

Characteristics & Elements of Profession-Based Learning

	Problem-Based	Project-Based	Profession-Based
Time Frame	Short, within one to two class periods	Longer, will require several class periods over several weeks	Longer, will require working in and out of class over several weeks
Relationship	Student & teacher	Student & teacher	Student & client
Number of Participants	Individual effort, typically not a team activity	Individual or team effort, can be organized either way	Team effort, groups of three students is optimal
Curriculum Type	"Off the shelf," not always customized	"Off the shelf" or customized, can be organized either way	Organized by the client
Skill Type	Single technical skill, lower range of Bloom's Taxonomy	Multiple technical & soft skills – middle range of Bloom's Taxonomy	Multiple technical & soft skills – high range of Bloom's Taxonomy with emphasis on critical thinking
Focus	Developed from lecture content	Can be on a simulated real-world problem	Real problem(s) with solutions that could be implemented by the client
Method of Assignment	"Turn in" work	"Turn in" work	Differentiated, promote options for students to choose
Method of Assessment	No rubric; objective evaluation with emphasis on public presentation of recommendation to client	Rubric-based subjective evaluation	Differentiated, subjective evaluation
Example	A lease/buy problem requiring the use of Excel	Alleviating poverty in the local community	Developing a social media strategy for a new non-profit organization