1. Briefly describe the context in which you plan to employ PBL (what class or curriculum).

2. Describe what characteristics would make a project “authentic” for your planned course or curriculum.

3. What learning objectives for your course will be addressed by a PBL approach? Why is PBL a good option for meeting these LO?

4. How will students demonstrate their project work (what will they turn in)? Why is this format preferable? How will you use formative assessment to help students understand their progress on the project?

5. How will you integrate a PBL approach into your course?

   a. Will students work individually or in teams? Why? What problems might you/your students encounter as a result and how will you address them?
b. Time and workload management: Will students work on projects during class time? Outside of class time? Will you serve as project mentors or will you be able to use other course staff for this? How often will you meet with students/teams to discuss project progress?

c. What resources do you know students are likely to need, and how will you provide them? What skill sets or content knowledge can you expect from the students in the course and how will you make sure they are prepared for the project experience?

d. How will you resolve compromises between time and effort spend on content-based LO and time and effort spend on PBL? How can you make the project experience content-rich? How will you make decisions about content to be sacrificed if this is necessary to accommodate the project work?

e. What sorts of technological, equipment, or analytical skills might students need to complete project? How will you make sure your students have access to training?

f. Are students likely to be resistant to a PBL approach? If so, what do you think might be the basis of their reservations? How will you respond to this?