

**PBL Design Blueprint  
Northeastern University  
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**Course Title:**

**Course Description** - A brief description of the course, the primary student audience, and the role of the course in the curriculum (requirement, elective, prerequisite, etc.):

## **Section 1 - Foundational Elements of Your Challenge Project**

1. **Project Description** (Revised as needed) - A few sentences describing your idea of what students will do during the project.

2. **Problem Statement** - A paragraph that describes the problem that this project will address. Includes why this problem is important and the impacts it is having on individuals, society, environment, physical objects or structures, personal finance or economics, politics, culture, etc.

3. **Key Concepts/Disciplinary Skills** - The 3-5 main concepts or disciplinary skills that you intend for students to focus on learning through this project.

4. **Project Skills** - 3-5 project-related or cross-disciplinary professional skills that you would like to foster through this project. Examples: Teamwork and collaboration, communication, problem solving, systems thinking, inclusivity/inclusive action.

5. **Team vs. Individual Project** - Specify whether this will be a team project or an individual project and why.

6. **Student-Generated Deliverable** - What students might produce to show how they have addressed the problem and what they learned through the project. Presented to peers, as well as the target audience, sponsor or partner. Examples: Business plan, software application, media production, educational lesson or materials, a design.

7. **Potential Audience, Sponsor, or Partner** - Identify an authentic group or individual to help shape the deliverable, provide feedback, and ultimately be a consumer of the student deliverable. NOTE: At this point, you do not have to specify a particular person or organization, but rather the *general type* of audience, sponsor, or partner that you would like to be involved.

8. **Driving Question** - An actionable question that will drive students to find a solution to the problem. Learn more about [driving questions](#).

9. **Need to Know** - What the students need to know and be able to do in order to respond to the driving question AND produce the deliverable that you have described. This will give you some idea of the scope of your project.

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## Section 2 - Project Structure, Assignments, and Assessments

10. **Project Structure** - Break down the final deliverable (described in item 6 above) into multiple sections and/or drafts. The sections that you identify will depend on what the final deliverable is. What are the logical points where students should submit their work and get feedback before moving on? Examples include background, needs analysis or requirements, design, prototype, first/second/third draft. Learn about structuring assignments for [iterative development](#).

Section/Draft Description	Weeks	Where/how the work should be submitted?
1.		
2.		
3.		
4.		

5.		
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11. **Assessment** - What are the criteria that are important to evaluating your students' work, and what scale will be most useful for indicating strengths and weaknesses(e.g., Needs Improvement, Fair, Good, Excellent)? In the rubric templates below (for your main deliverable and a presentation), enter your criteria and scale. As you have time, add a description in each cell. Learn more about [developing rubrics](#).

MAIN DELIVERABLE	Scale			
Criteria				

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PRESENTATION	Scale		
Criteria			

12. **Feedback** - Based on the project structure outlined above in item 10, specify your feedback plan. Learn more about [feedback](#).

Fill in the table below to specify who will provide feedback, how it will be provided, what tools are needed (if any), and the timeframe for providing feedback.

Section/Draft Description (copy and paste from item 10 above)	Who	How	Time-frame	Tools
1.				
2.				

3.				
4.				
5.				

13. **Brainstorming Scaffolding Activities** - For each section of the project, indicate ideas for activities that could help students learn the content needed to complete the final deliverable. Consider the most complex concepts as well as the interdisciplinary project skills that you identified in item 4 above.

Section Project Work (copy from 10)	Potential Activities to Help the Students Complete the Section
Section 1:	
Section 2:	
Section 3:	

Section 4:	
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## Section 3 - Supporting Student Teamwork

1. **Team Configurations** - How might you configure your student teams for diversity?
  
2. **Self- and peer-evaluation** - What criteria and scale for effective teamwork will you include on a self- and peer-evaluation for students to complete?

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