

WHAT DOES IT LOOK LIKE TO LEARN THROUGH PROJECTS?

ANATOMY OF A PROJECT

Projects will vary according to grade and subject, but share a common approach and timeline. In this project, grade 6 students partnered with *The Forks* to learn about local wildlife species and create signs to help educate park visitors.

1. Define The Problem

Students receive a "Driving Question"; a real-world challenge, need, or concern.



2. Inquiry

Using a variety of research methods, students engage in a sustained process of investigation.



3. Student Voice & Choice
Students design their own creative solutions; their interests and talents guide their learning and presentations.



4. Collaboration

Students collaborate with classmates, developing teamwork and leadership skills.



5. Expert Input/Community Partners

Student work is rooted in real-world application while nurturing a service mindset.



7. Share Work with a Public Audience

Students grow as communicators by presenting their learning. Creating "beautiful work" helps inspire a vision for what is possible.



8. Reflection & Celebration of Work

Students celebrate their efforts; taking note of learning they can apply to the next challenge.



6. Feedback & Revision

Students learn to give and receive constructive critique - from peers, teachers, and experts - and then revise their work accordingly.



Sarah Teakle
MBCI Graduate, 2019

Projects at MBCI stand out as an important part of why I enjoyed school. Rather than always focusing on textbooks, my teachers would design projects that pushed us to be inventive, thoughtful, and resourceful. These projects also helped relate the concepts and curriculum to real life: I designed and created a vertical garden; dissected different animals; designed a new Mars rover; created short films; and learned to create large-scale presentations.

Projects are an incredible way to help us remember and internalize the concepts we were learning. We were motivated to learn new skills like building physical structures, editing videos, public speaking, leaning into being creative, research methods, conducting interviews, recording audio, and so much more. Projects gave me a reason to be excited and proud of what I was learning, and allowed me to hone many skills and concepts I continue to use today.



Emmet Hameed
MBCI Graduate, 2018

Project Based Learning allows for concepts that may initially be abstract for students, to be visualized and observed in the real world. This results in a tangible way for students to interact with the material they are being taught. Examples of projects I completed at MBCI include a DNA amplification exercise during our molecular genetics unit in grade 12 biology, a disease research project during human biology in grade 11, and a catapult project during our projectile motion unit in grade 12 physics.

Now, as a medical school student at the University of Manitoba, I often find myself being easily able to recall scientific concepts that were solidified in my understanding because of the projects I completed at MBCI. I'm often grateful for how MBCI did a fantastic job of preparing me for post-secondary education.