

**CERTIFICATE OF COMPLETION**

**TEACHER ACADEMY COURSE**  
**Introducing Project-Based Learning in your Classroom**

6th of June 2016 - 10th of July 2016



This is to certify that

**Kondylo Glarou**

has successfully completed the "Introducing Project-Based Learning in your Classroom" online course on the Teacher Academy

Brussels, 10th of July 2016

Course details

Duration: 20 Hours

Description: <http://academy.schooleducationgateway.eu/web/developing-project-based-learning-in-your-classroom>

Organiser: School Education Gateway, Directorate General for Education and Culture of the European Commission

To contact the organisers visit: <http://www.schooleducationgateway.eu/en/pub/about.htm>

## Learning Objectives & Activities

### 1. What is PBL and why use it

- Understand what PBL is and isn't
- Reflect on our own teaching practice and how this corresponds to a PBL approach
- Identify different components of effective PBL and which of these will be the most challenging in our context
- Develop a first idea for implementing a PBL approach in our context and formulate a driving question
- Review the driving question and teaching reflections of two course peers

### 2. Developing effective collaboration for PBL

- Understand how different types of collaboration can be used in the context of PBL
- Develop a series of strategies and activities to promote effective collaboration between students
- Develop a series of strategies and activities to promote effective collaboration with actors outside of the classroom
- Create a PBL Learning Design using the Learning Designer tool and add some activities linked to collaboration
- Review the PBL Learning Design of two course peers

### 3. Developing student-driven activities for PBL

- Understand the importance of scaffolding the PBL process so that students increasingly develop independence and ownership over the tasks
- Understand the importance of a positive environment and mindset for building student confidence and resilience
- Develop a range of activities, strategies and tools that facilitate an entrepreneurial mindset and entrepreneurial skills
- Continue the work on the PBL Learning Design by adding further activities linked to developing student independence and ownership
- Review the PBL Learning Design of two course peers

### 4. Assessing PBL

- Understand the difference between formative and summative assessment
- Understand how assessment can be embedded into PBL activities
- Understand what a rubric is and why it can help us assess PBL
- Develop or adapt an existing rubric for the PBL Learning Design
- Develop a finalised and rigorous PBL implementation Learning Design
- Review the PBL Learning Design of two course peers