



Our Holy Redeemer Primary School



Designing for Learning with Five Key Concepts 'Developing Project-Based Learning'

Online Training: August 2021

Community Learning

Experiential Learning

Problem Based Learning

Quality Learning

Reflective Learning

'A journey of a thousand miles begins with a single step.'



**Community
Learning**

**Experiential
Learning**

**Problem
Based
Learning**

**Quality
Learning**

**Reflective
Learning**



Optical Illusion

Random Picture Connection

Visual Memory Fist to Five

Create Teams

Reflect Connect Progress

ASK

Structured PBT 'Challenge'

iDfL

Reflect, Connect, Progress Product & Process

123

Team Roles

Let's Makedo!

Professional Reading 'Five Key Concepts'

Open-Ended PBT 'Challenge' The Mystery-Box Makedo Task

Carousel Gallery

Reflect, Connect, Progress

Reflection Bullseye Project Websites/ Books

CB/PBT

Linked Learning Experiences



Linked Learning Experiences

Element One

Getting Started

Element Two

Two Facts, One Fiction

Element Three

Designing for Learning with Five Key Concepts

Element Four

Zoom Meeting

Element Five

Design-It-Yourself Problem-Based Task

Element Six

'In Reality' Examples of Projects

Element Seven

Zoom Coaching Session

- reconnect with each other and the five key concepts of 'Designing for Learning'.
- engage with project design and examples from other settings.
- reflect upon the connections with current IDL practice and curriculum design in OHR
- explore the design of an IDL project for the Autumn Term.

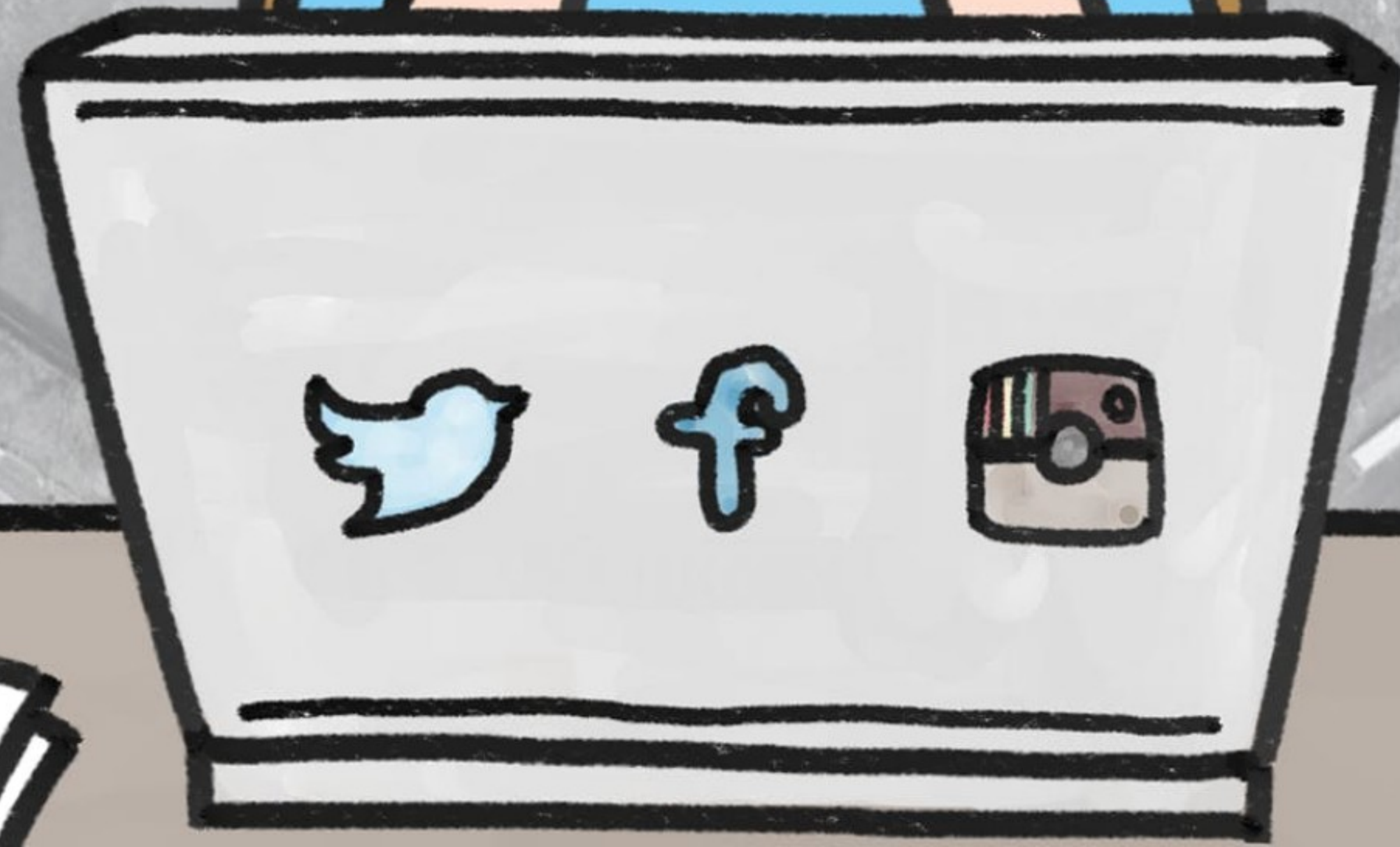
Community Learning

Experiential Learning

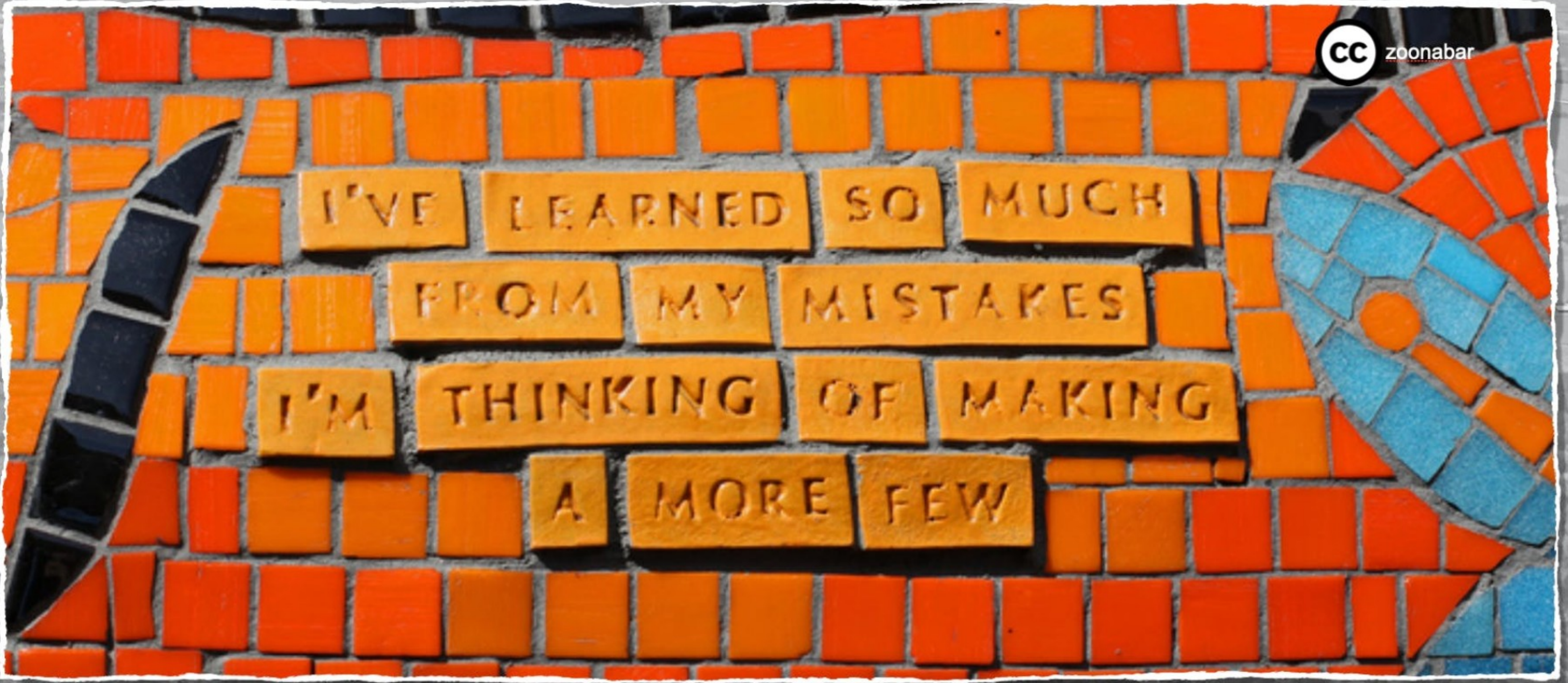
Problem Based Learning

Quality Learning

Reflective Learning







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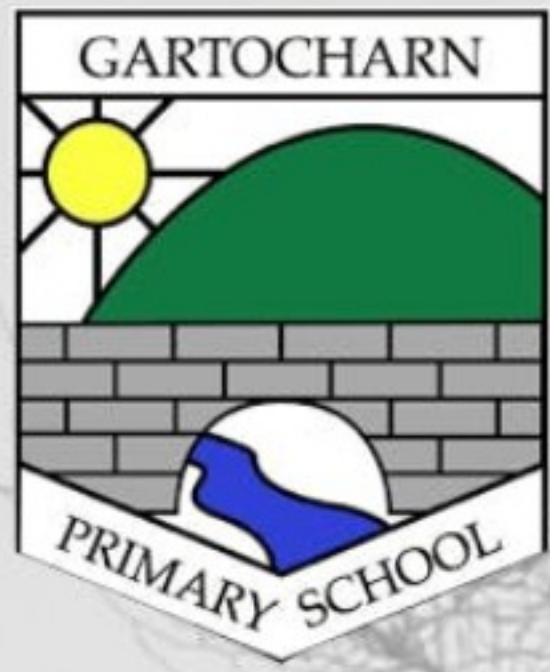


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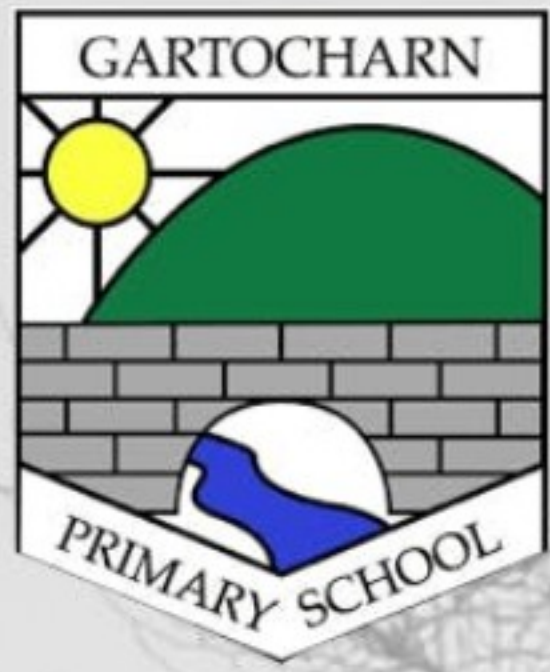
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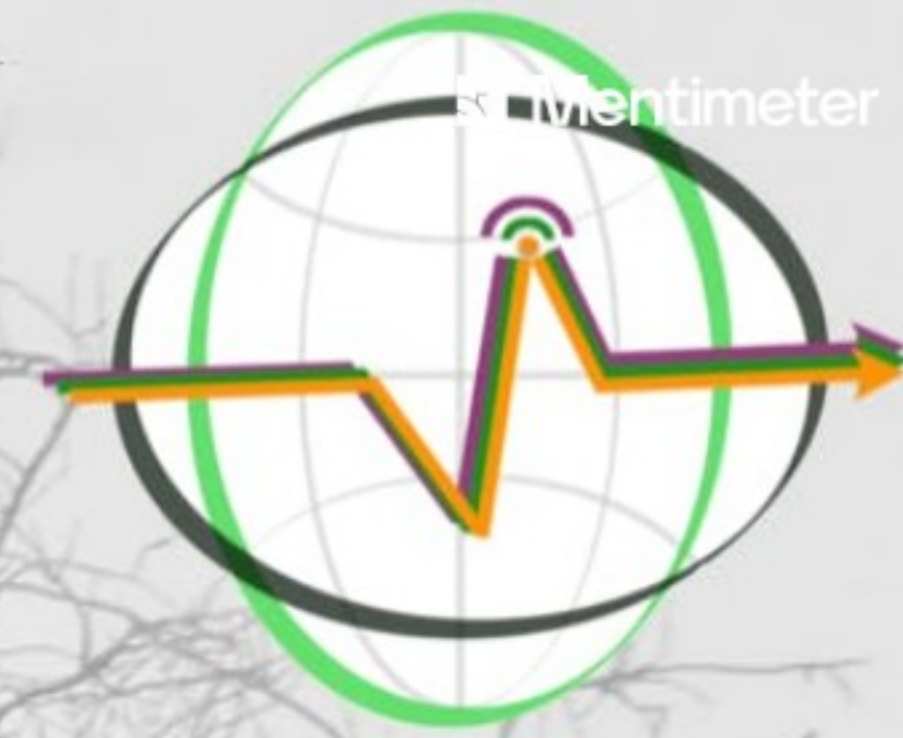


If you trust people you can say things
without worrying what they think.

Thank you to Primary 6/7 at Gartocharn Primary for allowing us to use their reflections.



What would you say to another school to convince them that CHECK IN was really important during a project?



it is important because it can be a mood lifter

a check in is important so you can understand more about the project and its also nice to have a talk with others.

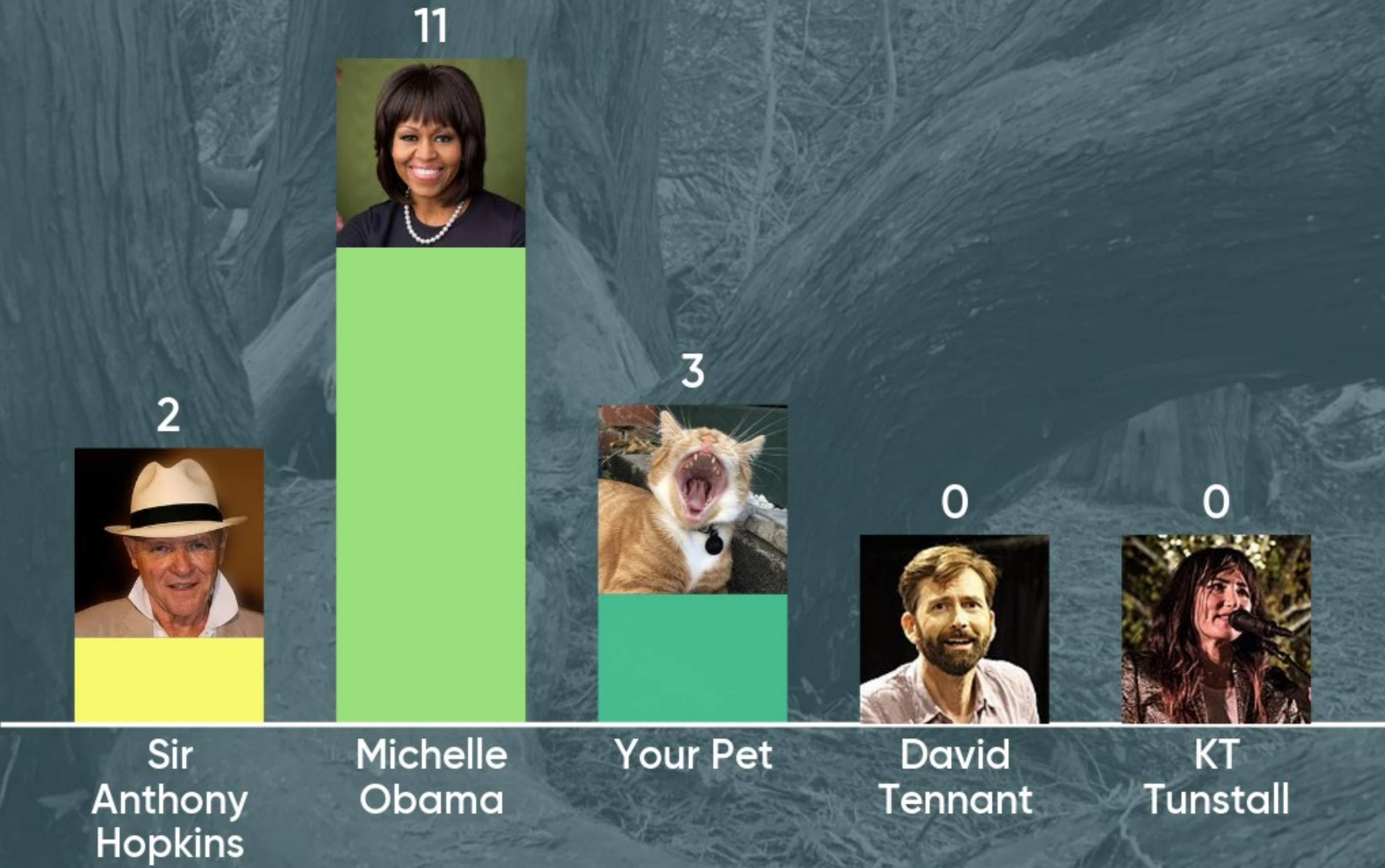
Check in is important because you can tell people how you feel and that means if you feel upset people will know to give you some space

Thank you to Primary 6/7 at Gartocharn Primary for allowing us to use their reflections. 

Which one best summarises your current state of mind?



Which of these would be your choice of lunch partner?



Designing for Learning with

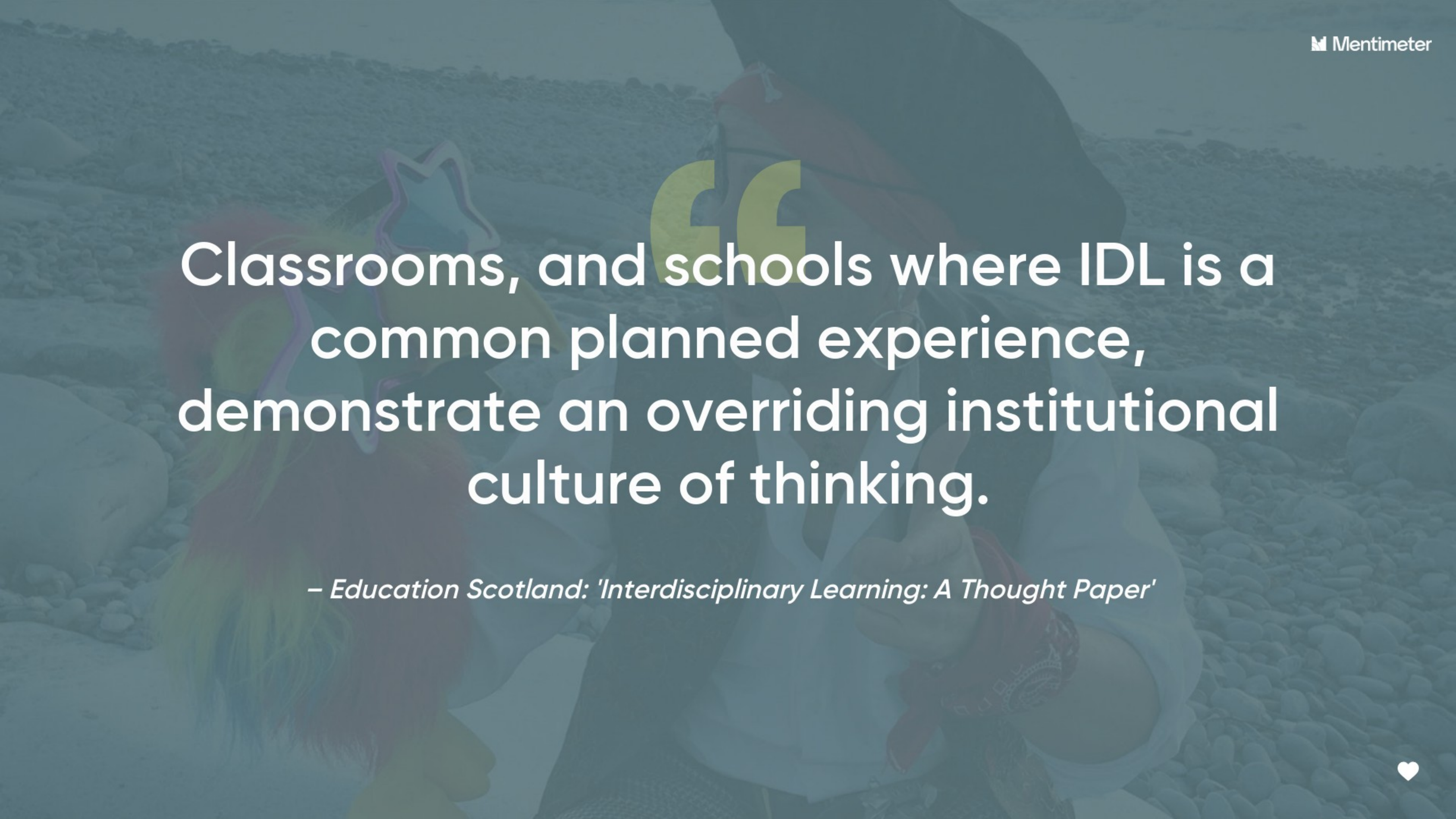
Five Key Concepts @ OHR

Top Three Take-Aways



Breakout Room: Small Team

- Introduce yourself by name and your role in OHR – for the benefit of any new members of staff.
- Assign team roles – Facilitator, Timekeeper, Quality Checker, Reporter.
- Explain your choice of 'emojis' and 'lunch partner'.
- Share your top three take-aways (Five Key Concepts)
- As a team, identify what you already do well and areas for future development connected to your top take-aways.
- Reporter – 1 minute summary.
- <https://singlestepslearning.padlet.org/lynnessl/bcqmixiys66xecoa>
- Pirates or Europe?



Classrooms, and schools where IDL is a common planned experience, demonstrate an overriding institutional culture of thinking.

– Education Scotland: 'Interdisciplinary Learning: A Thought Paper'



Lots of 'disciplinary' - not much 'inter'!



In our experience, IDL is at its best when...

- it is project-based with an overarching purpose/problem - real-life or imaginary.
- clear connections to curriculum outcomes are combined with an engaging, meaningful reason.
- there are linked learning experiences that include knowledge acquisition as well as collaborative, problem-based tasks.
- there is a shared ownership and a flexibility in planning.
- the attitudes and skills needed in the project are developed outside of, as well as within, the IDL experience.
- it is creative, challenging, personalised, shared, holistic with wider connections - a rich, deep learning experience.

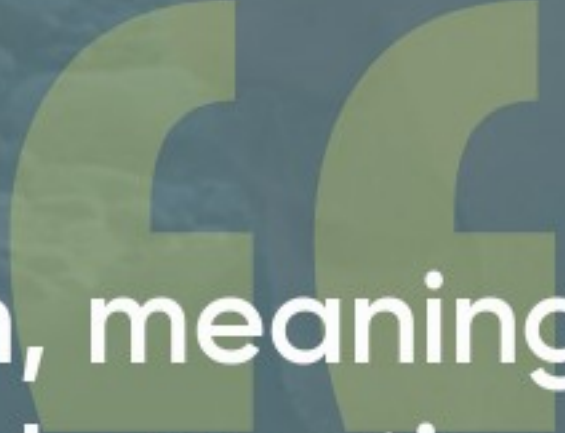
How would you structure an IDL project experience?

1. Focused, immersive week or fortnight?
2. An individual session(s) per week, connected over time by the project?
3. Whole school theme?
4. Connected to play-based approach/creative curriculum?

Joyful learning is hard fun.

– *Education Scotland: 'Interdisciplinary Learning: A Thought Paper'*





Joyful learning is hard fun, meaning that practitioners' skill in pitching challenge is key, and questioning skills of practitioners and learners alike are tuned into stretching a little further than last time.

– Education Scotland: 'Interdisciplinary Learning: A Thought Paper'



SINGLE STEPS LEARNING PROJECTS

HOME

CONTACT

BIG MACK NEEDS HELP!

THE ICONIC STRUCTURES OF EUROPE

FROM HERE TO THERE



Single Steps Learning 3d

Designing for Learning: Mini-Project THE ICONIC STRUCTURES OF EUROPE

Design thinking and planning for linked learning experiences. The sequence of linked learning experiences shown below are the component elements for PRIMARY 5/LOWER KS2 Mini-Project: THE ICONIC STRUCTURES OF EUROPE. Each element is colour-coded. The purple elements are guidance for educators, with the first explaining the colour-coding for the project elements.

Andrew & Lynnie

Project Hook

The project hook and context was relevant to the school. The learning context for the term was 'Making Europe Better' and the request was to design an IDL project around 'The Iconic Structures of Europe' that would combine HWB, Employability, STEM and Social Studies.

Timed Challenge

TRUST RESPECT

Safely Fairly Fully

Working Together

Teams created in the quickest time possible with a time bonus given for complete silence as they move. Teams are discovered as they 'fly in' on a slide. Movement happens after the last team list appears. Teams are generally mixed ability and

Engaging and Involving Learners

By Europe	What in Europe
London Eye	Tower of London
London Bridge	Stonehenge
Big Ben	Stonehenge
Big Ben	Stonehenge
Big Ben	Stonehenge
Big Ben	Stonehenge
Big Ben	Stonehenge
Big Ben	Stonehenge
Big Ben	Stonehenge

Mentimeter Suggestions

- Prior Knowledge
- Questions
- Suggestions
- Sharing Information

The example above used

Problem-Based Task: Team Memory Task

As a team, recreate what you see as accurately as possible.

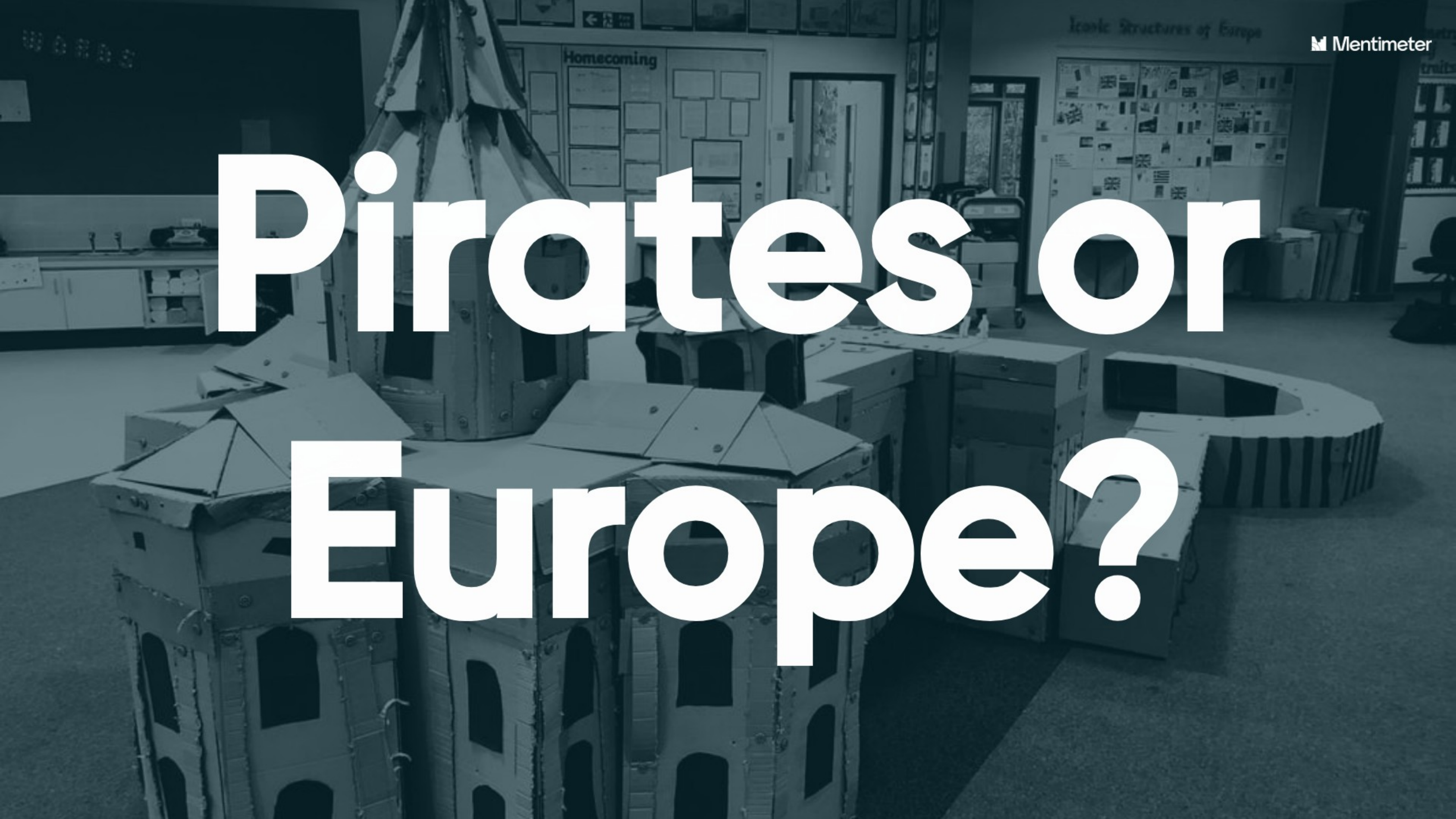
- Your team will organise an order for the team members
- One team member at a time visits the flipchart for records
- On returning to the team area, there will be 1 min before the next person can leave to visit the flipchart
- Each team member will visit at least twice

Team Memory Task

An initial structured task where the end result is known, but the team functions is open-ended. On completion of the timed aspect of the task, the teams were asked to discuss

Day One

Pirates or Europe?



Breakout Room: Small Team Discussion

Problem- Based Task

 OHR: Design It Yourself

 Watch later  Share



Design It Yourself

Problem-Based Task



Watch on  YouTube



The task

Guidance Reading

Design Templates



Element Five: Design It Yourself

In this element, you will find your problem-based task (Design It Yourself), along guidance on designing an IDL Project. This will be a mixture of information, templates and examples of project design.

Please complete this element prior to your ZOOM Coaching Session at a time that is suitable to you.
Expected Duration: 40 minutes (although the website will remain open if you wish to return to explore this in more detail)
Type: Asynchronous

Element Five: Design It Yourself

Element Five

The Task: Video Hook, Sway Document and PDF

Watch on YouTube

Image Only Download document below

Image Only Download document below

Download File

DESIGN IT YOURSELF: SWAY VERSION

Information Documents

SWAY Document: Design It Yourself with JC's
This document contains information about designing projects - CONTENT, COMPONENTS, CONCEPTS.

Use the arrows or dot menu (top right) to read the document in a larger format.

By the end of a project, what do you intend your learners to:

- **know and understand** (factual information)?
- **be able to do** (skills - generic and subject-specific)?
- **be like** (attitudes)?

In an interdisciplinary project, you would require learners to be using knowledge and skills from different subject areas, in addition to developing the generic skills and attitudes necessary for successful individual and generic problem-solving - skills for learning, life and work.

View more
to building learner agency

OPTIONAL: Click on the image if you would like to read the IDL Thought Paper mentioned in this training.

OPTIONAL: Guidance Templates

These really are optional!

If the following are useful to help you shape your thoughts (both before and after the Coaching Session), then please feel free to use and adapt them.

Early Level (end/beginning of First Level depending on your curricular structure)

Guidance Material for Project Design EARLY LEVEL (and First)

First and Second Level (Primary)

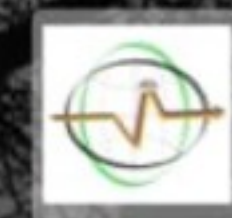
Guidance Material for Project Design PRIMARY

Pirates

Iconic Structures of Europe

From Here To There

Other Example Projects



Mentimeter

Additional Project Examples

Breakout Room Discussion

- Check for understanding
- Any questions?
- <https://www.designingforlearning.co.uk/ohr2.html>
- Organise when you will access the guidance materials on the Training Website
- Your IDL Planners
- Begin to generate ideas

Friday 13th August

Morning Sessions

9.15 -10.20	All Participants access Training Website for Asynchronous Elements.
10.20 -12.00	All Participants Join Zoom Meeting - Synchronous Session

Afternoon Sessions

1.15 -2.00	Zoom Coaching Session A: P4 & P3	All others choose an hour to access Page Two of the Training Website for guidance materials and project examples. Please complete this prior to your Zoom Coaching Session.
2.15 -3.00	Zoom Coaching Session B: P3/2, P2/1 & P1	

Monday 16th August

12.15 - 1.00	Zoom Coaching Session C: P5/4 & P5
1.15 - 2.00	Zoom Coaching Session D: P6/5 & P6
2.15 - 3.00	Zoom Coaching Session E: P7a & P7b

Andrew's Lockdown Locks!



Thank you for participating in this Zoom Meeting. We will activate the button to allow you to access the second webpage.



– Lynne and Andrew

