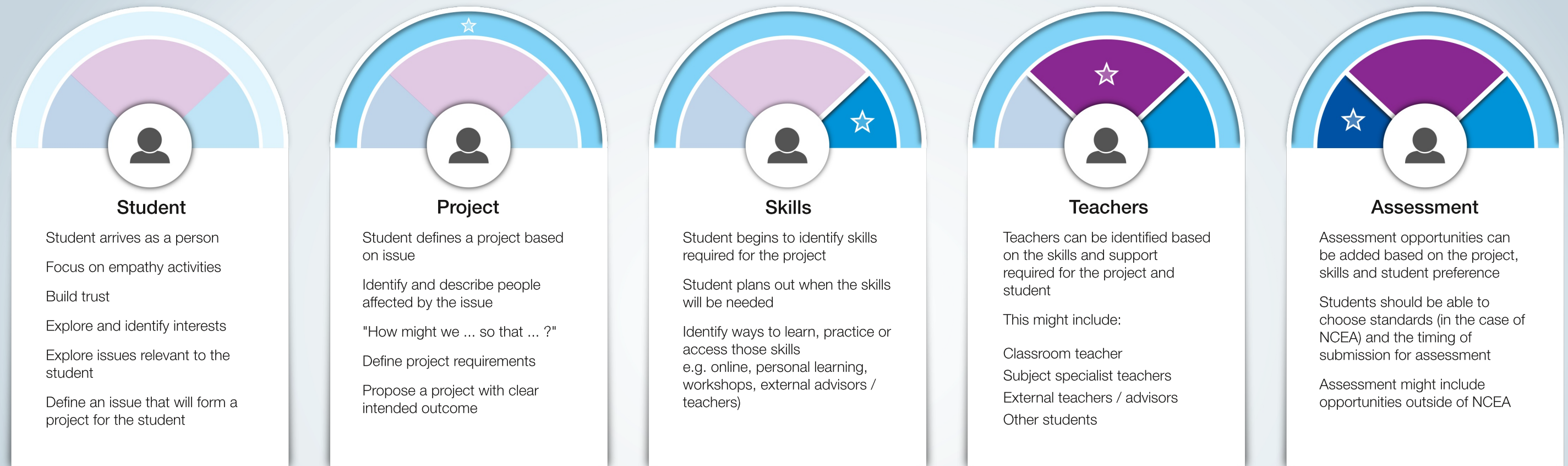


Student-directed, project-based learning environments

Student centred model with project-based components



Student-centred, project-based model

This model outlines a course of learning for senior secondary students in the New Zealand education system. It uses a student-centred approach that allows teachers to create an environment in which students define projects of personal interest and relevance, identify and define skills required to complete that project, and select assessment that aligns with their learning needs and preferences.

The course design is modular to allow cross-curricular learning, multiple teachers, and flexible assessment for a potentially wide range of qualifications. In New Zealand summative assessment usually leads to the National Certificate of Educational Achievement (NCEA) but other qualifications could be used based on the student's project and learning needs.

Development Articles

Student-led Project-based Course Design

Published: 09 March, 2015

<http://zype.co.nz/articles/student-led-project-based-course-design>

Assessing Student-led Projects for NCEA

Published: 18 July, 2017

<http://zype.co.nz/articles/assessing-student-led-projects>

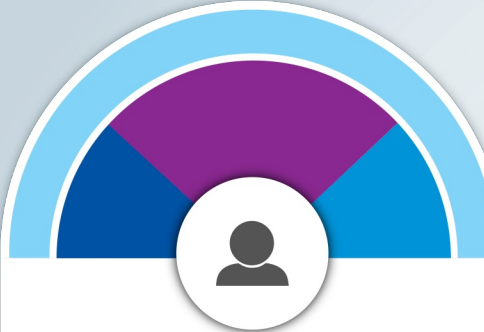
Teaching Technical Skills for Student-led projects

Published: 11 December, 2017

<http://zype.co.nz/articles/teaching-technical-skills-student-led-projects>

Student-directed, project-based learning environments

Examples of student engagement

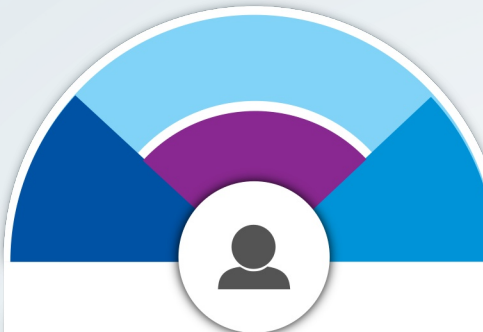


Balanced

A well balanced focus on project related skills, feedback and engagement with people, and an ongoing cycle of assessment

Support:

Introduce to new skills and external advisors.

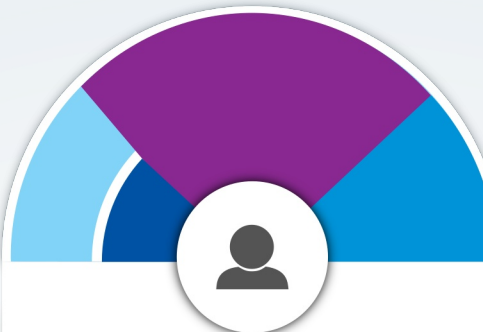


Independent Technical

A strong focus on technical skills and assessment requirements. A low engagement with people including teachers.

Support:

Focus on empathy activities. Defined links between skills and the effect on people and introduce to external experts.

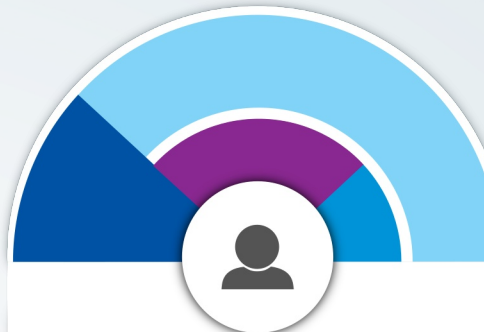


Engaged Builder

A strong focus on skills and engagement with people and teachers. A low interest in assessment requirements.

Support:

Provide a wide range of options and processes for using the evidence they produce for assessment.

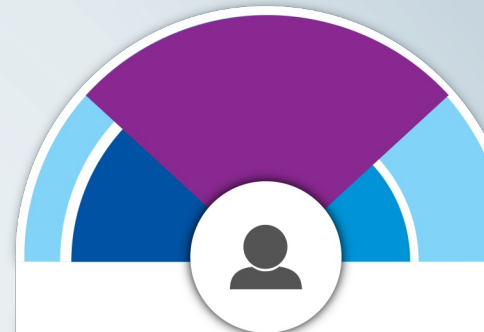


Independent Academic

A strong focus on completing requirements for assessment and qualifications. Low focus on learning new skills or engaging with people beyond the classroom teacher.

Support:

Use assessment opportunities that encourage wider use of skills and people.



"Just tell me what to do"

A focus on completing requirements for assessment and heavy reliance on teachers. Low engagement with new learning beyond assessment requirements.

Support:

Focus on and encourage student ideas and activities that build confidence in new skills. Assess with external advisors.

Classroom Activities

Instruction

Whole group instruction/discussion, small group workshops, and presentations

Conceptual

Sketching, brainstorms, thinking & discussions

Digital Production

2D and 3D digital file production with space for monitors and drawing tablets

Physical Production

Fabrication activities such as CNC routing/milling, 3D Printing, CNC laser cutting and space for filming / green screen activities, and electronics builds

