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### Developing Problem Based or Inquiry Based Learning Assignments

1. Students are given handout on designing Problem Based Learning Assignments
2. Students are organized into groups by various methods—numbering, shapes, colors, etc
3. The assignment sheet for group/cooperative learning is handed out for assignments within the group
4. Each group is given a different “problem” and a KWL chart to use in “discovering” the issue, possible solutions, etc.
5. Groups report to the class as the instructor uses the smart board for reporting to the class and saving ideas

## HOW TO DESIGN A PBL MODULE

- Identify essential curricular skills/objectives (learning objectives)
- Determine acceptable assessment measures for students
- Craft an ill-structured, messy, real-life problem (this would include time pressures, ethical issues and allow for a multiplicity of possible solutions)
- Design a concept map of possible learning areas students might suggest to explore
- Determine a list of guiding questions to assist students in their exploration. These questions should lead students to a thought-provoking dialogue in an effort to solve the problem (tied to learning objectives)
- Create a bank of resources tied to the problem and learning objectives
- Refine assessment strategies
- Identify specific products participants are to create as a demonstration of learning
- Consider group assignments based on variety of strengths and intelligences of participants
- Set the scene (introduction/class brainstorming/K-W-L) and begin the module
- Reflection after completion of the module (group and individual)

## GROUP ASSIGNMENTS

**Leader** – The leader helps keep all group members working. The leader also gives certain jobs to people so that the group will be able to finish each part of the project.

**Facilitator** – The facilitator encourages everyone to do his or her best and to keep working.

**Recorder** – The recorder takes notes of what the group is doing. They keep up with important information.

**Materials Person** – They help get the materials (construction paper, scissors, tape, etc.) the group may need.

**Timekeeper** – The timekeeper makes sure that the group is using their time well. They also let their group know when time is up for the day.

Name \_\_\_\_\_ Date \_\_\_\_\_

Houghton Mifflin English

### KWL Chart

Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

Topic _____		
What I Know	What I Want to Know	What I Learned

## Fitting In

Each year, our school has many children arriving from foreign countries. Often they have a difficult time fitting in. This year, the principal has formed a group to help make these newly arrived children feel welcome. In our class, new children will come from the countries of Jamaica and Kenya. What do you think the school can do to make these children feel welcome? What suggestions can our class make to the principal? How will we present our suggestions?

## WHAT SHOULD I DO ABOUT THE PEOPLE IN MY BARN?

It's a beautiful spring morning in Trumbull, Connecticut.

With a big breakfast in your belly and the warm breeze in your face, you stop outside your barn to think about the day's work. Plenty of plowing to get started on.

The day is so cheerful you almost forget about the trouble between the northern and southern states. Maybe this year, 1859, people will not be so bitter toward each other. Maybe this year, everyone will forget all that talk about war.

Once inside the barn, your work begins. But as you put a harness on the horse, you hear a noise in the corner, near the hay pile. Your children are still in the house. It can't be them playing in the hay. What could be in the shadow?

Without a fuss you grab the pitchfork and yell out. "Who's there? Show yourself!"

Slowly, five people crawl out from behind the hay.

"Who are you?" you ask. "What are you doing in my barn?"

First one and then the next tells a little of his or her story. When they are finished, you wonder to yourself, "What am I going to do with these people? What if a slave catcher or the sheriff saw them come in? What should I do?"



### **A PROBLEM IN THE OLYMPIC POOL!**

**Greg wasn't leading the other divers yet, but he was coming on strong. Two more dives and he would be in the Olympic finals again. Four years earlier, Greg had stunned the world with his grace and precision. After these games, his last, there would be rest, relaxation, and even the front of a cereal box.**

**Spinning and twisting in the air, Greg began his next dive. Then it happened! His head crashed against the platform. Stunned from the impact, he fell awkwardly into the water. The crowd gasped in horror. Gaining his composure, Greg slowly rose to the water's surface.**

**Now the world champion is looking straight at you, his personal physician. He motions for you to come down from the bleachers. As you get to the edge of the pool, it is obvious the gash will need stitches to be closed. The team doctor is already on the way with a towel and sutures. Greg is bleeding heavily onto the concrete.**

**Looking up at you, Greg asks the question you already knew he would: "What should I do? Nobody knows I'm HIV-positive. What should I do?"**