Collaborating for Project-Based Learning in Grades 9-12

By Violet H. Harada

Linworth. Paperback. Book Condition: New. Paperback. 248 pages. Dimensions: 10.9in. x 8.3in. x 0.5in. This is the book that high school media specialists have been asking for! Finally, a project-based approach to student learning in high school featuring the school library media specialist in a starring leadership role in the school improvement process! Includes how-to directions for project-based learning for high school students. Find scientifically-based research incorporated into actual practice. See both theory and practice in active collaboration to bring authentic examples of the school media specialists leadership role in school improvement. Use the best rubrics and plans you can ever imagine today with your students and teachers. Experienced and award-winning librarians collaborate to bring you the book you need to employ best practices with high school students. It is all here in this book the why, the what, and the how. Allow these wise authors to affirm what the school librarian knows: that collaborating with teachers to guide high school students in inquiry-based learning is an effective practice. Watch learning soar as students are deeply engaged in their meaningful school work. This item ships from multiple locations. Your book may arrive from Roseburg, OR, La Vergne, TN. Paperback.

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Project-based learning in HE, on the other hand, derives mainly from engineering, in which discipline the technique was pioneered at Aalborg and Roskilde Universities in the 1970s (de Graaf and Kolmos, 2007). PBL is described as a learning cycle in which students initially encounter a problem (rather than first being given information); reasoning skills are then developed and learning needs identified with the staff support. Problem-based learning is also often conceptualised as a sub-element of successful project-based learning (Barron et al., 1998; Blumenfeld et al., 1991; Hanney & Savin-Baden, 2013). Here, the problem sits within the project (Blumenfeld et al., 1991) and usually informs or drives the project (Kolmos, 1996; Thomas, 2000).