



## ADVANCEPBL

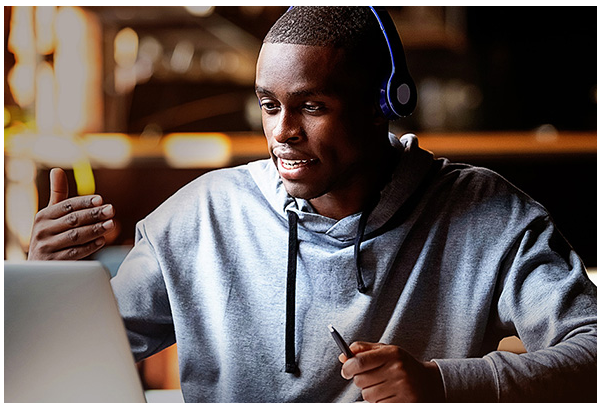
Center for Project-Based Learning | WORCESTER POLYTECHNIC INSTITUTE

You are receiving this newsletter, AdvancePBL, based on your expressed interest in sharing and promoting project-based learning ideas, practices, and findings. In this and future editions, you'll find a curated perspective from across higher education. Watch for (and perhaps contribute to) examples of PBL implementation in courses and programs at all types of institutions, stories of PBL successes, and tools to tackle PBL challenges.

To date, we've worked with 150 colleges and universities across the country and around the world to support a growing interest in PBL. We're hoping this newsletter will extend the PBL conversation further. If you are interested to learn about our work, or wish to connect, [we'd love to hear from you.](#)

Best wishes,  
Kris Wobbe and Rick Vaz  
Co-Directors, WPI Center for Project-Based Learning

### | PBL OUT IN THE WORLD |



#### [\*\*Online Students Don't Have to Work Solo:\*\*](#)

A pre-crisis perspective from Inside Higher Ed on real-world benefits of online group projects, despite real-world challenges. This article offers interesting contrasts to current day circumstances.

### | SHARE YOUR PBL STORY |

“The project work can literally be life changing”

—Mary Ellen Blunt, WPI '79

Have you had an experience with project-based learning that was especially meaningful to you, your students, or your colleagues? Did it involve a challenge? A lesson learned? A success? New insights? To foster conversation and collaboration around PBL, consider sharing your PBL experiences with peers across higher ed.

[SUBMIT YOUR STORY FOR CONSIDERATION](#)

## | NEWS FROM PBL CHAMPIONS |

From the online book **Cluster Learning at Plymouth State: A Community-Based Approach to Pedagogy**, a professor of environmental studies pushes personal and traditional pedagogical boundaries to create growth and learning opportunities.



## | STUDENT PERSPECTIVE |



Hear how first-year students at WPI say their project work in the Great Problems Seminar—a course that asks students in teams to develop a solution to one of the world's big problems—prepares them for the real world.

## THE RESEARCH BEHIND THE PEDAGOGY

# PBL BRIEF #1



# WPI

## Project-Based Learning in Minority-Serving Institutions

Kimberly LeChasseur, PhD • Center for Project-Based Learning • October 2019

This first in a series of WPI briefs synthesizes the research regarding the effectiveness of PBL pedagogies and curricula for minority-serving institutions. Questions addressed:

- How effective is PBL at increasing student learning with underrepresented minority students?
- To what extent does PBL increase motivation, self-efficacy, and engagement among underrepresented minority students?
- How can PBL be used to help level the playing field at minority-serving institutions with open enrollment policies?

[DOWNLOAD HERE](#)

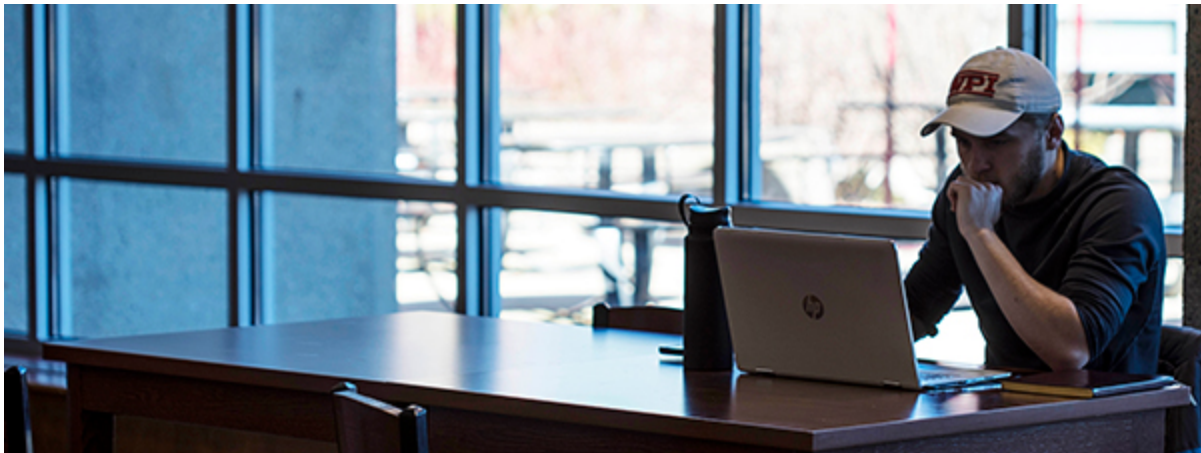
## | TRY THIS |



Do you want to help your students collaborate better —either online or in person? Can they simultaneously view the work they are producing? The Structured Pair Activity (SPA) helps students work better together, *and* it increases their engagement ([Saltz & Heckman, 2020](#)).

The Center for Project-Based Learning created [guidelines for implementing SPA](#). SPA appears adaptable for use with teams that have more than two members.

## | FEATURE PBL STORY |



[High-Impact Practices \(HIPs\) in Online Education: Research and Best Practices](#) will be of interest to those looking for effective strategies for adapting HIPs to the online environment. This edited volume includes a chapter dedicated to collaborative assignments and projects.

## | ANNOUNCEMENTS |



The final in our three-part PBL webinar series, *Project-Based Learning as a Vehicle for High-Impact Practices: Reinventing Institutions*, produces in collaboration with the Chronicle of Higher Ed, has been postponed from April 14 to the Fall of 2020, date TBD. In this webinar, higher education experts will share insights into approaches and practices that helped their institutions build a culture of project-based learning—strategies that can assist other in advancing their PBL initiatives.



**REGISTER** to be notified when the PBL webinar #3 is scheduled, and watch #1 and #2.

**Join the conversation**

by [sharing your PBL story](#) today. Your stories, ideas, and approaches can help shape the advancement of PBL across higher education.

Know someone who would love to hear about PBL in Higher Ed?

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