
Project Based Learning: Making Connections with Future Employment

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Outline of the session

- Part 1: *Introduction to the PBL / BTEC project*
- Part 2: *How can a PBL curriculum approach enable teachers to incorporate more local, sustainable business and industry links into BTEC courses?* Examples of projects and collaborations.
- Part 3: *Can an effective CPD programme and collaborative resources support BTEC teachers in developing the skills and experience necessary for PBL?* Engaging teachers in professional learning opportunities.
- Part 4: *How can collaborative resources promote a regionwide network of PBL contacts and support teachers with resources and brokerage?* Creating a collaborative website and using social media for networking.
- Part 5: Q&A

Part 1: Introduction to the PBL / BTEC project



CfLaT and DSFC - Background

- PBL Goes to University project - funded by Edge Foundation. 18 month project working with secondary schools and FE. Outcomes include a website of case studies and planning tools, CPD sessions, and a teacher support and planning guide available [here](https://research.ncl.ac.uk/pblgoestouniversity/).

<https://research.ncl.ac.uk/pblgoestouniversity/>



CfLaT and DSFC - 2020-2021

- ESRC funded project “Accelerating Business Collaboration (ABC)” aiming to make connections between HE and regional industry (Sep 20 - Mar 21).
- Aims:
 - Develop CPD at DSFC to embed PBL approach into BTEC programmes
 - Develop links with NE LEP and local businesses and industry
 - Produce case studies of BTEC projects
 - Record process through series of podcasts
 - Produce downloadable digital PDF guide

Part 2: *How can a PBL curriculum approach enable teachers to incorporate more local, sustainable business and industry links into BTEC courses?*

Examples of projects and collaborations.



A Body of Clues

- ***Durham Sixth Form Centre - Faye Jones***
- Entry event: Visit to Newcastle Law Courts. Prior to this visit, learners were provided with a booklet which provided them with an insight into a law court.
- Project work: The students were given key roles and rehearsed their role.
- Additional Event - Forensic Scientist/ Ex- police officer from Teesside University delivered a lecture to both of my classes

- Showcase: The courtroom (mock trial)
- The classroom was set up like a courtroom. All students were given a key role in this case - there was an element of student choice here. For example their role could be a key witness, friends and colleagues of the deceased!

Soft skills: public speaking; creativity; listening; analysis; use of humour, verbal written, communication; delegation; problem solving; writing reports and research. Further detail of this project can be found [here](#)

Two additional projects

[Working in the Science Industry](#)
[Just Roll with It!](#)

*Cooking lessons

* Bespoke meal plans

* Recipe cards



Is veganism the future of sports nutrition?



Exercise for Specific Groups

Nursery Group



Care Homes



Parkinson's Group



Antenatal



Plan/Deliver/Review Sessions
Bespoke exercise prescription for members of groups

Part 3: *Can an effective CPD programme and collaborative resources support BTEC teachers in developing the skills and experience necessary for PBL?*

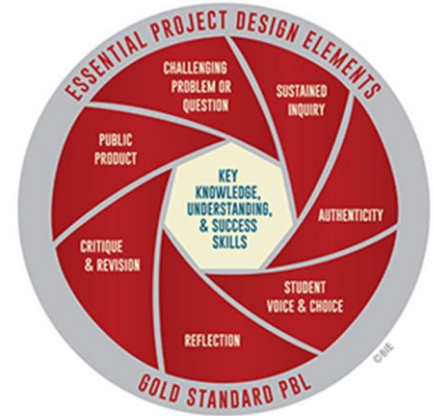
Engaging teachers in professional learning opportunities.

Definition of Project Based Learning

”Students work on a *project over an extended period of time* – from a *week up to a semester* – that engages them *in solving a real-world problem or answering a complex question*. They *demonstrate their knowledge and skills by developing a public product or presentation for a real audience*.”

Source: Buck Institute for Education

http://www.bie.org/about/what_pbl



BUCK INSTITUTE FOR EDUCATION

PBLworks



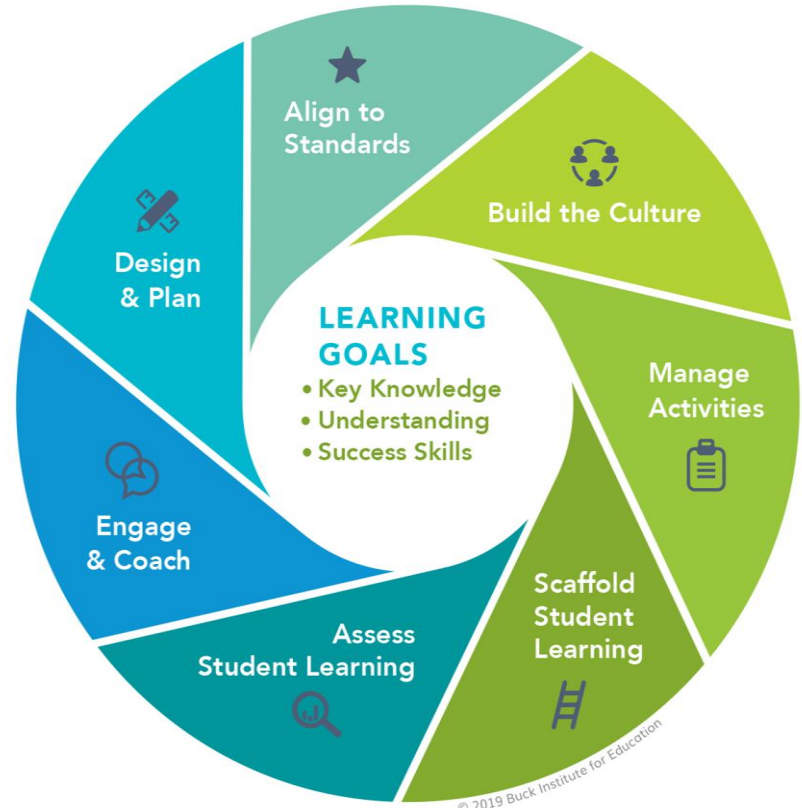
Gold Standard PBL

Seven Essential Project Design Elements



Gold Standard PBL

Seven Project Based Teaching Practices



Providing planning resources, materials and support



Key principles

Brokerage

Building in subject content knowledge/procedural knowledge/skills

Assessment/recording student progress

Working with external partners

Building in links with HE/FE

Case study examples and resources

Click the image to download the guide

Planning aids

Storyboard

Use the frames below to show the key project milestones, to represent significant moments or stages. Indicate how inquiry extends throughout the project.

Authentic Context:

ENTRY EVENT



SHOWCASE



CHOLERA COMMOTIONS



END PRODUCT

8. PUBLIC PRODUCT

Learning Goal(s):

BTEC Barriers: Teaching, Learning and Progression

“I can’t do it”

Lack of employer engagement

Unaware of progression routes

“Is this part of coursework? -
not bothered then!”

“It’s just BTEC”

“I’m not good enough to do A Levels”

Lack of support

Low confidence

Low aspirations - “apply for Love Island”/“marry
someone with a Range Rover”

Perceptions - staff/student/parent

Chosen as 4th/easy subject

"Given the course, it is clear that many people taking the subject have ambitions of joining the forensic field of work, or close enough to it. For this reason, participation and engagement for this project was strong, as many people valued insight into their potential futures. This increased engagement heightened the quality of work."

BTEC Forensic Science Student Voice - March 2020

Part 4: *How can collaborative resources promote a region wide network of PBL contacts and support teachers with resources and brokerage?*

Creating a collaborative website and using social media for networking.

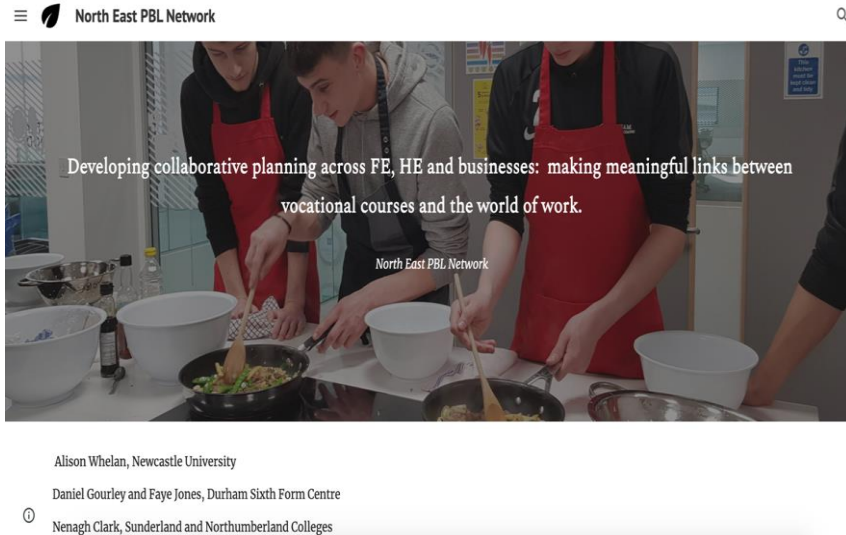
Working with external partners

- Working with external partners means **a broader range of experiences**
- Connect the learning to the **real world**
- A **broker** (e.g. university education outreach or a Local Enterprise Partnership advisor) can **connect** teachers with external partners
- Teachers can use their **own contacts** through personal or professional networks
- As teachers develop a network of contacts, they have a **greater range of expertise** to draw on when planning their projects
- The benefits: external partners can also **develop a teacher's subject knowledge**, particularly if the project is cross-curricular or integrates **real world concepts** which are new to the teacher, topical or **link to the wider picture**.

How to collaborate with external partners:

- As a teacher, who do you know? What links do you already have to businesses, industry partners, community groups, or specialists in your field?
- Who else can you ask? Parents, colleagues, friends...
- Access your local resources: university education outreach teams, Local Enterprise Partnerships, careers/ skills providers, local councils, and arts, heritage and cultural providers.
- Think about what your external partners can bring to the project, in terms of their assets, compatibility, experience, and availability. Will you work with them in person or virtually?
- What benefits will working with this partner bring to the students and their project- Inspiration, motivation, authenticity?
- Think about how the partners can be involved in the final outcomes of the project – the product and the showcase.
- Review and reflect – gather feedback from external partners and students in order to inform future iterations of the project.

Creating a collaborative website and network



- Twitter
- *Professional learning events*
- Working with external partners including The Edge Foundation, NGL Future Learning, and local employers
- *Google Meet & Zoom*
- Cross - curricular links & links with other schools in the region

Any questions? Contact us!

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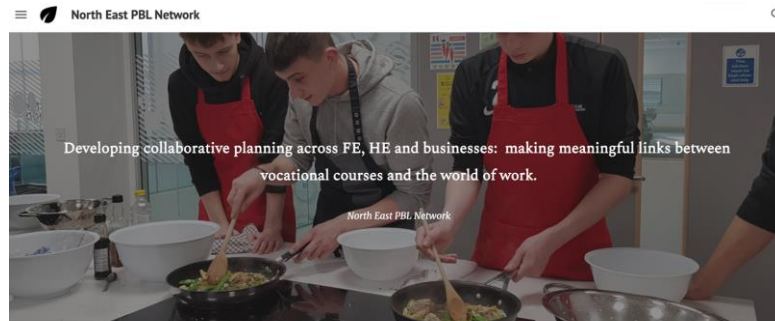
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Visit our
website [here](#)

