBL study were followed for a second year of education, they continued to perform well.
  - C. That the students who enjoyed the benefits really enjoyed the benefits
  - D. That's not the right adjective; instead, the improvements were "dense"
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**12. What part of the PBL module should contain the most direct teacher instruction and/or interventions?**

- A. The end
  - B. The middle
  - C. Throughout
  - D. The beginning
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**13. What is one way you can teach your students to evaluate their own progress?**

- A. Impose unflinching perfection upon themselves
  - B. Tell your students that they can't move forward unless they're happy with their results
  - C. Have them save iterative drafts, so they can compare current work to previous work completed. That will help them build their own sense of whether something is working or not.
  - D. Students can't self-evaluate. Pair your students off so they can evaluate each other.
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**14. What is the first and simplest way to start the process of getting parents on board with PBL?**

- A. Tell them that they have no choice.
  - B. Make sure their kids are excited about it, so they will talk of nothing else at home.
  - C. Offer to answer any and all questions about it.
  - D. Communicate early and often that PBL is different from simply doing projects.
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**15. Should you present students with fluid problem environments or static problem sets in a PBL environment?**

- A. Fluid problem environments, as learning about the sea is more interested than learning about sand.
  - B. Fluid problem environments, as that more closely resembles real-life problem solving.
  - C. Static problems, as those are far easier to administer and grade.
  - D. Static problems, as these are easiest for students to manage and comprehend.
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**16. Why is it easier to form community in hybrid environments through PBL?**

- A. It isn't easier to build a community through PBL in a hybrid environment.
  - B. PBL is always done in groups.
  - C. PBL is full of staged "show and tell" moments that require community-building.
  - D. Sharing project responsibilities will help students feel more natural and share more about themselves than more staged "show and tell" virtual opportunities.
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**17. What's a simple strategy to help jumpstart a community feel in a hybrid classroom?**

- A. Tell the students to start talking.
  - B. Start talking to one of the children.
  - C. Pair virtual and in-class students together.
  - D. Start a mandatory sharing hour where students get up in front of the class and share about their lives.
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**18. Can students learn collaboratively, even when they're apart?**

- A. Yes — particularly if the teacher places an emphasis on active instead of passive learning
  - B. Yes; students actually learn better when they're apart.
  - C. No -- collaboration actually requires proximity.
  - D. No -- though it has nothing to do with how far apart students are
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**19. What's a good strategy for teaching your students non-verbal gestures to use over the camera?**

- A. Refusing to use them yourself, and so forcing your students to start using them out of sheer awkwardness
  - B. Distribute flyers telling students about the importance of non-verbal communication
  - C. Asking parents to practice non-verbal communication with students at home
  - D. At the beginning of the semester, set aside time to run through the importance of non-verbal communication. Provide examples, and play charades!
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**20. Is Project-Based Learning (PBL) suitable for students whose first language is not English?**

- A. Yes -- it's currently the mandatory method
  - B. Yes — you may just need to provide extra support, such as vocabulary lists.
  - C. No -- English learners are the one set of students for whom PBL doesn't work
  - D. No -- although PBL can technically be used, it wouldn't be very helpful
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