

CPEA Training

03 – 07 October 2011

Caribbean Examinations Council

The Project Approach

A project ...

- Is a study of a particular topic
- Requires pupils to conduct their own investigations
- Requires pupils to present the results

Main Learning Outcomes

- To analyse real world experiences and to find answers to related questions
- To work in teams and to collaborate with persons of similar interests
- To practise interpersonal and intrapersonal behaviours as observed among good citizens

Main Learning Outcomes



- To report and present opinions, information and findings
 - in spoken word
 - in written text
 - using diagrams, charts, pictures

- To acquire knowledge and skills as defined by the appropriate literacies
 - Language - Mathematics
 - Science - Social Studies

Selecting a Topic for the Project

- What are the characteristics of the pupils?
- Where is the school located?
- Will the resources be available?

Selecting a Topic for the Project

- What do the pupils know about the topic?
- What does the teacher know about the topic?
- How long will it take to complete?

Role of the Pupil



- Selects the topic (may be in collaboration with the teacher)
- Identifies the materials and resources
- Collects data from a variety of sources

Role of the Pupil

- Completes aspects of the project as assigned by the group or teacher
- Presents a final product
- Expects the final product to be assessed and graded

Role of the Teacher

- Develops the teaching unit
- Provides feedback and guidance to pupils and parents
- Motivates the pupils to complete the tasks
- Clarifies the learning needs of the pupils and specifies the next steps

Role of the Teacher

- Provides opportunities for the development of autonomy and responsibility among pupils
- Provides opportunities for the pupils to demonstrate skills that have been mastered
- Evaluates the work of the pupil

Role of the Parent

- Assists with obtaining resources
- Shares experiences related to the topic
- Collaborates with the teacher to support classroom activities
- Sets up regular schedules for doing homework and assignments

Benefits of Projects

- Pupil's interest and involvement will promote effort and motivation
- Pupil shares accountability for learning and achievement
- Integration of knowledge and skills
- Opportunities to create linkages across the curriculum

Benefits of Projects

- Promotes cooperation in the classroom through sharing of ideas, experiences and findings
- Allow for assessment of higher order skills
- Pupils take initiative and assume responsibility
- Pupils can pursue their interests

Projects support integration



My School Community

Social Studies	When was the school built?	Who were the outstanding pupils of the school?	How does the school and community work together?
Language	Talking about findings	Listening to invited speakers	Writing notes on research
Mathematics	Chart showing age groups in the school	Scale drawing of the school	Distance of school from landmarks in the community

Projects support integration



My School Community

Science	Materials used to build the school	Flowers and trees found on the school compound	
Art	Pictures to represent the school buildings	Painting a mural at the school	Using recycled materials to make decorations



PHASES OF THE PROJECT

Getting Started

- Select the topic
- Design the curriculum web
- Note background information
- Propose the questions to be investigated
- Suggest resources

Field Work

- Conduct investigations
- Organise field trips
- Make observations
- Record information
- Discuss findings
- Draw models

Culminating Activities

- Prepare reports
- Present reports
- Display findings
- Summarise findings

Format of the Project

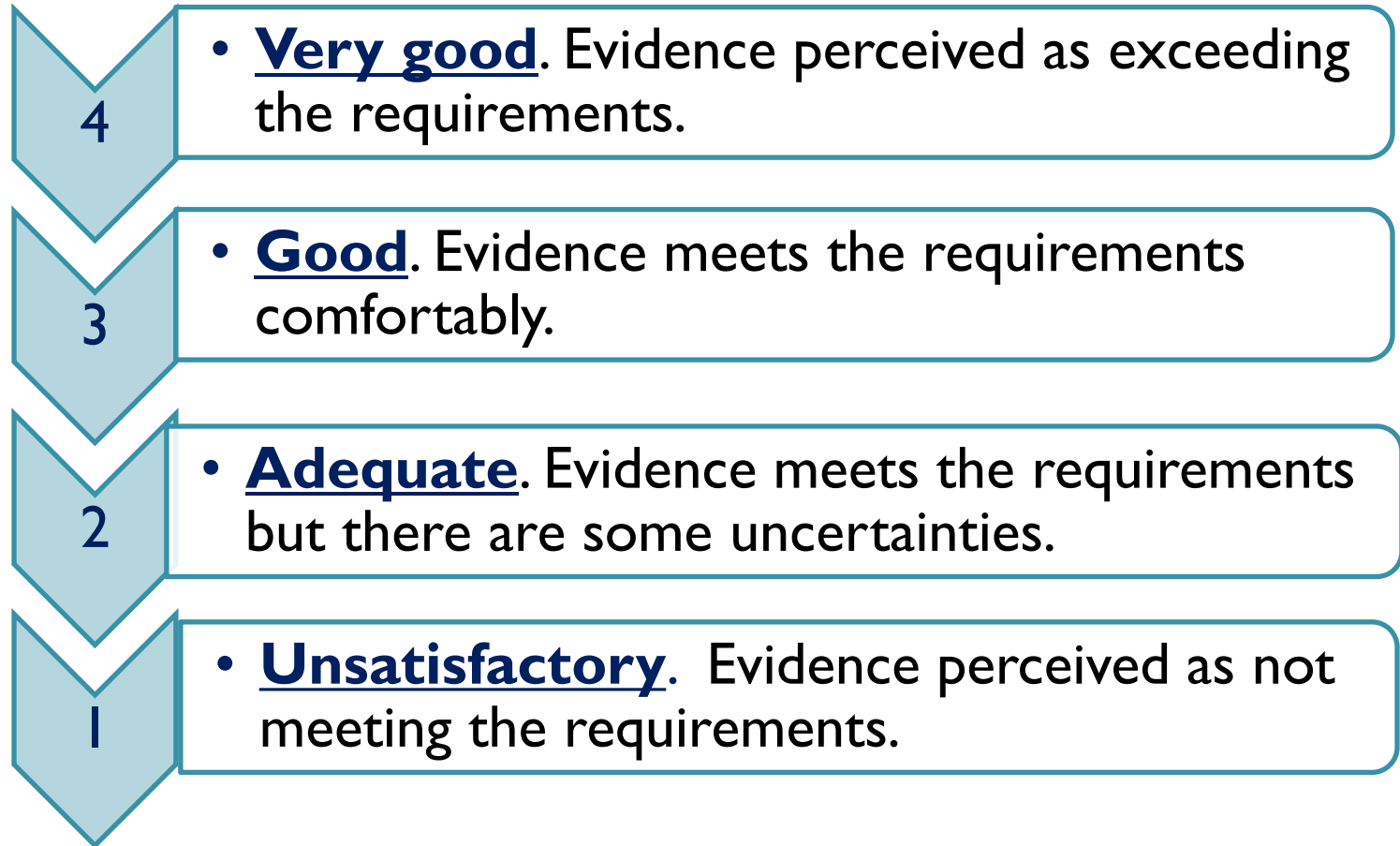
The five components to be assessed are:

1. Introduction
2. Evidence of Group Work
3. Organisation and Structure
 - Recording, sharing and presenting information
 - Mechanics
4. Sources of Information
5. Skills and Knowledge Employed

Assessing the Project



Four levels broadly defined as:



Introduction

Level	Criteria
4	<ul style="list-style-type: none"> ▪ Clearly stated objectives ▪ Specific research questions that are interesting ▪ Description of how project is to be conducted is detailed ▪ Detailed contents page
3	<ul style="list-style-type: none"> ▪ Objectives are stated ▪ Specific research questions are listed ▪ Description of how project is to be conducted contains basic information ▪ List of contents
2	<ul style="list-style-type: none"> ▪ Objectives stated ▪ Project description lacks important information ▪ Contents page satisfactory
1	<ul style="list-style-type: none"> ▪ No objectives stated ▪ Project description not clear ▪ Contents page not adequate

Group Work



Level	Criteria
4	<ul style="list-style-type: none">▪Members worked well with others▪Members assumed clear roles and took responsibility▪Members motivated each other
3	<ul style="list-style-type: none">▪ Members worked well with other members▪All members took part in most decisions and activities▪Most members contributed to the group
2	<ul style="list-style-type: none">▪Members worked with others▪Members experienced some difficulty sharing in decision-making and taking responsibility
1	<ul style="list-style-type: none">▪Members could not work with others in most situations▪Members did not share in the decision-making and taking responsibility

Recording, sharing, presenting



Level	Criteria
4	▪ Presented <u>all</u> information in a clear, organised way using text, diagrams, charts, pictures and the spoken word
3	▪ Presented <u>most</u> of the information in a clear, organised way using text, diagrams, charts, pictures and the spoken word
2	▪ Presented information which was difficult to understand some of the time ▪ Use of diagrams, charts, pictures and spoken word
1	▪ Information presented was not organised and was difficult to understand. ▪ Diagrams, charts, pictures were few and not appropriate

Mechanics



Level	Criteria
4	<ul style="list-style-type: none">▪ Grammar, spelling, punctuation are mostly correct▪ Sentences and paragraphs are well constructed▪ Words used were appropriate
3	<ul style="list-style-type: none">▪ Very few errors in grammar, spelling and punctuation▪ Most paragraphs were properly constructed▪ Most words were appropriate
2	<ul style="list-style-type: none">▪ Many grammatical errors, misspelling and punctuation errors – do not interfere with the comprehension▪ Some words were inappropriate
1	<ul style="list-style-type: none">▪ Included many grammatical errors, misspellings and punctuation errors▪ Paragraphs and sentences interfere with comprehension

Sources of information

Level	Criteria
4	<ul style="list-style-type: none"> Identified and used useful resource persons, materials and sources in many formats (books, magazines, electronic)
3	<ul style="list-style-type: none"> Identified and used some useful resource persons or materials and sources in different formats
2	<ul style="list-style-type: none"> Identified a limited number of resource materials and sources Used few resource persons (one or two)
1	<ul style="list-style-type: none"> Identified sources and materials which were not adequate or useful

Knowledge and skills



Skills and Knowledge Displayed	Comfortably Meets Requirements	Reflects Many of the Levels Required	Does Not Meet the Required Level
Mathematics	3	2	1
Language	3	2	1
Science	3	2	1
Social Studies	3	2	1

Maximum = 12 marks

Allocation of Marks



Component	Marks
Introduction	4
Group Work	4
Organisation and Structure	8
Sources of Information	4
Skills and Knowledge	12
Assessment of Cooperative Skills	8
TOTAL	40