Title of Session: Problem Based Curriculum
Moderator: Chris Aguirre
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Room: Problem Based Curriculum Group

BjB waves hi to Chris and his groupies

JulieCh: Haha I'm also checking out the links they are helpful

ChrisA: Hi Bj

LeannM: I am here for the Problem Based Curriculum group

BjB: couple more minutes and then I'll announce, Chris

ChrisA: Well hello everyone My name is Chris and this the Problem based Curriculum group

ChrisA: Great to have you Leann

ChrisA: Why don't we get started by allowing everyone a chance to introduce themselves and state where they are coming from tonight

VercyH: I'm Taiwan (in Asia), have u heard about that?

KristinMJ: Kristin, I teach 5th grade science in Deer Park, Texas

VercyH: and I'm just a student

ErinEP: I'm Erin, student teaching in Houston, Texas

JulieCh: I'm from Taiwan, too. I'm Vercy's classmate

LeannM: Hi, I am LeAnn and I teacher K-5 Technology in Carson City, Nevada

KristinaME: Hello, I am Kristina student teaching in Pasadena, Texas

JulieCh: We just took a course called online learning and it's cool.

EleanorC: I'm also Vercy's classmate

LeannM: I am taking a PBS TeacherLine class: Capstone I

DianeP: HI, I teach computers in Erie, PA

JulieCh: Hello there^^

VercyH: we have a class talking about online English so the teacher encourage us to go to Tapped-In

AnnamarieB: I am a grad student at George Mason U in Fairfax VA

ChrisA: that is great

ChrisA: Well hello everyone and welcome

BiancaB: I have not been to one of these online prof dev's

DianeP: hi

BiancaB: I am excited to learn:)

ChrisA: Why don't we get started by finding out if anyone is currently using a problem based curriculum model in their work

DanielR: ???

LeannM: No.

ErinEP: Not sure...

BiancaB: no I was hoping to learn more about it though

KristinMJ: I don't know if we do, but I'm very interested

ElinaS: no

BiancaB: actually I am a student teacher

LeannM: I want to learn more.

BiancaB: what is it?

ChrisA: not a problem why don't we start by constructing a common definition?

ChrisA: I define problem based curriculum as curriculum based on a overarching question that allows students to put into action the knowledge you presenting.

JulieCh: okay~

AnnamarieB: can you give an example?

VercyH: right "put into action"

MarieKi: so solving real world problems with the information you are learning?

KristinMJ: wow....

DanielR: ya example

ChrisA: It is the idea that along with the knowledge we as educators provide the relevance for the information we are teaching through the use of a practical application of some sort

EleanorC: what do teachers do in Problem based learning?

ChrisA: Great question

KristinaME: Rationale in our lesson plans

VercyH: they provide a problem waiting to be solved?

LeannM: It sounds like we are making the students relevant to their prior knowledge

BiancaB: we talked about this in a class but they called it "essential questioning"

ChrisA: Teachers present knowledge as engaging questions design situations that allow students to use the knowledge they teaching

KristinMJ: that is so amazing!! I would love to know how to do that with science....we do it mildly, but a whole curriculum based on that sounds incredible

BiancaB: makes sense

AnnamarieB: I think essential understanding and essential questioning are slightly different

JulieCh: What do we expect on this kind of learning? Solving problem?

DianeP: From my understanding the teacher's role is pretty much a guide - leading the students in the right direction

ChrisA: Why don't we look at a subject?

AnnamarieB: excellent idea

JulieCh: bring questions and solve problems?

EleanorC: good

BiancaB: well essential questioning was a question that had so much depth to it

ChrisA: I think we have some Math Teachers tonight?

ElinaS: true

DanielR: yea

BiancaB: like how do we affect the earth?

DanielR: soon to be a teacher

JulieCh: Thanks Bianca^

ChrisA: yes that would be a great way to do it

BiancaB: and then you could go into different areas of content with that

ChrisA: Any Math teachers?

KristinMJ: does this mean that everything that we teach will revolve around one overlying scenario

KristinaME: yes like a themed lesson

ErinEP: Elementary

DianeP: From my experience with PBL finding the right question is the key

KristinaME: elementary

ChrisA: Great where are you at currently in your curriculum

ElinaS: middle

ChadA: elementary

DanielR: want be a math teacher

BiancaB: yea like a unit or theme lesson

BiancaB: elementary

ChrisA: fantastic Chad where are you at in your curriculum

AnnamarieB: middle school English

BiancaB: I have pre-k!

VercyH: right question, yes. it makes sense

DianeP: secondary

ChristinW: hello everyone! I am the new comer

BiancaB: it is hard to do this with pre-k

EleanorC: so we let the student find their own questions by setting up the first question?

ChristinW: I am a student

ErinEP: Kinder here

DianeP: my kids have done a lot of this in their pre-k

ChrisA: Hi Christina

DianeP: it works wonders - they really get into it!

BjB . o O (since we have a newcomer, a reminder that if you're new to tapped In go to the actions menu in the top right of your chat window and click on detach)

ChrisA: Ok I will just come up with a scenario

AnnamarieB: Diane can you give us an example? As a middle school teacher I am curious how you do that in pre-k

LeannM: I would like to have an elementary example. too.

DianeP: My daughter just did a PBL unit on dinosaurs

ChrisA: Math is great for a problem based approach because it lends itself to practical applications

DianeP: they go through the whole situation

VercyH: why "picking a good question" is the most important point?

ErinEP: we're learning about dinosaurs right now

DianeP: measurement - how big are they,

ChrisA: Measurement great

DianeP: comparisons - to our sizes

JulieCh: Because the question can lead learner to attend the goal as solving a problem?

DianeP: they made fossils,

AnnamarieB: We did a unit on the problem of how we can connect to the community...

BiancaB: can you provide a specific example Chris?

ChrisA: I think the Dinosaur idea is a great idea

ChrisA: Yes I can

BiancaB: thanks

AnnamarieB: We came up with a VIP day for our school that was completely orchestrated by the class

ChrisA: let's take measurement

KristinMJ: I wish one person could lead this because it is confusing with all of the diff. stories and I'm really interested

DanielR: ya I am confused

DianeP: As a 4 year old, the overarching questions were pretty basic, but it was all project based and they learned a lot from the different questions asked.

LeannM: I am confused too.

ChrisA: What we would look to do is is develop a problem that would deepen students understand of unit of measurement

MarieKi: Chris A is leading this...why don't we listen to what he has to say about measurement!

BiancaB: ok

ChrisA: Guiding questions would be good in this example

AnnamarieB: For example?

BiancaB: like?

JulieCh: It's clear.

KristinMJ: thanks!!

EleanorC: What's the question in the dinosaur example?

ChadA: What type of measurement do we want to focus on

ChrisA: if we measured a dinosaur by feet and inches what would that convert to in centimeters

BiancaB: I am trying to relate this stuff to my pre-k kids... this seems like too complex

ErinEP: extremely

JulieCh: Okay

ChrisA: for that matter what would that convert to in hands or feet (meaning your foot)

KristinMJ: just relating any content to real life examples??

BiancaB: oh ok

ErinEP: ahh

BiancaB: I have done something like that recently

DianeP: For the 4 year olds, they took them outside in the hallway and marked off different dinosaur heights with tape. They compared the lengths to all different things

BiancaB: we got in partners and traced each other and then measured ourselves in hands

ChrisA: the idea behind it would be to present a problem that allows students to put into practice the knowledge you are presenting. It does not need to be a big problem

JulieCh: It's a cute example

BiancaB: cool thanks for clearing

ChristinW: Could anyone tell me what we're talking about then because I am kind of confused

ChristinW: sorry for coming late

EleanorC: right...so is it a math class? What do we do if the kids start asking question about other subject concerning dinosaurs? like biology?

JulieCh: It can be an easy problem if learners really do learn from it.

ChrisA: in fact more often than not it happens in the form of good questions that allow students to construct knowledge that deepens their understanding of the subject

DianeP: They laid down next to it, and compared to themselves, their rest time buddies, their house, car etc

KristinMJ: so after you have finished talking about money, doing a budget might be a good idea??....still confused

ChrisA: I have used the model in a couple of different ways

DianeP: With them, measurement also meant bigger, smaller

JulieCh: Christina we are giving example of Problem-based

ChrisA: I have given the problem first and then the knowledge

ChadA: Problem: Could this dinosaur fit in your house comfortably

LeannM: Any time you can relate the curriculum to real life situations makes the learning more meaningful to the students.

AnnamarieB: Would an example for measurement be, you have to make pancakes and you only have a recipe with metrics or vice versa and you need to convert?

VercyH: what's the way related to online English learning?????

KristinaME: let students EXPLORE then we can EXPLAIN

DianeP: Chad - great example

ErinEP: yeah, love it

ChrisA: this allowed me to map all of the content I was presenting to the problem creating relevance for the knowledge I am attempting to transfer

KristinMJ: oh...inquiry-based learning!!!!

DianeP: As for crossing curriculum - Chad's question would be great

ElinaS: They also tend to remember better

KristinMJ: letting them figure it out before you give it to them

DianeP: not only fitting it - but would they find food to eat, in your house

JulieCh: What's the main difference between PBL and Inquiry-based?

ChrisA: I would say yes problem based learning and inquiry based learning have a lot in common

EleanorC: What's the difference between inquiry based learning and problem based learning?

DanielR: ya what's the difference

ChrisA: they both rely on students' ability to push their thinking further through the construction of knowledge

JulieCh: Okay

DanielR: ok

EleanorC: right

ChrisA: I think were they differ is in structure

BiancaB: this is good insight

AnnamarieB: In inquiry based learning you start with a question, something the students want to know about

EleanorC: simple question?

BiancaB: is the phrase "problem based curriculum" a well known practice?

DianeP: Chris - what does the structure of PBC look like?

AnnamarieB: Problem based is a conundrum that needs to be solved, similar, but depending upon the application different

BiancaB: does it go by any other names?

ChadA: Inquiry has the students exploring more open ended?

ChrisA: and problem based learning starts with a problem something that allows a student to plug in their knowledge to solve

KristinMJ: I see....

ChrisA: Ya I agree, Chad. Inquiry based learning would be more open ended

JulieCh: to apply some knowledge with the problem?

ChrisA: yes

KristinMJ: PBL...using something they already know to fix a prob.

VercyH: in inquiry based, students solve the problem they just want to solve?

LeannM: Is PBL a program or a philosophy?

EleanorC: do we tend to start with a simpler question in QBL, and a larger question in PBL?

JulieCh: Oh it's like a 7 blind mice

KristinMJ: IBL learning while fixing the prob

ChrisA: Yes Eleanor that is a great way of putting it

ChadA: PBL is a strategy

JulieCh: ahhh.

EleanorC: I see the difference now

KristinaME: Brain questions instead of book questions

EleanorC: so IBL is more open-ended

JulieCh: I see now, thank you^^

DanielR: I guess I am lost b/c I am still in college

EleanorC: while PBL has more focus

DanielR: not teaching yet

VercyH: http://oel07.blogspot.com/

ChrisA: I think anytime we can look outside the classroom and place the knowledge we are presenting in the larger context of the world students see the relevance for it in there pursuit of solving the immediate problem.

KristinMJ: I learned it in my methods classes for science....well IBL anyway.....its wonderful!!!

DanielR: I agree

VercyH: our class draw different charts to show the differences

JulieCh: Well does PBL apply better in math and science subject?

KristinaME: it is all about offering the students more opportunity to THINK rather than just memorizing rules, and definitions

ChrisA: I have seen problem based learning models used in Social Science class, vocational classes, English Classes

AnnamarieB: PBL can be used in any classroom, I have used it in Language arts, SS and even ethics

JuliaMB: what about in math classes

JulieCh: Okay, their strategy is the same.

ChadA: Definitely Chris authentic learning motivates especially when we utilize students' 21st century skills

BiancaB: what content area do you think it is best to use this approach?

KristinMJ: it's soo sooos oo wonderful in science

ChrisA: Math works well the trick is consistently be mapping the topic to some aspect of the world

BiancaB: true

KristinaME: if planned carefully it could be used in all content areas

LindaU: I'd definitely like info on math.

JuliaMB: me too

LindaU: I find my math teachers have the most difficult time with PBL.

KristinMJ: Chris....was there anything specific about PBL that you wanted us to go over tonight?

JulieCh: Thanks.

DanielR: who else is a student in here???

EleanorC: me

JuliaMB: I am

ErinEP: student teacher

VercyH: me too

DanielR: you understand?

ChrisA: I haven't found anything on the net yet that addressed just math but I have helped teachers develop problems they have used in their classroom

JulieCh: Me, Christina Vercy

ChristinW: me too

KristinaME: me too

DianeP: I did a PBL lesson a LONG time ago based on the book "The Math Curse"

ChrisA: Really how was it

JulieCh: The Math Curse sounds interesting.

ErinEP: I have taught a couple of lessons in social studies that I think may have been problem based

ChrisA: Really how So Erin?

LeannM: If you are a student, have you done your student teaching?

ErinEP: well I think they were...

JulieCh: examples are great

DianeP: I would have to dig it out to remember it all, but it was a probability lesson - It was a long time ago though so all the details are sketchy right now

ErinEP: I introduced a unit on community

ChrisA: could you share a little more Erin I would love to hear about what you did

KristinMJ: I have a whole book of IBL for science....but it sounds like I'm the only science nerd in here..

DianeP with all these students - I'm feeling pretty old - Laughs

LeannM: Thanks, just curious.

EleanorC: some teachers have tried PBL on us at college, but the problem is that we often end up asking questions outside the subject

ChristinW: I am interested in examples too

ChadA: I'm working with 4th grade students to construct roller coasters, which I think could be a mix of IBL and PBL

ErinEP: and I had the students build a community

KristinaME: I have done one on habitats

KristinaME: a lesson taken from Flying Wild

AnnamarieB: Erin, what was the problem you initially started with?

LeannM: Has anyone ever done a PBL on technology curriculum?

ChrisA: Wow what a great idea:

ChrisA: yes I have Leann

ChrisA: a lot of them to be exact

JulieCh: yeah what's the problem you bring out at first

LeannM: Can you give me an elementary example?

ErinEP: I told the class that I was building a new home in an area that had nothing surrounding it...

ChrisA: I think depending on what you're teaching in the tech class the sky's the limit and it's a great cross curriculum tie in

DianeP: Not sure if it was PBL - but it could probably be modified to meet the requirements:

AnnamarieB: Ahh, very interesting Erin, definitely PBL

JulieCh: yes

DianeP: What will the (you pick technology) look like in the future

ErinEP: and I had them think of things that we needed to have in my new community (police station, fire station, etc...) to make the community work

ChrisA: One of the keys to the process is the identification of the practical application

AnnamarieB: There are so many tie ins with the community aspect. There is also a tie in with web quests? Has anyone done those?

DianeP: How would a web quest compare to PBL?

JulieCh: the identification

ChrisA: for example I taught computer languages for seven years and one my favorite lessons was scripts formulas for gravity and friction

ErinEP: I've done one of those too

DianeP great minds Annamarie!! smiles

ChadA: I've done them check out webquests.org

ChristinW: I mean the student did well when teacher use PBL?

JulieCh: so students can be serious with what they are going to do.

VercyH: I think the webquest is the approach for PBL

KristinMJ: I love these ideas!

ChrisA: it allowed me create problems that students want to solve and it pulled in knowledge from other content areas

VercyH: and PBL is the concept of the learning process

JulieCh: ok Chris

KristinaME: I would not have thought of any of this....

AnnamarieB: Students are much more engaged, especially in middle school when they have more choice

KristinMJ: PBL is based on prior knowledge though right?

KristinaME: Elementary students love choice also

ChristinW: It is different from Taiwan

ChrisA: I think Social Science classes have opportunities to impact community problems through the examination of curriculum

JulieCh: So PBL can integrate all the subjects even in one problem.

LeannM: Yes, Christina, elementary students do love choice.

KristinMJ: teachers are scared to teach this way because they do not have total control of the class....we become more of a facilitator

ChrisA: I think anytime you allow students to plug into to the world at large in an attempt to solve big problems you have created a great win win

ChristinW: our teacher just taught what we should learn straight out

KristinaME: Not just middle school students like choice

ChrisA: I can see where it may look like that Kristine

DianeP: I think all students love choices - and as a teacher, I love to offer them because it makes grading much more interesting

AnnamarieB: I actually think you have a more calm class when you are teaching this way

ChrisA: but honestly it doesn't need to be like that

VercyH: I think elementary students tend to choose more

BiancaB: I think though that children get so scared and freeze when you give them choice b/c they are not used to it

ChadA: Calm and engaged

AnnamarieB: I agree, about the choices, I was just suggesting that middle schoolers have a lot of limits on them and particularly love them

JulieCh: Yes it's important to have choice to think over and decide what to do when facing a teacher's problem

KristinMJ: I agree Annemarie....but those who have not had the experience can find this scary

ChrisA: First the problem (what ever it is) is the end to the means Teachers still organized and design ways to effectively deliver content

BiancaB: they feel unsafe when you don't tell them exactly what to do and how to do it

KristinMJ: true

ErinEP: if it is consistent, it seems that they would get used to it though

KristinaME: at first yes ...but if you use it often then it will become natural

JulieCh: It's clear^^

ChristinW: how do you keep them stay to the topic you want them to learn?

BiancaB: I think as adults we feel like that sometimes too

JulieCh: I see now

KristinMJ: I like it though...you would be surprised at the questions that they come up with to expound on the lesson

ChrisA: second it offers the possibility of reaching different learning modalities and that always helps

BiancaB: kids are so smart

BiancaB: if you give them the right opportunities to express themselves

AnnamarieB: I have found that if we lay down some concrete expectations early on, that it makes it go easier

KristinaME: Small choices...even in prek why can't they choose the color of construction paper they want

AnnamarieB: It also works great with small groups

ChrisA: so now you are not only verbally and visually delivering information you are creating experiences that ground the knowledge in experience

KristinMJ: that's where facilitating comes in...when I did IBL there are MANY debriefing times to say what we have learned....basically to check in and make sure averyone is on the right page

VercyH: I have a Q. is there anyone who use PBL and failed??????

KristinMJ: not that I have seen

AnnamarieB: I am sure that I had some failures on my way to learning it.

ChrisA: I don't think you need to give up control I think you need to constantly be willing to focus student actions towards the goal of solving the problem at hand

JulieCh: how can a PBL fail?

ChrisA: that is a great question Julie

LeannM: When students have choices, they have much more buy-in for their learning.

JulieCh: to make them focus on

AnnamarieB: You see small enough success to encourage you to try again

ChrisA: and the answer lies in your definition of Failure

JulieCh: Thanks ^^

DianeP: I think PBL fails most often when the teacher has not planned

ChristinW: oh I see

DianeP: Planning is crucial!

DavidWe agrees

AnnamarieB: I failed when I didn't anticipate problems or administrative constraints

ChrisA: I think the method is a great formative assessment tool

JulieCh: I mean if the students don't get the right answer and lost their interest on the problem solving

AnnamarieB: Also, ultimately you have to teach the curriculum, and you want to make sure they learn what you want them to.

ChrisA: it has the potential to be a great summative assessment tool but I recommend sitting down and giving thought to a rubric

KristinMJ: planning is crucial!!! if the students are having an authentic learning experience then they really stay focused

ChadA: Use a good rubric and build it up front with the kids to prevent failure

LeannM: Planning is the key to everything.

KristinaME: YES!

KristinMJ: rubric sounds good....does that hinder thought processes?

ChrisA: that will allow students to understand how their efforts will be recognized and respected

DianeP: I think one of the great things about PBL is that there isn't always a set answer.

EleanorC: yeah, there is just the question to be answered

KristinMJ: agree

JulieCh: to show the teachers' respect to their answer

AnnamarieB: Rubrics, love em, but it takes some practice I think to get them right.

DianeP: The learning comes through the process. The answer is not always "right or wrong"

JulieCh: I see^^

ChadA: The problem isn't solved in the rubric, just clarifies expectations

ChrisA: No not at all and I recommend you use a rubric it is important that students understand that how they will be evaluated in their attempt to solve the problem

ChrisA: I will put like this

LeannM: Rubrics help students focus on what is important, and they know the expectations, right from the beginning.

AnnamarieB: Well put Chad

ChrisA: if there is a danger to this method it is this

ErinEP: Have you ever heard of Exemplars?

EleanorC: what's that?

ChadA: Yes exemplars

KristinaME: no

JulieCh: what danger?

ChrisA: you can define failure in such narrow terms that students will not risk innovation to solve the problem at hand

JulieCh: oh yes

KristinMJ: wow

ChrisA: They literally will not see why they would want to participate

KristinMJ: that's good....I agree

ChrisA: I also think it sends the message that Failure is not getting the problem correct

VercyH: will u tell the students that you're doing the PBL

DianeP: It's kind of like a math teacher that requires specific steps to complete a problem instead of letting the students explore and find the methods and reasons for why their way works.

ChristinW: How do you evaluate in PBL

VercyH: or you just do it without informing

ChrisA: I caution against doing this because we are asking students to push their thinking

KristinMJ: right.....

ChrisA: I think it is important that Failure be defined in very broad terms: The only way you fail is if you give up

ChrisA: if you stop trying

VercyH: yes, How do you evaluate????

KristinMJ: and if we gain their trust to open up their brain freely in your classroom and we shoot them down, they won't feel comfortable with it again

BiancaB: I don't think pushing children to think is bad if you do it correctly and developmentally appropriate

JulieCh: to make them think themselves rather than following the text book

KristinMJ: I love this.....how do you evaluate....growth maybe?

KristinMJ: progress?

KristinMJ: not "the answer"

ChadA: Did they solve the problem?

DavidWe . o O (portfolio?)

ChrisA: I think using a rubric allows a teacher to define failure in this way while simultaneously assessing what a student knows and whether they can apply the knowledge

DianeP: Evaluate - finding an answer - not necessarily "the answer"

KristinMJ: like it David

KristinaME: anecdotal records

ChadA: Can they support their solution

DianeP: I like David's idea of a portfolio too

BiancaB: yea I think textbooks should be used as supplements

ErinEP: yes

ChrisA: David I love the portfolio idea

KristinMJ: I see Diane...that's good

ErinEP: reasoning

DavidWe is doing some work with digital portfolios to evaluate student work

ChadA: What would be included in the portfolio

DavidWe: student work

EleanorC: and how to tell one portfolio is better than the other?

ChrisA: I drove my wife crazy in a cross country trip were I did nothing but advocate for students to develop portfolios that demonstrated the problems they solved

DavidWe: evidence, hopefully, of progress - student progress with time

KristinaME: student samples some the student chose themselves

DianeP: A lot of the questions I have my students answer I tell them that if they support their answer/opinion, they can have any answer/opinion they want - as long as it's well worded

ChrisA: So a students' public schools career would be judged on what they created and their personal growth and society would have tangible proof of their ability

KristinMJ: that's awesome Chris!! I love the idea of students making portfolios for themselves

DanielR: portfolio's are how we did things in English 1301 1302

LeannM: That sounds great Diane!

ChrisA: does anyone else think that idea has merit?

ErinEP: That's usually the hardest part for them...WRITING how they solved the problem

JulieCh: it's important for students to show personality

KristinMJ: the explanation of the thinking is such a neat part of the process!!

ChrisA: Ya I agree Erin but the potential for that is so great

KristinaME: they can usually explain it so maybe a video would be ideal or recorder

DianeP: In our school getting them to explain their reasoning, and expand beyond yes and no is a huge problem

EleanorC: so we want them to provide a description of their problem solving process?

DianeP: It also helps with our standardized tests (PSSA)

KristinMJ: the students don't have the practice

DianeP: We have tried portfolios Chris - but lack of support made them fall through.

ErinEP: for sure

JulieCh: it's better to show the possibilities of each student's thinking

ChadA: imovie, moviemaker, or photostory are good for digital storytelling...telling how they solved the problem

DavidWe: There MUST be administrative support

DavidWe . o O (just won't work, otherwise)

DianeP: Lack of professional training, lack of time to get them organized, lack of teacher and administrative support at the school level

ChrisA: imagine allowing a middle school student to present his solution for a more productive placement of recycling collection points to local business and highschool science classes

DianeP: I think a digital portfolio might be much more successful

KristinMJ: are we talking about a portfolio through the students' school from K-12 or just one for this year in science type of thing

DianeP: A place on a network that follows the student throughout their school career

DavidWe: Diane, check out www.richerpicture.com

JuliaMB: what if the school doesn't have the technology to do online portfolios

JulieCh: it's cool

KristinMJ: that's awesome Chris....I've done that!! It's hard doing digital stuff when so many schools are tech. deprived

EleanorC: Have anyone done portfolio in ESL teaching?

DianeP: PBL would follow along with this - it would show all the problems they have solved from pre-k to grade 12, and how they have developed

KristinaME: The old fashion portfolio (file, folder, ...) would work as well

DianeP: Thanks David

ChristinW: Would it be too much for student if every content class were PBL?

DavidWe: they need to acquire the technology, then, Julia, but - save stuff on a USB flash drive

DavidWe . o O (quite inexpensive)

DavidWe: ultimately, there will need to be funds for this stuff - hardware/software/training

KristinMJ: I was just wondering that Christina.....tons of projects it seems

ChristinW: Because they just have a lot too think!

BiancaB: well I see that time is almost up... I want to thank everyone for a good chat

DianeP I'm still getting the hang of it

AnnamarieB: You would need to have the entire team onboard as well

JulieCh: to think is to learn, haha

ChristinW: hah hope it is not a silly question

KristinMJ: a lot to follow and remember day in and day out\

EleanorC: ESL students would have problem for they don't actually have the ability to describe their process...

ErinEP: GT students are great with this though!

VercyH: what is GT?

ErinEP: it's really amazing what they will come up with

DianeP: Oh - but it would be a great way to develop their English skills

ErinEP: gifted and talented

JulieCh: oh

ChrisA: I would like to revisit the idea one more time

VercyH: thanks Erin

LeannM: ESL students do have a difficult time describing the process.

JulieCh: thanks

DianeP: Describe the way you would: Then give them the vocab they need

EleanorC: because I'm a ESL student...for a long time

ChrisA: I advocated that students should be judged on the types of problems they attempted to solve

ChadA: Can they describe with pictures

VercyH: I'm also a ESL student

KristinMJ: explain Chris...interesting

ChrisA: in theory a student's career would be a collection of problems they attempted to solve

LeannM: Chris, I always do that, judge on the process, not the product.

DianeP: Or maybe I should say - how would you use this vocab list to describe the process of _____ fill in the blank

ErinEP: manipulatives too

ChrisA: that is what their portfolio would entail

JulieCh: oh

KristinMJ: I see

BjB: MAY I HAVE YOUR ATTENTION, PLEASE?!

KristinMJ: sure!

EleanorC: yeah

JulieCh: yes?

VercyH: yes

JuliaMB: ok

ChristinW: ok

LeannM: yes

BjB: we have about 10 minutes left to the discussion

ElinaS: ok

EleanorC: right

ChristinW: oh

VercyH: got it

ChrisA: So in theory a student's career would be a collection of problems some given to them in a summative assessment and some of them they chose to attempt to solve

BjB: perhaps we should let Chris sum up what he hoped to accomplish today?

ChadA: I like the idea Chris...what about standardized test

ChrisA: See that is a great question

VercyH: I like it

DianeP thanks for keeping us on track Bj

JulieCh: Thanks to everyone I learn a lot today

ChrisA: I think we use standardize test to ensure students can function in our economy and solve problems

VercyH: thanks a lot

ChristinW: yeah me too

KristinMJ like it

ErinEP: me too

VercyH: you must do a great job on your teaching

ChristinW: agree

EleanorC: yeah I finally get to see the difference between IBL and PBL

ChrisA: I think there is potential to standardize problems to a point were they become the test

DianeP: From what I have learned about PBL the standards should fall into the problems

ChadA: You got it Diane

KristinMJ: true.....as long as you teach the content they will do ok with the problems and with testing bc they will "own" the concepts

ChrisA: Ok so this has been a very interesting discussion I would like to thank everyone for showing up tonight. I invite everyone to add to the links list if they find something they would like to share

DianeP: The difficulty with testing is that PBL doesn't "look like" the test, so many students/parents/even admin, think they are not getting what they need

KristinMJ: thanks Chris

LeannM: Thanks Chris.

ErinEP: thank you

KristinMJ: I agree Diane....

ChrisA: Thank you everyone for showing up tonight

LeannM: I agree with you Diane.

ChristinW: thank you Chris

VercyH: thanks u all

ChadA: Thanks Chris

ChristinW: agree with Diane

VercyH: time to say goodbye

EleanorC: Thanks Chris

ChadA: Thanks all

JulieCh: Thank you all

VercyH: bye~~~~~~~~~~~

DavidWe: Good discussion, Chris

MarieKi: thank you Chris! I am inspired by your idea

DianeP: Thanks Chris - a great discussion

ElinaS: thanks

KristinMJ: good night all....good luck with teaching!!! I love these ideas and appreciate all input!!

ChristinW: bye everyone

ChrisA: thanks David and thanks for coming tonight

JulieCh: I'll keep the chat record and think more about this

DavidWe smiles

DavidWe: Sure thing

ChristinW: me too

DianeP: good night!

LeannM: What a great resource for all of us to have this discussion.

ChrisA: Good Night Diane

BjB cheers for Tapped In!

LeannM: Good Night!

BjB: thanks, Chris. See you next month

BjB . o O (May 21)