Project Based Learning Showcase

Description	Students will create a presentation to highlight a unit of study where Project Based Learning (PBL) teaching methodology was used to instruct the JAG competencies or Career Association activities. Participants should be able to describe the events and activities that took place in this unit from the planning stage through completion of the project.
Purpose	To emphasize how Project Based Learning has positively impacted classroom activities and enhanced learning in the JAG classroom.
Eligibility/Entries	1-4 participants may compete in this event. 1st, 2nd and 3rd place will be awarded at NSLA.
Competencies	Will vary based on PBL activity, lessons, and objectives.
Competition Rules	Each group must present on a PBL project, product, or event that was completed at their school or in their community over the past or current academic year. Each participant must present a portion of the presentation and the work must be completed by group members. The goal is to tell the story of the project, and highlight the key learning throughout.

1. The students must create a presentation that highlights the lifespan of a project completed in their JAG classroom. The presentation should include details regarding:

    - Project Overview – What was the project about? Why was there a need? What was your experience?
    - Entry Event – how did your Specialist kick-off the project, what was done to get your attention?
    - What did you learn along the way?
    - How did this project meet a need in your school, community, or organization? What choices did you have to "make it your own"?
    - How did you incorporate "Experts" or engage employers into the project?
    - Reflection. What did you take away from this PBL? Describe the outcome. How were you impacted, or how did you make an impact? What are your next steps?
    - What was the "Public Product"- the result of your project? What impact did it have?

2. Presentations need to be a minimum of (5) five minutes in length and a maximum length of (7) seven minutes. Students who do not present for a minimum of 5 minutes will lose 5 points, regardless of how close he/she came to the five-minute mark. Judges will have up to three (3) minutes to ask clarifying questions and two (2) minutes to score.

3. The timekeeper will time each presentation and use timecards to announce 1-mintue remaining, 30-seconds remaining, and then, TIME IS UP.

4. Time will be called at the seven-minute mark, and the competitor must stop speaking. Students who do not complete their presentation in seven minutes will lose 5 points.

5. Students will create an audio/visual presentation (Power Point, Prezi, Google Slides, Video, etc.) to support the presentation and be viewed by the panel of judges. It is the responsibility of the group members to bring the presentation tools on a jump drive with them to their appointment and can pull up the files/videos they need in a timely manner.   It is also recommended to bring a laptop to show the presentation in the case of technical difficulties at the hotel during the competition.

6. Student may use 3x5 note cards as speaking aids if desired/needed.   It is not acceptable or permitted to read the speech word for word from the notes.

7.	<u>Props may be used</u>; this includes, but is not limited to, costumes, handouts, music, the public product, photos, a power point.
8.	You will be scored on the overall explanation of the PBL, yet **your group is encouraged to be creative, have fun, and make the presentation unique**. This is your time to shine!

Project Based Learning Exhibition   Rating Sheet

Competitors:		Judge:	
School:			

| Rating	Points Possible	Points Awarded
Presentation/Communication Skills		
• Introductions; using Greeting, Name, Affiliation, and Purpose (GNAP) • Voice: pitch, tempo, volume • Body language, gestures, poise, & eye contact • Presentation is delivered fluently; no distracting vocal fillers • Enthusiastic and engaging presentation • Ended with a summary, conclusion	5 5 5 5 5 5	
Content		
• Defined PBL topic and/or set the stage for the presentation • Described the Entry Event – how the PBL was launched • Identified the need for this project within the school and/or community • Shared the process of delivering the project. What steps were taken to make this project a success? • Described how the project engaged employers or subject matter experts throughout the PBL. • Described the "Public Product"- the project outcome and its impact • Described lessons learned and the impact that was made.	5 10 10 10 10 10 10	
Effectiveness		
• Presentation clearly connected to the impact of PBL • Presentation was delivered in the 5-7-minute timeframe *No partial credit/all or nothing deduction* • Delivery was creative, drew in the attention of the audience	10 5 10	
Audio/Visual Component		
• Audio/visual display was professional and added depth to the presentation	10	
Total Points	**130**	

Helpful Hints for Project Based Learning Showcase

Students…

1. Select a project you are proud of to present.
   - It doesn't have to be the most successful project in outcome, but a project when or where you learned the most.
   - Be able to tell the story of how the PBL was introduced, how you worked in groups, researched information, learned new information, and reflected on the final outcome.
   - How is your JAG program, school or community a better place because of this project?
2. Be sure to prepare your presentation based on the points in the rubric.
3. Be sure to highlight connections made to employers or subject matter experts during this project. How did you work with them? How did they support this project? Describe how you were able to build a relationship with the employer or gain new understanding of a career field/area.
4. If you use an electronic presentation, bring a jump drive to load onto computer. Bring a laptop and be ready to present from the computer screen in the case of technical difficulties.
5. Be sure to practice the timing. Presentations must be at least 5 minutes, but no more than 7 minutes or points will be deducted.
6. Have fun! You are representing your school, your state, JAG National….and YOURSELF!

Judges…

1. JAG National has encouraged Career Specialists (teachers) to incorporate the Buck Institute for Education's (BIE) "Gold Standard PBL" into their classroom practice. Research has proven that when the 8 Essential Elements of Project Based Learning teaching methodology are incorporated into a lesson or unit, students tend to become more engaged and experience a higher-level of learning.

The Buck Institute of Education Essential Project Design Elements:
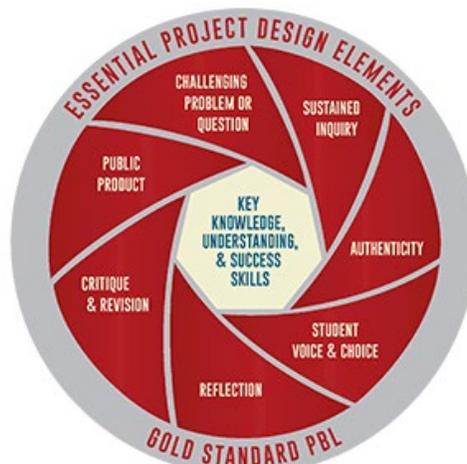
Key Knowledge, Understanding, and Success Skills	• JAG Competencies • Content Standards, College & Career Readiness Standards, Common Core
Challenging Problem or Question	• The **Driving Question** or Project Idea • Project is framed around problem or issue
Sustained Inquiry	• Extended process of answering questions, finding the answers, **research**
Authenticity	• Is the project REAL, and ENGAGING for participants?
Student Voice & Choice	• Students makes decisions about project, how they work and/or what they produce • Opportunity to "own" the project
Reflection	• **Students and Teachers** reflect the effectiveness of the project, quality of work, obstacles
Critique & Revision	• Students give, receive feedback to improve their process and products
Public Product	• Students make their project work public • Must reach beyond the classroom

2. Students will have 5-7 minutes to present their PBL, and the judges will have up to 3 minutes to ask follow-up questions. Judges have 2 minutes to score and should allow student 2 minutes to set up and take down, if necessary.

3. If students have a hard time beginning their presentation, you may ask the question, "Tell us about a Project you worked on in class..."

4. Potential follow-up questions you may ask the participants:

    a. Tell us more about _____ project…. How did you come up with that idea?
    b. What did you learn from the projects you planned?
    c. How did you engage people from the community in this project?
    d. How did this project prepare you for life after high school?
    e. What were some lessons you learned because of this project?
    f. If you had to do anything differently, what would you do? Why?
    g. What advice would you have to other JAG students who were thinking about implementing a project like yours?

Event Assistant Responsibilities

1. An event assistant will be assigned to support the flow of the PBL Showcase event.

2. They will serve as a **Timekeeper** – to keep track of time for the judges, which will help keep the event on schedule. The timekeeper will time each presentation and use timecards to announce 1-mintue remaining, 30-seconds remaining, and then, TIME IS UP.

3. The event assistant will also serve as a **door monitor** and will usher students in and out of the event room. If the judges need assistance, they will serve as a liaison and do their best to resolve the need.

4. Upon completion of the event judging, the Event Assistant should make sure the room is neat and orderly and bring any event materials and the judging score sheets to the Event Headquarters.