Problem Based Learning in Every Classroom



2019 Marc Natanagara, Ed.D.

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"[Making] is what I might call 'experimental play.' Makers are motivated by internal goals, not extrinsic rewards.

We need to encourage more young people to explore, create, discover, and make their own way. The biggest challenge and the biggest opportunity for the Maker Movement is to transform education."

--Dale Dougherty, Founder of Maker Media and World Maker Faire



"Project Based Learning"



Problem Based Learning







Medicine, forensics, archeology, law enforcement

"Project Based Learning" Questions to Ask

Does the activity...

- l. engage students at higher levels of rigor and cognition?
- 2. promote a deeper understanding of your content?
- 3. make the best use of student time?
- 4. lead to mastery?



Why

Characteristics of Good (PBL) Activity Design

- 1. Personalized (students ID problem)
- 2. Experiential (goals mastery)
- 3. Relevant (to lives, global)
- 4. Teacher as facilitator

- 5. Cross curricular
- 6. Access diverse tools and materials

What is your larger goal?

SAMR Model

Focuses on teacher inputs with simple hierarchy

Redefinition

Tech allows for the creation of new tasks, previously inconceivable

Modification

Tech allows for significant task redesign

Augmentation

Tech acts as a direct tool substitute, with functional improvement

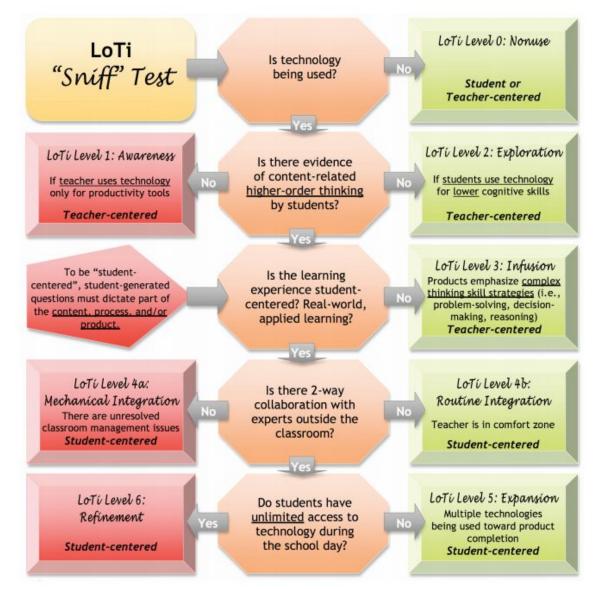
Substitution

Tech acts as a direct tool substitute, with no functional change





Levels of Technology Integration (LoTI) Model





Revised
Bloom's
Taxonomy
with
Sample
Digital
Tools



Aligns
what
students
are doing
with
assumed
level of
cognitive
activity