

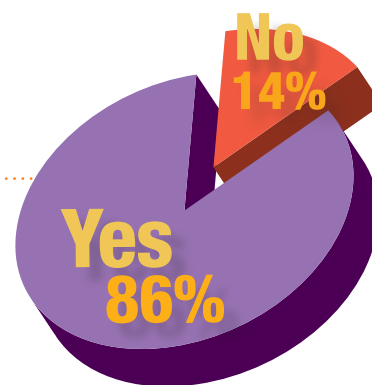
# READERS **respond**

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## POLL RESULTS

### Is Project-based Learning Practical?

Respondents by e-mail and to our poll strongly support the use of PBL



#### Makes Learning Meaningful

Yes, PBL brings about self-actualization when academic instruction is merged with student-generated responsibility. Students tend to forget when they have to memorize definitions or rules with no meaning. They might remember when shown, but they will definitely understand when involved in projects related to the curriculum.

*Elizabeth Oyelola  
Queens College  
Lagos, Nigeria*

#### Explore Big Ideas with PBL

Chicago Public Schools led the development of a series of six technology literacy projects for students in the middle grades. The projects provide teachers with all the supports they need to plan, facilitate, and differentiate innovative learning experiences in which students use technology to explore big ideas in the core curriculum. These projects are available for free through the Intel Innovation in Education Initiative (<http://www.intel.com/education/tools/technologyliteracy/>).

*Sharnell S. Jackson  
Chicago Public Schools  
Chicago, Illinois*

#### Effective and Easy To Use

Project-based learning is not so difficult, and it's fun! Being an English teacher from Taiwan, I like to apply some easy-to-do projects to my English course. Sometimes my students learn to write an English Christmas card and sometimes they submit their reports or their reflection in English picture stories. My students and I just love PBL because it provides us with an effective way to use English in real communication.

*Yu-fen (Faye) Wu  
National Fenghsin Senior High School  
Taiwan, R.O.C.*

#### Promotes Student Involvement

Active participation by students will promote a deeper understanding of concepts and increase their motivation. With PBL, students will retain concepts and develop an interest in the subject. Teachers are overjoyed whenever students are motivated and show keen interest in the class. PBL is worth doing.

*Donna Powell  
Shortwood Teachers' College  
St. Andrew, Jamaica*

#### Resources Make PBL Feasible

In previous years, I would answer "no." However, with the advent of refined professional development alongside online project-based learning management tools, implementing project-based learning is dramatically easier. The real question is, are more teachers willing to give up the illusion of control associated with being the sage on the stage?

*Shane Krukowski  
Project-Based Learning Systems  
Milwaukee, Wisconsin*

#### In My Experience, Yes

As an adviser in a school that is entirely project-based, I can definitively answer that yes, project-based learning is practical. I can certainly empathize with the "no" side of the argument, and can see how managing a traditional high school classroom of 30-plus learners, five times a day would make PBL too cumbersome to be effective. When a school's basic organizational structures are designed around the principles of project-based learning, it can certainly produce stunning results from learners at all levels.

*Nick Ryan  
Minnesota New Country School  
Henderson, Minnesota*

## LETTERS

### Ketterer's Distinction Is Off

I respectfully disagree with Kimberley Ketterer's distinction between infusion and integration as it appeared in the Sept/Oct. 2007 [*As I See IT*] article. I contend that integration is taking something new (technology) and artificially plugging it into something else (the current curriculum). This makes technology seem like an add-on, in my opinion. I am much more comfortable moving toward the use of the phrase "infuse technology," as this leads one to realize that it is a seamless connection, flowing throughout the curriculum, and connected to the task at hand. Curriculum units need to be re-visited in order to infuse technology effectively. With research-based best practices for changes in teaching methodologies, both with and without technology, available, I feel rewriting curriculum to seamlessly infuse technology is the way we should be thinking about the use of technology to support teaching and learning.

*Kathy Schrock  
Nauset Public Schools  
Orleans, Massachusetts*