





# Problem-based Learning: Developing a Driving Question

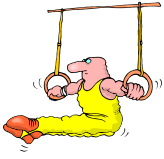

**Please** complete the following activities prior to arriving Monday morning of week two. Specifically, draft a driving question that would allow you to teach the content of your subject and would allow students to fully engage in a meaningful project. Some suggestions for getting started are below.

<p><b>Please preview</b></p> 	<p><b>What is a driving question and how do I create one?</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> For a good overview, check out the small instructional “widget” at: <a href="http://web.nmsu.edu/~kglaze/518/learn_widget.swf">http://web.nmsu.edu/~kglaze/518/learn_widget.swf</a></li></ul>
<p><b>Please read</b></p> 	<p><b>What makes a good driving question?</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Meaningful to students (students would encounter similar problems in the real world)</li><li><input type="checkbox"/> Includes relevant content (aligned with assessment and learning outcomes)</li><li><input type="checkbox"/> Involves authentic problem solving (students can’t “guess” the right answer)</li><li><input type="checkbox"/> Lends itself to collaboration (students need to work cross-disciplinarily)</li><li><input type="checkbox"/> Is broad and complex enough to allow individual investigations (open-ended, ill-structured, messy; more than one solution; more than one solution path)</li><li><input type="checkbox"/> Supports self-directed learning (requires skills learners will need to solve problems in their lives and careers)</li><li><input type="checkbox"/> Is it feasible? Can it be done in the given timeframe?</li></ul>

# Problem-based Learning: Developing a Driving Question

Please consider	Consider the following 2 steps when developing a question
	<ol style="list-style-type: none"> <li>1. Identify important learning outcomes (work backward from a topic; use your standards)               <ol style="list-style-type: none"> <li>a. Choose a central idea, concept, or principle from your course</li> <li>b. Think of a typical assignment, end-of-chapter questions</li> <li>c. List learning outcomes                   <ol style="list-style-type: none"> <li>i. Content knowledge</li> <li>ii. Process skills                       <ol style="list-style-type: none"> <li>a. Research skills</li> <li>b. Collaboration</li> <li>c. Decision-making</li> <li>d. Self-directed learning</li> </ol> </li> </ol> </li> </ol> </li> <li>2. Identify relevant context               <ol style="list-style-type: none"> <li>a. Consider real-world context where concepts, principles, knowledge and skills are applied                   <ol style="list-style-type: none"> <li>i. Map your community</li> <li>ii. Match what people do in their daily work</li> <li>iii. Tie projects to local and national events</li> <li>iv. Focus on community service</li> </ol> </li> <li>b. Develop a story within which to embed the key idea identify in Step 1                   <ol style="list-style-type: none"> <li>i. Be attuned to current “stories” in the news that address relevant content                       <ol style="list-style-type: none"> <li>a. Water quality of local creek</li> <li>b. Complaints of special needs students who can’t use their wheelchairs on the city’s sidewalks</li> <li>c. Plans to convert the old library into a museum</li> </ol> </li> </ol> </li> </ol> </li> </ol>
Please review	A few examples
	<ul style="list-style-type: none"> <li><input type="checkbox"/> How does population affect quality of life?</li> <li><input type="checkbox"/> Which country should receive a World Bank loan?</li> <li><input type="checkbox"/> How can we effectively dispose of the bio-hazardous waste in the basement of our parking facility?</li> <li><input type="checkbox"/> When are people justified in revolting against an established government?</li> </ul>

## Problem-based Learning: Developing a Driving Question

Please practice	Changing ineffective driving questions into effective questions
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Not this: What is global warming?</li> <li><input checked="" type="checkbox"/> But this: How will global warming affect our community?</li>   <li><input checked="" type="checkbox"/> Not this: What are the causes of the Great Depression?</li> <li><input checked="" type="checkbox"/> But this: Could the Great Depression happen again?</li>   <li><input checked="" type="checkbox"/> Not this: Is nature interconnected?</li> <li><input checked="" type="checkbox"/> But this: What does the study of our local pond teach us about the oceans?</li>   <li><input checked="" type="checkbox"/> Not this: Why is genetic engineering bad?</li> <li><input checked="" type="checkbox"/> But this: How does the debate over genetic engineering affect our future?</li>   <li><input checked="" type="checkbox"/> Not this: What music videos have most influenced our culture?</li> <li><input checked="" type="checkbox"/> But this: Does music reflect the culture or does culture reflect the music?</li>   <li><input checked="" type="checkbox"/> Not this: What does it take to be an explorer?</li> <li><input checked="" type="checkbox"/> But this: <i>(Add your idea here)</i></li>   <li><input checked="" type="checkbox"/> Not this: What is radiation fog and how does it affect us?</li> <li><input checked="" type="checkbox"/> But this: <i>(Add your idea here)</i></li> </ul>
Please evaluate	Evaluate your driving question
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Would my students encounter relevant content working on this?</li> <li><input type="checkbox"/> Would the content fit my curricular requirements?</li> <li><input type="checkbox"/> Would the content be appropriate for my students?</li> <li><input type="checkbox"/> Does the topic reflect authentic issues that concern professionals in the field?</li> <li><input type="checkbox"/> Will students have the opportunity to express “voice and choice?”</li> </ul>