

The PjBL Toolkit:

Embedding digital capability through project based learning and multimedia reflective practice



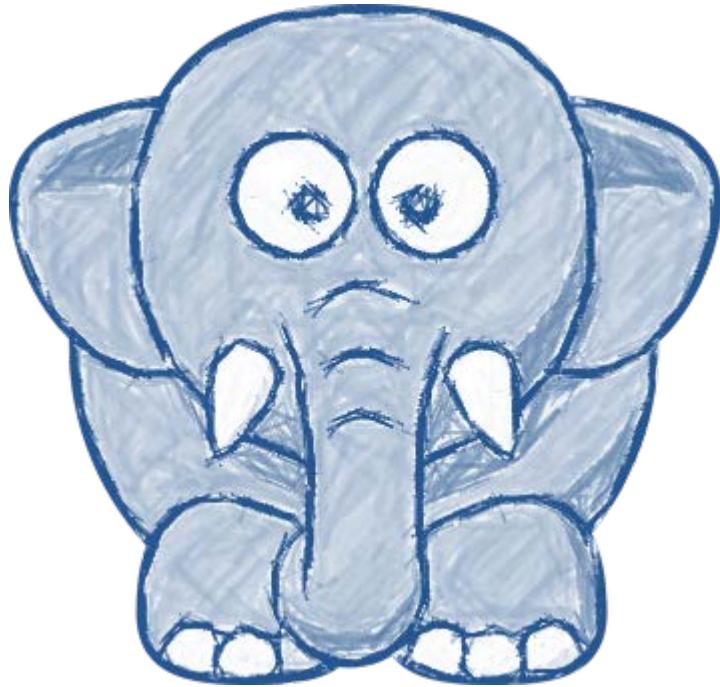
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LEAD Associate Project

Context

Students from all disciplines engage at some point with **project based learning**, independently and/or within groups.

The PjBL Toolkit considers how digital and social media can be used to develop skills to help learners to **organise and reflect** upon their learning during the project and thereafter.

No one can eat an elephant whole



"When eating an elephant take one bite at a time."

Creighton Abrams

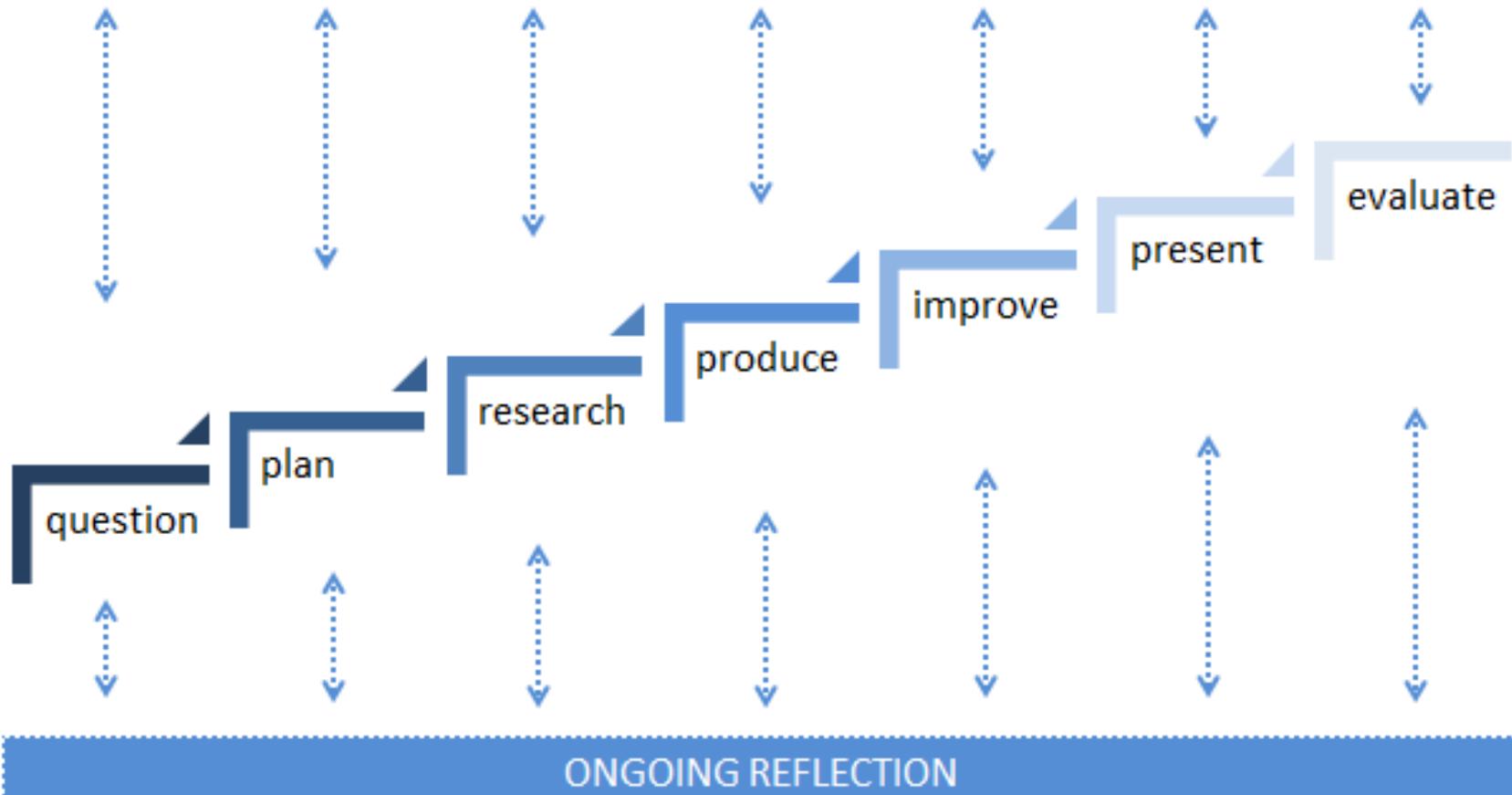
Considering a project in stages



At each stage students will engage in a variety of activities.

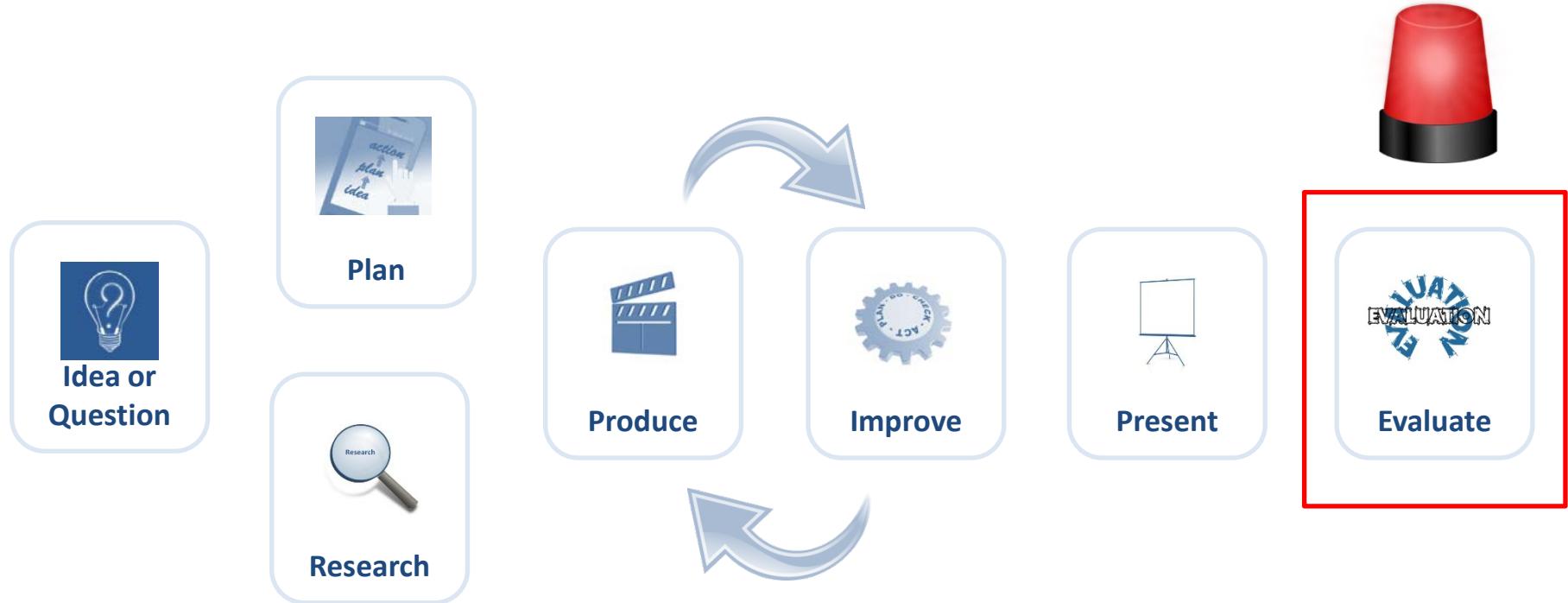
This multifaceted form of learning presents opportunities to engage in authentic and meaningful problems, receive **ongoing feedback**, and to **reflect** on personal/peer contributions and progress.

ONGOING FEEDBACK



Note: Whilst presented in a linear format students will move back and forth between the stages.

A common concern...



The learning during the lifecycle of a project is not always captured



Evaluation and critical reflection relies on memory



observe
listen
interact
learn



Capture

Inquiry

Feedback

Reflect

PERSONALisedblog



tutors...peers



employers...public

Builds on a prior project which identified the value of a '*digital toolkit*'

Providing students opportunities to develop **professional** digital and social media skills

to enhance meaningful engagement with personal and professional development planning through inquiry, feedback and reflection

Sue Beckingham | @suebecks | Sheffield Hallam University

Personalised toolkit



The PjBL toolkit and associated guidance is intended to *empower* the learner/project owner and provide them with the means to take ownership of their own learning experience **through the creation of a *personalised* toolkit.**

A Digital Toolkit

Activities

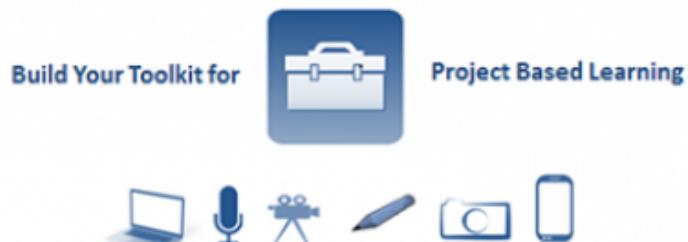
To introduce tools that can help students
organise and reflect on their project

The PjBL toolkit provides:

STUDENTS with resources they can explore to develop their own toolkit which will help them connect, communicate, curate, collaborate and create, throughout the project lifetime

STAFF with suggested activities to use with students to encourage the development of their students' project(s); and effective reflection and application of their learning.

The Project Based Learning (PjBL) Toolkit



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Home

This website is aimed at anyone undertaking a project: individual projects or group projects; tutor led projects or student led projects; short, medium and extended projects; investigation based or application based projects; for some a project will relate to a dissertation or thesis, for others a practical application or artifact.

There are **many** types of projects. The connecting factor is that all projects benefit from feedback and critical reflection.



<https://project-based-learning-toolkit.com/>

Transitional Scaffolding

“Scaffolds are transitional in two senses: they support a developmental change in the learner; they also change themselves in that as the learner develops a higher level of understanding, earlier scaffolds are no longer necessary and new ones are put in place to move the learner beyond the newly acquired stage of understanding.”

Husbands and Pearce 2012:7

Activities

Scaffolding reflection

These handouts help students consider Gibbs 'Six Steps of Reflection' and provide a structure to their reflective writing.

Download the [full size version here](#).

Scaffolded Reflection

1. Description What happened?	2. Feelings What were you thinking and feeling?	3. Evaluation What was good and bad about the experience?	1. Description What happened?	2. Feelings What were you thinking and feeling?	3. Evaluation What was good and bad about the experience?
Begin by describing in detail the activity you are going to reflect upon. Think about including who you were with, where you were, what did you do/read/see; what were your responsibilities and what did you contribute; what did others contribute; what were the outcomes... .	Now consider what you were thinking about. Capture what you were feeling at the beginning of the experience. How did you feel when it was completed and how do you feel now? Did your feelings change? Consider also how others made you feel.	The next step is to evaluate your experience. Think about what went well and what didn't go as well as expected. Record both the positive and negative aspects at each stage of the experience. Were there any difficulties? What/who was helpful/unhelpful.			
4. Analysis What sense can you make of the situation?	5. Conclusion What else could you have done?	6. Action Plan If it arose again, what would you do?	4. Analysis What sense can you make of the situation?	5. Conclusion What else could you have done?	6. Action Plan If it arose again, what would you do?
			Look more closely at why you think aspects went well or didn't go so well. What contributed to things going well? Where things went badly think about why this might have happened. Think about your contribution and how others contributed. How does it compare to other experiences?	Now you need to consider what you have learned from your experience. It is important to be honest with yourself and think about how you could have done something in a different way. Have you learned anything from other people's approaches or behaviours?	Finally, if you were to find yourself doing this or a similar activity again, how would you approach it? What would you do differently? Think about the skills you may need to develop to ensure you do better next time. Plan how and when you will undertake any skills development.

Feedback Toolkit

When feedback is received it is important to reflect on what this means and how you should react to the feedback. Creating a '**Feedback Action Plan**' can help make sense of the feedback you are receiving and chart your progress.



DOWNLOAD

Download a copy of a '[Feedback Action Plan](#)' here (Credit Phil Race)

This will open in Google Docs. Go to File and then choose to:

The PjBL toolkit considers

- what is meant by **project based learning**,
- why acting on **feedback** and engaging in **reflection** is valuable,
- how **digital and social media** can enhance the learning journey throughout the duration of a project.
- and how new approaches can be linked to the development of **digital capabilities**, skills building and employability.