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Title: Project Based Learning (PBL): Professional Identity Development (PID) Activity

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Overview

Project Based Learning (PBL) for a professional identity development activity was adopted for a child development course. PBL is an instructional approach developed for authentic and meaningful learning in a real world. The Professional Identity Development (PID) activity gives students an opportunity to identify various cultural elements and events that have influenced who they are, to connect those elements with various theories of human development, and to produce their final product to share with other students and community. The instructions and procedures of the PBL used for PID activity were addressed. The Professional Identity Development activity can be easily adopted and modified to fit any teaching contents, nature, and purposes of other subject areas.

Key Words: Project Based Learning (PBL), Professional Identity Development Activity, and meaningful learning

Purposes of the Professional Identity Development (PID) Activity

The PID activity gives students an opportunity (1) to identify various cultural elements and events that have influenced who they are, (2) to learn important concepts of human development theories, (3) to connect between the cultural elements and human development theories on professional identity development, (4) to produce the final product of PBL as one of the following forms: PPT, video, portfolio, research paper, podcast, or Instagram, and (5) to share their work with other students and community.

Project Description

Students create a PBL project on the human development theory in a creative way, proving their understanding of each theory connected with a story (stories) of their own or other's identity development (who they were, they are, and who they will be). This is an area students can be creative. The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, communication, creativity, and project management.

The PID activity gives students an opportunity to identify various cultural elements and events that have influenced who they are, to connect those elements with important concepts of human development theories. Students as either an individual or a group will produce their final produce of PBL as one of following formats: PPT, video, portfolio, research paper, podcast, or Instagram to disseminate their work with other students and community.

Project Procedures

1. Discuss the various cultural elements that have influenced who students are.

Possible Questions for Discussion

Which characteristics are most prominent in your life? How have they helped you become the unique person you are today? Which cultural elements are not as fully developed or important to you at the present time? How do your core cultural characteristics work together in your life? How do particular elements cause disturbances or challenges for each other? Decide which cultural characteristics most define you at present.

2. Let students to contemplate their cultural characteristics.

The below table includes incidents, school experiences, family/relatives, ethnicity, race, class, tradition/culture, religion/spirituality, language, abilities, education, and previous experiences which help students become the unique person they are today. Students are encouraged to reflect and write how the cultural characteristic in Table 1 had influenced the unique person they are today.

Table 1. Some Elements of Culture

Ethnicity	Race	School experiences
Traditions/Culture	Religion/ Spirituality	Language
Gender/sexual orientation	Family/relatives	Advantages & Disadvantages
Education	Your previous experiences	Other elements

3. Key concepts of each theory and the general guideline of PBL are presented each week.
4. Students develop questions/problems to answer/address at the end of each theory session.

5. Forming teams: Groups/teamwork were encouraged. However, due to the nature of the activity, independent work was allowed but all students participated in group discussions for each week.
6. Three types of Rubric were developed for evaluating PBL: Rubric for group evaluation (Group evaluation), evaluating self (self-evaluation), and peer-evaluation. Consistency was emphasized. Following constantly participation in PBL was evaluated throughout the quarter: attendance, participation, putting time and effort into the project.
7. Students revisited their Professional Identity Development work and determined one to three areas they would like to work on their PBL to answer the questions they composed. For example, after learning Piaget's cognitive theory, students revisited their work and chose three to four areas of their work to make connections between their identity project and Piaget's theories to answer the questions composed. Students extended their professional identity work by connecting their cultural elements with relevant concepts/theories.
8. Students prepare their end product of PBL. Their final project must include at least five to six major theories of human development. Students have a choice of making their final product, using one of the following forms: portfolio, research paper, collection of evidences, YouTube, or video. Students also identify the skills they would like to develop through PBL project such as leadership skills, technology skills, or cooperation, so on.
9. Share work with each other/community. Presentation was conducted after completing a final product. After presentation, discuss the differences and similarities in cultural elements/experiences among students and encourage them to celebrate and appreciate different cultures.