

FAR WEST GREAT

PBL

BANKING IN THE U.S.

Presentation and Evaluation of
Collaborative Student Project

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BANKING IN THE U.S.



PROJECT DESCRIPTION

Project Overview

STUDENTS FOUND OUT INFORMATION SPECIFICS ABOUT BANKING AND EXPLAIN THEIR FINDINGS TO THE CLASS.

Students went to the bank to get information about how to open a bank account. They interviewed bank officers and tellers to know more about types of bank accounts such as checking account, savings account, loan account, etc.

Steps in Developing the Project

- Students started this project by having a discussion about the services the bank offers, looking at a bank poster.
- They used new vocabulary that was important for a conversation with the bank personnel.
- They went to the bank to have interviews.
- They worked in teams to do projects and present their findings.

Getting Started

- Students were interested in the topic by asking them if they would like to have a checking or savings account and having a \$75 or \$100 free in their account.
- Their first project was to discuss the services of the bank and do a poster to be presented to the class.

Student Research

- Students read a bank workbook to find information and they also had interviews with the bank personnel.
- Their findings were very helpful to know more about how to open a bank account, what documents they needed to have that account.
- As a teacher I explained to the students specifics about bank and answer questions if they had doubts.
- I modeled a conversation with a bank personnel to guide students how they could have a conversation in the bank.

Collaborative Learning

- Students worked in teams to do their project and they presented to the class.
- The majority of my students were involved in working together as a team and they were excited to do something together.

Presenting Project

- Students had two hours class to work in their projects and the next day they presented them to the class.
- The audience was the same students who worked in the projects.

Skill Development

- By doing this project, the students were able to practice speaking and listening skills. They made a list of words they needed to remember; to practice those words they had a dictation, they read conversations were in the bank workbook and they created and wrote conversations to present to the class.

Managing Conflict

- Students had little problems with some of the students that were absent on the time they were working in their projects and when they had to present them. They were very concerned about how they would do without all the students in the group.

Value for Class

- Students had the opportunity to work in teams, that helped them to socialize with the class.
- They enjoyed by doing their projects
- They practiced conversation.
- They also felt more confident with themselves to speak English in public.
- They were able to improve their research skills.



Banking in the U.S



PROJECT EVALUATION

Student Involvement

1. Most students showed little interest in the project and participated reluctantly.
2. Most of the students showed interest in the project and participated but a few did not.
3. All students participated and were fully engaged in the project.

Comment: Few students were absent on the time of they had to work with their projects and when they had to presented them

Collaboration

1. The students had great difficulty working together. A few people dominated the others.
2. Students had difficulty working together at first but eventually learned to work together.
3. In general the students worked well together and shared decision making and work.

Comment: Students were engaged working in their projects and helping each other to be ready to report them to the class.

Product(s)

1. The product(s) that resulted from the project showed little creativity or care.
2. The product(s) showed some investment by the students but could have been better.
3. The product(s) showed high student involvement and effort and exceeded expectations.

Comment: Students put too much effort to be creative and have an excellent product to show to the class.

Presentation to Others

1. The students did not present their project to others or spent little time in preparation.
2. The students presented their project to others but used little English in the presentation.
3. The students presented their project to others and were well prepared for their presentation in English.

Comment:

Skill Development

1. The students seemed to benefit little from the PBL activity.
2. The students learned some new language and behavioral skills but not much.
3. The students developed significant new language and behavioral skills.

Comment: The project the students did was the first they did in my class, and because of that they were interested to work in something different that helped them to develop language and collaborative skills.

Value of PBL Project

1. Students learned little from the project and the time could have been used more productively.
2. Students learned some new skills but it's not clear that it was worth the effort.
3. Students learned valuable new skills that would likely not have learned in other activities.

Comment: Having students to work in a topic that they were interested on instead of giving lecture of a sequence of topics, helped them to learn more than with other activities that I designed for them.

Value to Community

1. The project had little or no value to people outside of the classroom.
2. The project had some value to the community but had limited viewing and effect.
3. The project had significant value to the community and yielded positive results to the community.

Comment: Have the students projects posted on the bulletin board impacted in the school in certain way, but I would like my students projects extended to the community.

Lessons Learned

- Working with projects help students to learn better than having a lecture.
- Students have an opportunity to express themselves and practice their language.
- They interact with other students by working in groups.
- They are more confident with themselves by having presentations in front of the class.