Project Based Learning

Cross-Disciplinary Project Based Learning: A Case Study

MARLEE FLAHERTY AND EMILY YOWONSKE
CULTURAL LITERACY FACULTY, HOLY FAMILY ACADEMY

@MJKBC04 • @HFAsMrsY • @HFAPgh • #HFAInnovates
Bridging the Education To Employment (e2e) Gap
Close to 40 zip codes
170 students
125+ internship sites
24,000 hours last year
40 Career Exploration Session
Interested in more about what research says about college/career readiness within a Deeper Learning School: Check out this report by the Nellie Mae Foundation.
We will use the slides used for our entry event to discuss the practical factors in our case study.
A TOP SECRET AGENCY NEEDS YOUR HELP —

YOUR MISSION IS TO CREATE A CONFIDENTIAL REPORT ON A SOCIAL JUSTICE ISSUE THAT WILL BE USED FOR FUTURE MISSION PLANNING FOR SHHHH- THE AGENCY THAT CANNOT BE NAMED!
This is it—the assignment you’ve been training for ever since you became an elite HFA9 operative. We can’t overstate the importance of your role in the success of this mission, so be sure to keep this assignment in your sights between now and the end of May.
Our missions have made the world a better place over the last two centuries.
WHAT IS SOCIAL JUSTICE? CATHOLIC SOCIAL JUSTICE.
This assignment is being conducted between the Biology, Cultural Literacy, and Religion departments.

- You will have time in all three classes to complete your mission.
- You will receive a grade in all three classes for your work.
- You will also have individual projects in class that are just for that class and that grade will be just for that class.
Here are the benchmarks for this mission:

- **Kick off lunch** - March 27
- **Draft of product #1** - May 5
- **Final product #1** - May 12
- **Draft of product #2** - May 12
- **Final product #2** - May 19
- **Presentations** - May 26
Project walls were in all three classrooms. This one is from the Cultural Literacy room.
Driving Question:

• How might we create an app that incorporates religion, cultural literacy, and science to raise awareness of social justice issues?
Team Roles

• Producer
• Technical Project Manager
• Editor
• Yes, And Manager
The slides that follow detail how each role contributes to the team. Please refer to these slides as the project progresses.
Producer

Your role is to focus on the organization and production of the project's content. You make a list of the project content, and distribute it to participants. You are focused on ensuring that all participants have an equitable share of the project. You see the entire project, and make sure that all areas are covered and everyone understands what they are doing. You are positive, and encourage participation. You recognize conflict, and work in collaboration to solve this with the ‘Yes, and Manager’ of the group. A producer can keep the team focused, mediate conflicts, and ensure that individuals are held accountable.
Technical Project Manager

This person is responsible for the technical details of the final products and is always ready to summarize the group's progress and findings to the instructor and to others in the group. You are also responsible for reviewing the work to make sure all requirements are met. You also encourage the group to stay on task by keeping track of time. You announce when time is halfway through and when time is nearly up: "We only have five minutes left. Let’s see if we can wrap up by then."
Your role is to edit everyone’s work, and ensure there is no repetition. You are an expert in English language grammar and spelling; you understand and utilize the publishing style required for the project. You understand the language style of the profession you are studying. You integrate each participant's work into a seamless product. Documenting and distributing notes from each meeting will equally inform all team members and keep everyone on track.
Teams need to embrace conflict and different points of view. By assigning a devil's advocate, this person can freely bring up alternatives or objections, making the team more objective. You not only bring up different points of view but also research them and give good, constructive feedback to team members. If a conflict arises which stops the progress of the group, you are the group member who discusses this with the person who is having the issues, and if necessary, makes an appointment with the teacher, student(s) in conflict, and yourself to attempt a resolution.
App Makers (1-2 students from each section)

- Review all group projects
- Make an app to incorporate the social issues and products produced by your class.
- You do not have to incorporate all products but should have at least one per group.

Your role is to ensure that the ‘product’ or ‘take-away’ of the project is perfect and very professionally done. You take everyone’s content and format it, produce it, and create a seamless app. You may add artwork, sound or special effects, etc. to create professional quality work. You ensure that each participant is given credit for their work on the created project. All bibliographies need to be included as well.
Team Member Evaluations

Collaboration - has a positive attitude about the tasks and the work of others; contributed knowledge, opinions, and skills to the team *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Demonstrated consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>Did not demonstrate</td>
</tr>
</tbody>
</table>

Problem Solving - actively looks for and suggests solutions to problems *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Demonstrated consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>Did not demonstrate</td>
</tr>
</tbody>
</table>

Dependability - follows through on assigned task and does not depend on others to do the work; responsibility for tasks shared evenly; not absent on group work days or promptly makes up their part if absence is unavoidable *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Demonstrated consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>Did not demonstrate</td>
</tr>
</tbody>
</table>

Focus and Participation - consistently stays focused on what needs to be done and moves onto next steps after completing a task; very self-directed; does not need to be reminded by peers to complete work *

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Demonstrated consistently</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>Did not demonstrate</td>
</tr>
</tbody>
</table>

Write at least three sentences describing why you gave your team member these ratings. *

Your answer
Let's Review the Evaluation Criteria for the Products

- **Each digital project has its own check list. Review this checklist often.** You can find these checklists in Canvas.

- **Each discipline (cultural literacy, biology, and religion) will have their own related lessons to this project. Those lessons will have grades in each discipline.**

- **You will receive one grade for this project. This grade will be entered in each discipline.**

- **We will review the project rubric together.**
Topics to choose from:

- Access
- Pollution
- Government Control
- Rights of Others
- An approved topic of your choice

One group will be responsible to put the best projects into an app.
What social justice topic do you want to address?

Go [here](#) and fill out a google survey...

(Note: The topics are more thoroughly explained on the back of your rubric handout.)
Each group will produce two products on their social justice issue.

Each team of students will create one of these groupings of products:

- Glogster & PSA
- PSA & Poem/Artwork with reflection
- PSA & Interactive Report
- Glogster & Poem/Art with reflection
- Interactive Report & Poem/Art with reflection
We will be working with the following agencies on this mission:

- **The Thomas Merton Center: Pittsburgh’s Peace and Social Justice Center**
- **City of Asylum - Pittsburgh**
- **Holy Family Academy**
Now Let's Review the Rubric
<table>
<thead>
<tr>
<th>Domain</th>
<th>Criteria</th>
<th>(D)</th>
<th>(C)</th>
<th>(B)</th>
<th>(A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science role addressed</strong></td>
<td>Demonstrates how science plays a role in creating a more socially just world, incorporating concepts from ecology, or another approved topic in biology</td>
<td>The basic concepts of ecology and/or social justice are erroneous or missing</td>
<td>Concepts in social justice and ecology are both discussed, but the link between the two is not clear</td>
<td>Shows a clear cause and effect relationship (or other logical link) between ecological concepts and the impact on social justice</td>
<td>Provides exceptional detail and explains multiple links between ideas</td>
</tr>
<tr>
<td><strong>Cultural Literacy role addressed</strong></td>
<td>Demonstrates how culture plays a role in creating a more socially just world by incorporating the ideas of time and place and the importance of perspective (T/P/P).</td>
<td>The basic concepts of T/P/P and social justice are erroneous or missing.</td>
<td>Concepts in social justice and T/P/P are both discussed, but the link between them is not clear.</td>
<td>Shows a clear cause and effect relationship (or other logical link) between T/P/P concepts and the impact on social justice</td>
<td>Provides exceptional detail and explains multiple links between ideas.</td>
</tr>
<tr>
<td><strong>Religion role addressed</strong></td>
<td>Demonstrates how religion plays a role in creating a more socially just world. Catholic Social Teaching = CST</td>
<td>The basic concepts of CST and social justice are erroneous or missing.</td>
<td>Concepts in social justice and CST are both discussed, but the link between them is not clear.</td>
<td>Shows a clear cause and effect relationship (or other logical link) between CST and the impact on social justice.</td>
<td>Provides exceptional detail and explains multiple links between ideas.</td>
</tr>
<tr>
<td><strong>Integration of disciplines</strong></td>
<td>Demonstrates how the three subject areas come together around their social justice issue.</td>
<td>Each subject is presented only as it relates to itself.</td>
<td>Two subjects are linked to each other, but the third is left in isolation.</td>
<td>Ideas from all three disciplines are discussed as they relate to each other.</td>
<td>Multiple links between subjects are shown in each product.</td>
</tr>
<tr>
<td><strong>Professional/polished</strong> (Product A)</td>
<td>Product A is polished and high quality and everything on the checklist has been completed well. [21st Skills]</td>
<td>None (or one) of the checklist items are complete.</td>
<td>Some (less than half) checklist items are complete.</td>
<td>Most checklist items are complete.</td>
<td>All checklist items are complete.</td>
</tr>
<tr>
<td><strong>Self-evaluation &amp; multiple drafts (reiteration)</strong></td>
<td>There is evidence of self-evaluation and reiteration as students reach for professional products (document and retain drafts/prototypes).</td>
<td>Evaluations are not performed or only a single draft is produced.</td>
<td>Evaluations are incomplete. Drafts are almost entirely identical. Evaluations do not inform changes.</td>
<td>Each product has a first draft, evidence of evaluation, and the second draft shows improvement based on the evaluation.</td>
<td>Both products were repeatedly drafted and evaluated, leading to significantly improved final drafts.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>Exemplified the HFA mindsets and completed your assigned role.</td>
<td>Group members did not feel you contributed.</td>
<td>Group members noticed your contributions some of the time.</td>
<td>Group members consistently recognized your contributions to the team.</td>
<td>Group members recognized you as an engaged and reliable member of the team.</td>
</tr>
</tbody>
</table>
Example Products

- Glogster - an electronic poster
- PSA
- Interactive Google Doc
- Poem/Artwork with reflection

ACCESS TO EDUCATION FOR GIRLS

Social Justice

65 million girls are unable to go to school. This is mainly due to poverty and discrimination.

The State of Girls Education

In many countries, girls are not given the same opportunities as boys. This is due to cultural and social norms that dictate that girls should stay home and focus on family responsibilities.

57 million girls are out of school.

Poverty is a major barrier to education for girls. Girls from low-income families may have to work or help with household chores, which can take them away from school.

In many countries, girls are not given the same opportunities as boys. This is due to cultural and social norms that dictate that girls should stay home and focus on family responsibilities.

Girls are 2.5 times more likely to be out of school than boys.

Data from UNESCO shows that girls are less likely to attend school and are more likely to drop out due to poverty, cultural norms, and lack of support from families.

The situation is particularly dire in rural areas, where girls are often expected to stay home and take care of younger siblings.

In many countries, girls are not given the same opportunities as boys. This is due to cultural and social norms that dictate that girls should stay home and focus on family responsibilities.

Girls are 2.5 times more likely to be out of school than boys.

Data from UNESCO shows that girls are less likely to attend school and are more likely to drop out due to poverty, cultural norms, and lack of support from families.

The situation is particularly dire in rural areas, where girls are often expected to stay home and take care of younger siblings.

In many countries, girls are not given the same opportunities as boys. This is due to cultural and social norms that dictate that girls should stay home and focus on family responsibilities.

Girls are 2.5 times more likely to be out of school than boys.

Data from UNESCO shows that girls are less likely to attend school and are more likely to drop out due to poverty, cultural norms, and lack of support from families.

The situation is particularly dire in rural areas, where girls are often expected to stay home and take care of younger siblings.

In many countries, girls are not given the same opportunities as boys. This is due to cultural and social norms that dictate that girls should stay home and focus on family responsibilities.

Girls are 2.5 times more likely to be out of school than boys.

Data from UNESCO shows that girls are less likely to attend school and are more likely to drop out due to poverty, cultural norms, and lack of support from families.

The situation is particularly dire in rural areas, where girls are often expected to stay home and take care of younger siblings.
Example App

Project: Insider Showcase

By Destiny Barry, Dylan Stone, and Connor Chapman

Built on Code Studio
Thank you!

Contact Us:

Flaherty.Marlee@hfa-pgh.org • Yowonske.Emily@hfa-pgh.org

@MJKBC04 • @HFAasMrsY • @HFAPGH • #HFAInnovates