



QUEST class is simply Project Based Learning (PBL) intended to prepare students for academic, personal, and career success, and readies young people to rise to the challenges of their lives and the world they will inherit.

Students work on a self-selected project over an extended period of time – from a semester up to two semesters – that engages them in solving a real-world problem, answering a complex question, or developing a useful product. They demonstrate their knowledge and skills by developing a public product or presentation for a real audience.

As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. Project Based Learning unleashes a contagious, creative energy among students.

Simply put...

QUEST is a method of facilitating learning in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

STEPS for Developing a QUEST Project

1. Start with A problem/challenge/inquiry

Great project experience come from a place of need and interest. What problem can the student solve? What challenge can be presented as an opportunity to create something of value? What curiosities and inquiry does the student already have that can lead to a QUEST experience?

2. What is the student going to learn? What skills will he/she acquire and master?

The second step of this system is to identify what the student is going to learn during this QUEST experience.

3. What will the student make, create, design? Who are they creating for and why?

The focus of planning moves to what the student will be making/doing and who will it be made/done for (as part of their authentic audience).

4. How and who will scaffold and structure the experience?

In planning for QUEST, the parent may play a vital role in scaffolding the process. The class facilitator will be available to help direct student work. The student must be able to research and collaborate for him/herself and actively pursue needed resources to create end product. All projects will be student directed and funded by the student/family unless student has secured

funding elsewhere. Project based learning is challenging work for the student that will need the support of an adult. Most work will be done outside of the designated class time. Class time will be utilized to ensure student is progressing through the project and holding student accountable with checks for understanding and new-learning.

5. When Will Students Self-Assess, Revise, and Reflect?

During a QUEST project it is easy to fall into the trap of trying to race to the finish line at the last moment. *Giving a student free reign over when they do their work, with only a final deadline for the completion of the project often encourages procrastination till the last few weeks.* Therefore, there will be built in specific times for students to self-assess, to reflect on their work, and to revise. The final product will not be the only thing assessed for grading purposes, but assessment will also be taken from the process, and most importantly the learning.

The following guidelines will be followed:

Student Learning Goals: The project is focused on key standards-based knowledge, understanding, and success skills such as critical thinking/problem solving, collaboration and self-management.

Challenging Problem or Question: The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.

Sustained Inquiry: Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.

Authenticity: The project features real-world context, tasks, and tools, or impact - or speaks to students' personal concerns, interests and or issues in their lives.

Student Voice & Choice: Students make decisions about the project, including how they work and what they create.

Reflection: Students and teachers reflect on the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.

Critique and Revision: Students give, receive, and use feedback to improve their process and products.

Public Product: Students make their project work public by displaying and/or presenting it to people beyond the classroom.

Assessment will be how the student has utilized and mastered the seven essential project design elements below.

Seven Essential Project Design Elements



A Challenging Problem or Question

The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge.



Sustained Inquiry

Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.



Authenticity

The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and or issues in the students' lives.



Student Voice & Choice

Students makes decisions about the project, including how they work and what they create.



Reflection

Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.



Critique & Revision

Students give, receive, and apply feedback to improve their process and products.



Public Product

Students make their project work public by explaining, displaying and/or presenting it to audiences beyond the classroom.