



DAILY PROGRAMME

Active Learning through Project-Based Education

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–14:30 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Learning Goals and the Challenging Question	DAY 2 Sustained Inquiry and Authenticity: Building the Middle	DAY 3 Student Voice and Choice, and Reflection	DAY 4 Critique, Revision and Assessment	DAY 5 Public Product: Exhibition and Design Critique
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Day by day

Day 1

Learning Goals and the Challenging Question

- **Warm-up:** each participant introduces themselves through the last project they set a class — or one they remember from their own school days — and names in one sentence the question that project actually answered — the room then sorts them into real questions and announced topics
- What the Gold Standard model asks that a poster, a diorama or an end-of-unit slideshow does not answer
- **The model itself:** seven essential project design elements arranged around a centre of learning goals — key knowledge, understanding and success skills
- **Element 1, A Challenging Problem or Question:** turning a curriculum topic into a driving question pitched at the right level of difficulty
- **Working session:** each participant names the content standards their project must teach, drafts the driving question, and tests it against the group

Day 2

Sustained Inquiry and Authenticity: Building the Middle

- **Warm-up in new pairs:** each pair takes a driving question from yesterday that could be answered in a single lesson and tries to rebuild it into one that cannot — regrouping the room before the inquiry work starts
- **Element 2, Sustained Inquiry:** designing the question-research-application cycle so the project survives past the first lesson instead of being answered in it
- **Element 3, Authenticity:** real context, real tools, a real audience — and the honest alternative for a school that cannot bring in an outside partner
- **Working session:** mapping your own project's inquiry arc week by week, with what pupils produce at each stage
- **Finding and judging sources:** the research tools pupils will actually use, and how to teach them to tell a usable source from a convincing one

Day 3

Student Voice and Choice, and Reflection

- **In fours:** one decision you have never let a class make, and one you always do — the lists are compared before the day works out where choice actually belongs
- **Element 4, Student Voice & Choice:** deciding in advance what pupils choose — question, method, team, product — and what stays with the teacher, and why unlimited choice fails
- **Element 5, Reflection:** putting reflection into the timeline rather than at the end, and what a mid-project reflection prompt has to ask to be worth the lesson time
- **Working session:** writing the choice points and reflection checkpoints into your own project timetable
- **Team roles and division of labour:** designing who does what so individual learning is visible inside a shared product

Day 4

Critique, Revision and Assessment

- **Element 6, Critique & Revision:** running structured critique protocols with pupils so that feedback actually changes the work
- **Assessment design:** separate rubrics for the content standards and for the success skills, and what is fair to grade when the product is collaborative
- **Working session:** each participant scores their own draft project with PBLWorks' Project Design Rubric, element by element
- **Revision time:** rebuilding whichever elements scored weakest on your own rubric
- **Preparing the public product:** who the audience is, when they are invited, and what they are asked to do rather than just watch

Day 5

Public Product: Exhibition and Design Critique

- **Element 7, Public Product:** the projects are exhibited, run the way an exhibition is run with pupils — designs on the wall, participants moving between them rather than sitting through twenty presentations
- **Critique round in small panels:** each project is challenged by three colleagues who name the point at which it would fail in a real school — timetable, resources, colleagues, assessment. Two projects are then taken to the whole room in full

- **Revision time:** participants amend their own project plans in response before they take them home
- General course evaluation and feedback survey
- Discussion of future projects, collaborations and partnerships
- Certificate ceremony

PLEASE NOTE

Sessions run from 09:30 to 14:30, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

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COURSE PAGE

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