

**Phase III Learning Case Study:
Project-Based & Problem-Based Learning**

**PSY 205 Educational Psychology
Learning Plan Template**

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| Teacher Name: Rebecca Brydl | Grade & Subject: Kindergarten; Visual Arts |
| <p>Name of School: ABC Learning</p> <p>Background of School (“culture”):</p> <p>ABC Learning is located in Chapel Hill, North Carolina. Chapel Hill has a population of 59, 862 with the population being 68% Caucasian, 12% Asian and 10% African American. ABC Learning is moderately diverse in the school setting. The school setting follows the city's demographic, and all are fluent in English.</p> <p>ABC learning is a middle-class school with ranges of families with high and low income. ABC learning holds students from Pre-K to 2nd grade level. The population of the school is 350 kids. There are multiple rooms of the same grade for students to travel around to work and learn from new classmates and new teachers. With the range of grades, other grades can come into the younger grades to help “teach” and interact with the younger kids. They have shared music, gym and recess times. The young can learn from the older students and the older students are able to be role models for the younger kids. The school is located in a clean and safe neighborhood of the middle-class community. These Children are taught Visual Arts, English, Math, Science and Social Studies. Each student gets time for music and gym twice a week and recess every day.</p> <p>Mostly all the teachers at ABC Learning are 1-5 years out of college. They all bring energy and passion to the classroom. With being new teachers, they are up to date on all technology resources and the latest versions of teaching. They all bring their own styles but feed off each other to better their classroom in new ways to keep things interesting for the students.</p> <p>Students radiate their love for the school and their teachers. It is not often that there are major issues with students. If there were to be a problem, and the issue couldn't be solved with the teacher, the student will be sent to a principal to discuss further planning. Parents will also be called in to be informed of the situation.</p> <p>Parent involvement is major at ABC Learning. Children can't succeed if they don't have the support and encouragement from their family. We have many different opportunities for parents to come in for certain programs, activities and school committees. Monthly parent meetings with the student and teacher are highly encouraged. We have a closed Facebook group that parents may join to see what their children are learning and doing that day. Along with parents, we have many student volunteers coming in to help. This lets the children develop more mature relationships and attitudes.</p> | |

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| <p>PBL Unit Name: The Beauty of a Community</p> | <p>Specific Standards:</p> <ul style="list-style-type: none"> • VA: Cr 2.k.a- Create art that represents natural and constructed environments through experimentation, build skills in various media and approaches to art making • VA: Pr 4.k.a- Select art objects for personal portfolio and display, explaining why they were chosen • VA: Pr 5.k.a- Explain the purpose of a portfolio or collection • VA: Cn 10.k.a- Create art that tells a story about a personal experience |
| <p>What Resources Will the Students Need (describe all resources and learning materials necessary for your project (e.g., Internet sites, colored paper, graduated cylinders, etc.)</p> <ul style="list-style-type: none"> • Art notebook- first lesson, used to write their ideas • Two graphic organizers: one for the places the students have seen and the other with their ideas about what they will do about the situation to fix it – created as a class and will be referenced throughout the unit • White paper, can be standard size or bigger depending on what the students prefer • Pencils, markers, colored pencils, crayons • Pictures taken of the chosen area • Paper and pencil for writing • Portfolio- poster board for the students to assemble their project one • Examples of portfolios for the students to look at/refer back to- I will provide them • Colored construction paper to help with the design of the portfolio- students can glue/tape their pictures on the construction paper or use it for labels, titles, ect. for their portfolio | |
| <p>What Resources Will the Students Need (describe all the resources/materials needed for your students to learn):</p> <ul style="list-style-type: none"> • Student 1: Anna is a great student. She is quite intelligent but can become easily distracted when she is not doing something she likes to do such as math and worksheets. She does not need much help with her schoolwork so she needs to be challenged. Anna is the most focused when she is doing art. This PBL will be a great fit for her because she loves anything having to do with art. Her artistic ability will be able to flourish because of the art that goes along with this PBL. Anna is not shy and makes friends easily, so she will be able to help her peers who are not as artistic. She may help give them ideas pertaining to their project such as what to draw or include in designing their portfolios. By allowing Anna to help her peers, she will be challenged because she will not only have to work on her own project, but also help others if she is asked to which will help boost her creativity in new ways. • Student 2: Lewis is academically proficient in his math and language abilities. He especially excels in math because he likes structures and patterns so math comes easy to him. However, Lewis is not strong in his reading skills which can be difficult for him at times. Lewis is quite social, especially at recess because he plays with everyone. He does have one good friend who he always plays with, but he will play with everyone. Another part of Lewis’ social aspect is that he wants to make sure | |

everyone is happy because he is a caring boy. This PBL should work well for Lewis because he will be able to interact with his classmates which will contribute to his social aspect side. Also, there is little reading involved with this project so he should not have to worry about that. He may need help with his art from time to time which is where Anna or other students will be able to help him if needed.

- **Student 3:** Skyler is a student who is a little behind her classmates academically. She loves books and reading which allows her to have a great range of vocabulary. Skyler does speak intelligently for her age, but does still struggle with some sounds such as: “L”, “Tr”, and “Fr”. She makes friends quite easily, loves to talk to others, and can be a “ring leader” from time to time. Skyler is a mover and is constantly on the go and she loves to do and try new things. This PBL will be a great way for Skyler to try something new while being able to work on her pronunciation of words with certain sounds. Skyler may struggle with this PBL especially with the presentation at the end because she is unable to produce some sounds. To help her, I will work with her one-on-one before she presents her portfolio so she is confident in pronouncing the words she may struggle with. Also, Skyler is talkative so it may become hard for her to be quiet at times. In order for her to stay on task, I will make sure to allow a few turn and talks from time to time to allow her to share about what she is working on and gain/give some ideas from/to her peers.
- **Student 4:** Zach is a great student. He is above average in math and he has been working on improving his reading skills by reading ten to fifteen minutes each night before bed. He does have some language issues such as struggling to explain what some words mean in a sentence. He understands where words belong in sentences and can use them in sentences, but struggles with the explanation part. He does see an Occupational Therapist for his sensory issues, but his self-control has improved. He is quite social, has a few close friends, and he does like to keep to himself from time to time. Zach has naturalist skills as one of his hobbies is farming and he has a creative mind. He is the most motivated when he gets to do outdoor activities and he is only interested in things that pertain to him. This PBL should work somewhat well for Zach because he will be able to use his creative mind by designing a picture and he will be able to bring in his naturalistic skills. Also, Zach does not like working a lot with others and this PBL does not contain a big amount of group work so it will work well for him.
- **Student 5:** Olivia is a well-behaved and happy student in the classroom and at home. Her vocabulary is wide for her age, has well-developed semantics, she speaks clearly and uses whole-body listening. She asks many questions and learns the best when she is challenged and is best motivated when she receives positive feedback. Olivia is very talkative, plays with the same group of friends, and she loves to do things for other people. She does become sensitive in certain situations, but she has improved in managing her emotions over time. For Olivia, it is difficult for her to pay attention when she is uninterested or if the classroom is too busy, but she finds a way to make herself busy and is proud of her own work. In some ways, this PBL will be great for Olivia because she will be able to help others if needed and since she has a wide vocabulary, she will be able to develop a great portfolio. Olivia may struggle with this PBL because she is talkative so it may become hard for her to be quiet at times. In order for her to stay on task, I will make sure to allow a few turn and talks from time to time to allow her to share about what she is working on and gain/give some ideas from/to her peers.

Students Will Do (describe what will be done during the unit in the order they will be done):

1. I will introduce the PBL with a driving question: "What is one place you have seen either in your neighborhood or community that needs attention to allow its true colors to show and how would you do that?"

The students will take a few minutes to think about the question then write their ideas down in their art notebook about places they have seen that needs attention in the community.

Then, I will give a short lesson about what a community is and why it is important to keep our community clean and beautiful. I will also discuss with the students what true colors mean so they will be able to build their ideas from there. From the ideas the students give, as a class we will create two graphic organizers, one with the places the students have seen that need attention and the other with what they will do about the situation which will be used throughout the unit.

2. The next lesson will be more on the independent side. After having some time to think about some places the students have seen in their community that need attention, the students will practice drawing their places. The first picture will be of what the place looks like right now. The second picture will be of what the place will look like after it has been given attention to allow its true colors to show. After the students have made their drawings and finalized them, they will next take a picture(s) of the place they have chosen outside of school. After their pictures are taken and

Describe How This Will be Developmentally Appropriate for:

- Brain Development: These children are in middle to late childhood. The children are starting to develop their myelination which is not fully developed until around the age of ten. Since their myelination is not fully developed yet which is the speed at which the information travels through the nervous system, the children are not able to process information as quickly as adults which is why we have to take our time explaining directions so they understand. Also, this process helps with children being able to focus which is why children at this age have trouble with staying focused and on task. In order to help keep their myelination process growing, it is important to allow the students to be able to think, reason, and stay on task during this PBL. The students are able to reason throughout this project by discussing their ideas with their peers by sharing what they are creating and how they are going to do it. Also, they will be working on their staying on task skills by focusing on what they are doing during independent time and not worry about what others are doing around them. This may be difficult for the students at times to stay on task because they are quite active and some are talkative. Skyler and Olivia are the talkative ones of the group so to keep them on task, I will allow a few turn and talks from time to time to have the students discuss what they are working on. Olivia does get off task when she is uninterested or if the classroom is too busy. To keep her on task and interested in the PBL, I will make sure there is not a lot of movement going on in the classroom so she is able to focus. Also, this project is meant to be something fun and creative for the students to show their creative side. This will allow Olivia to do something that is her own work which she can be proud of at the end which should help keep her focused and on task. During this time, the students' prefrontal cortex is developing from their attention

brought back to school, within the next day or two, students will now write what they did to their place to show its true colors. They will also write about why it is important to the community to keep places clean and why it is important for the environment.

3. The students will now make a personal portfolio of what they have done so far. Before putting their portfolio together, we will have a short lesson on what portfolios are and what they entail. I will provide examples for them to look at and leave them throughout the classroom so the students can refer back to them. The portfolio will be created on a poster board given to them by the teacher. Their portfolio will consist of both of their drawings along with what they have written about the topics given to them. They will be able to design how they want their portfolio to look and to give it a unique title.
4. After each student has created their portfolio, they will give a 5-6-minute presentation about their portfolio. They will introduce the place they chose, where it is located in the community, show their drawings to the class, and explain how they showed the true colors of the place they chose and why it is important to the community and the environment. After all the students have presented, they will place them around the classroom for their peers to look at just in cases they missed a detail a student said during the presentation.
Other Kindergarten students, teachers, and parents are welcome to come and listen/watch the presentations.

and reasoning just like the myelination process. This PBL will allow the connections in their brains to increase by further developing their prefrontal cortex and myelination to develop some problem-solving techniques throughout this project by figuring out what they will do to have their chosen place show its true colors.

- Cognitive Developmental Stage: This PBL is created around Piaget's Preoperational Stage. This stage is centered around the child being able to represent the world with words and images which is what this PBL is geared towards, showing the true colors of places/areas in a community. With the symbolic function substage, the students would have previously developed this earlier in life and would have gained an expanded use of language increasing their symbolic thought which will be beneficial when the students are putting the final pieces together of the PBL, their portfolio to present. Their expanded use of language will allow them to increase in symbolic thinking by connecting what they have learned previously and bringing it forth to use for the PBL. This will allow for a deeper understanding to take place where the students will develop questions they have about the project leading to the intuitive thought substage. With intuitive thought comes centration and conservation. Centration has to do with focusing on one characteristic and excluding all others. This could become an issue during this PBL because a student may focus too much on one aspect of the project and not put in as much effort towards another part of the project. To help with this, I will set a certain amount of time for each part so each child has enough time to get each part done. If a student is struggling with a specific part, I will talk to the student individually and figure out what will work best for the student to be able to finish that part either at school or at home.

Conservation is the idea that some characteristic of an object stays the same even though it might change in appearance. This could become an issue during this PBL because a student may struggle with visualizing a place/area that they chose and change it so it will be able to show its true colors. Not every student is a visual learner or has a creative mind so to help with this issue, I will have Anna or Zach be the student leaders during the artistic part of the project so they can help give their peers ideas on what to draw for the place/area they chose or ideas on how to have the place/area show its true colors. During this PBL, Anna, Lewis, Zach, and Olivia will be working towards mastering the preoperational stage and progressing into the beginning stages of the concrete operational stage. Skyler will be within the preoperational stage, but because she is a little behind her classmates academically, she will be working towards proficiency. With Vygotsky's zone of proximal development, Skyler will be challenged because she may struggle with some pronunciations of certain words ("L", "Tr", and "Fr") during the presentation part so this will be a great way for her to work on her sounds and pronunciations. I will assist her by working on her presentation one-on-one with her so she will feel comfortable to present. This may also benefit other students who may not be comfortable with presenting in front of others so they can practice with me to have an idea of what it will be like. Scaffolding also takes part in this because as Skyler practices her presentation with me, I will slowly stop guiding her in how to pronounce certain words so she will be able to do it on her own over time before presenting.

- Emotional Developmental Stage: This PBL will allow the students to begin to develop their emotions through Erickson's Industry vs. Inferiority stage. The students working on this PBL are just at the beginning phases of this stage and some students

may be more emotional than others. To help the students channel their emotions during this PBL, I will check in with the students individually throughout the unit to make sure they are doing okay, they understand what they are supposed to be doing, and most important, making sure they feel encouraged throughout this project. With encouragement, the students will know that they can do this project and master the knowledge from the unit. The students will not only be encouraged by me, but also by their peers because they will be helping each other throughout the project by helping with ideas, design, and keeping one another on task. Even though this PBL is not directly based on group work, some students may struggle and become emotional because they may feel they cannot do the project. This may happen with Zach who does not like group work and may not want help from his peers. Lewis, who wants to make sure everyone is happy may try to comfort Zach when he is struggling by helping him with his project and discussing with him what he can do to improve his project. This will not only be beneficial for Zach, but also for Lewis because he will see Zach's emotions and will be able to recognize when he has emotions like Zach. From recognizing his emotions, Lewis will be able to work through them and help others who may develop the same emotions. This PBL will not only be beneficial for the knowledge the students take away from this project, but also for the skills the students will develop from working on this project by helping others.

- Identity Development: At this age, it is difficult for the students to identify themselves as where they fit in the community because they do not have a specific role yet. As the students are thinking of places/areas they have seen that need attention, they may also think of those who work throughout the community and think of the roles they have. This way of thinking could

lead the students to have an idea of what identity is without discussing it as a class. Also, it may contribute to what the students want to grow up and be someday such as an artist, architect, designer, or any role they may have seen throughout the community. With the students not really sure what role they play in the community, they are in the identity status of identity diffusion which is where the students have neither explored meaningful alternatives or made a commitment. They have not had the chance to really explore and find out who they are because they are just learning the ways of the world. This PBL is small start to get the students thinking about their identity and what their role will be in the community in the future.

- Moral Development: This group of students are in Kohlberg's preconventional level of moral reasoning. This means that the students obey their elders because they are told to and the students are nice to others so they will be nice to them. An example would be the students following the directions I give them for this PBL and helping their classmates through this unit is an example of being nice to others so they will be nice to you. This unit will take the students through Kohlberg's preconventional level by learning how to follow directions and how important it is to help others and the community in a time of need. Each of the students will be able to help one another in their own ways whether it is providing ideas or just complementing on their drawing/design of their portfolio which will move them towards the next level of Kohlberg's moral reasoning.