



BizzyB.com Online Innovation Platform

PBL Primer & System Training Guide

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A. PBL Definition

Wikipedia: “Students learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge, or problem. It is a style of **active and inquiry-based learning**. PBL contrasts with paper-based, rote memorization, or teacher-led instruction that presents established facts or portrays a smooth path to knowledge by instead posing questions, problems or scenarios.

James G. Greeno (2006) has associated project-based learning with the 'situated learning' perspective and with the constructivist theories of Jean Piaget. Blumenfeld et al. elaborate on the processes of PBL: 'Project-based learning is a comprehensive perspective focused on **teaching by engaging students** in investigation. Within this framework, **students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analyzing data, drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts.**'¹¹

[illegible]

B. PBL Backstory

PBL isn't new. Some factoids to consider:

NOTES:

- **1897: John Dewey** initially promoted the idea of **'learning by doing'**. In My Pedagogical Creed (1897) Dewey enumerated his beliefs regarding education: 'The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these.....I believe in the so-called **expressive or constructive activities** as the centre of correlation.' ~ [Wikipedia](#)
- **1907: Boy Scout Merit Badge System** begins in UK and reaches America in 1910.
- **1913: Henry Ford opened Highland Park** assembly line, creating both blue and white collar jobs. Much of modern education systems are a reflection of Industrial Era workforce demands.
- **1950s: Rise of white collar workers & education system.** Design and art disciplines use PBL in studio learning models.
- **1980's: Rise of management automation.**
- **1997: Egg & Google Search Engines** launched.
- **2018: "Most Likely to Succeed"** documentary by Ted Dintersmith posits that robotics and AI automation threatens traditional careers and jobs, recommending that soft skills are skills most protected from automation.
- **[2019 Global Talent Trend report](#)**, LinkedIn surveyed 5,000 talent professionals across 35 countries. **92 percent of participants agreed that soft skills matter as much as, if not more than, hard skills.** Key Skills: Creativity, Persuasion, Collaboration, Time-Management, Adaptability, other Soft Skills.
- **Today:**
 - Rise of academies & hackathons
 - Rise of micro-badging & professional certifications in secondary education.
 - Questions on the role and value of collegiate education.

[illegible]

C. Why PBL?

- Meets employer demand for Soft Skills.
- Engages students.
- Is student-centered and gives students voice.
- Teaches real-world skills, resolves real-world issues.
- Integrates multi-disciplinary knowledge and skills.
- Blends content mastery with Soft Skills, SEL, HA-Breath experiences.
- Possible to teach good values through PBL.
- Leverages current search technology.
- Results in superior knowledge retention.
- Creates portfolio outcomes.

NOTES:

[Wikipedia](#): “Proponents of project-based learning cite numerous benefits to the implementation of its strategies in the classroom – including a **greater depth of understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills**. Another definition of project-based learning includes a type of instruction, where **students work together to solve real-world problems** in their schools and communities. Successful problem-solving often requires students to **draw on lessons from several disciplines and apply them in a very practical way**. The promise of seeing a very real impact becomes the motivation for learning...”

Project-based learning emphasizes learning activities that are **long-term, interdisciplinary and student-centered**. Unlike traditional, teacher-led classroom activities, students often **must organize their own work and manage their own time** in a project-based class. Project-based instruction differs from traditional inquiry by its **emphasis on students' collaborative or individual artifact construction** to represent what is being learned.

Project-based learning also gives students the opportunity to **explore problems and challenges that have real-world applications, increasing the possibility of long-term retention of skills and concepts**.

Blumenfeld & Krajcik (2006) cite studies by Marx et al., 2004, Rivet & Krajcki, 2004 and William & Linn, 2003 state that ‘research has demonstrated that students in project-based learning classrooms **get higher scores than students in traditional classroom**’.”

D. Empowering At-Risk Students

- Successful in poverty-stricken areas.
- Improves self-esteem, work habits, learning attitudes.
- Improves test scores.
- Improves independence, expands minds.
- Fosters higher education skills.
- Works against ethnic bias.
- Increases long-term knowledge retention.



Example Video: [Project Lemon Tree »](#)

Wikipedia: “The most significant contributions of PBL have been in schools languishing in poverty stricken areas; when students take responsibility, or ownership, for their learning, their self-esteem soars. It also helps to create better work habits and attitudes toward learning. In standardized tests, languishing schools have been able to raise their testing grades a full level by implementing PBL. Although students do work in groups, they also become more independent because they are receiving little instruction from the teacher. With Project-Based Learning students also learn skills that are essential in higher education. The students learn more than just finding answers, PBL allows them to expand their minds and think beyond what they normally would. Students have to find answers to questions and combine them using critically thinking skills to come up with answers.

PBL is significant to the study of (mis-)conceptions; local concepts and childhood intuitions that are hard to replace with conventional classroom lessons. In PBL, project science *is* the community culture; the student groups themselves resolve their understandings of phenomena with their own knowledge building. Technology allows them to search in more useful ways, along with getting more rapid results...

A meta-analysis conducted by Purdue University found that when implemented well, **PBL can increase long-term retention of material and replicable skill, as well as improve teachers' and students' attitudes towards learning.**"

NOTES:

[illegible]

E. Overcoming Objections

- **PBL reduces focus on content mastery like STEM:** responses include PBL can include content delivery in tandem with hands-on application which makes content more engaging and relevant to students. Higher levels of mastery and retention of content are more likely with PBL.
- **PBL allows students on teams to “slack off”:** PBL leadership models that assign responsibilities to team members, making students accountable and allowing for varying student learning & communication styles.
- **PBL requires more management time:** Like all group management functions, planning and preparedness govern ease of implementation. PBL is just another way to run a learning experience.
- **PBL is not measurable:** PBL that integrate content mastery can test for traditional General Learning Outcomes (GLOs). Beyond that, portfolio pieces in art and design disciplines can be presented via traditional portfolio methodology.

NOTES:

Wikipedia: “Opponents of Project Based Learning warn against negative outcomes primarily in projects that become unfocused and tangential arguing that underdeveloped lessons can result in the wasting of precious class time ...

Given that disadvantaged students generally have **fewer opportunities to learn academic content** outside of school, **wasted class time due to unfocused lessons** presents a particular problem. Instructors can be deluded into thinking that as long as a student is engaged and doing, they are learning...

A source of difficulty for teachers includes, **"Keeping complex projects on track while attending to students' individual learning needs requires artful teaching, as well as industrial-strength project management."**...

Another criticism of PBL is that measures that are stated as reasons for its success are **not measurable using standard measurement tools, and rely on subjective rubrics for assessing results.**"

F. What is a PBL Experience?

- Features an open-ended driving question / challenge.
- Can include specific content topic and/or skills.
- Requires discovery-based learning, creativity, student voice and choice.
- Requires critical thinking, problem solving, collaboration, and various forms of communication, known as 21st Century Skills (aka, "Soft Skills").
- Team-based PBL delivers Social Emotional Learning ("SEL") opportunities.
- Should offer delivery Nā Hopena A'o or HĀ- BREATH six outcomes of sense of Belonging, Responsibility, Excellence, Aloha, Total Wellbeing and Hawai'i.
- Incorporates feedback (facilitation & mentoring) and revision (testing & iteration).
- Results in a publicly-presented product or performance."

NOTES:

[Wikipedia](#): "The core idea of project-based learning is that **real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context**. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience. **Typical projects present a problem to solve** (What is the best way to reduce the pollution in the schoolyard pond?) or a phenomenon to investigate (What causes rain?). **PBL replaces other traditional models of instruction such as lecture**, textbook-workbook driven activities and inquiry as the preferred delivery method for key topics in the curriculum. It is an instructional framework which allows teachers to facilitate and assess deeper understanding rather than stand and deliver factual information. PBL intentionally develops students' problem solving and creative making of products to communicate a deeper understanding of key concepts and mastery of 21st Century essential learning skills such as critical thinking. **Students become active digital researchers and assessors of their own learning when teachers guide student learning so that students learn from the project making processes**. In this context, PBLs are **units of self-directed learning from students' doing or making throughout the unit**. **PBL is not just "an activity" (project) that is stuck on the end of a lesson or unit**.

G. PBL Types

PBL comes in many age-specific forms:

PBL LEVELS	"Playspace" Learning	"Maker" Activities	"Problem-Based" Challenges	"Innovation-Based" Challenges
Description	Hands-on expressions, often art projects.	Packaged mastery content & instructive recipe cards, often craft projects.	Challenge posed to research, identify problem and create a solution. Includes "design-thinking" exercises. In-class or longer form including capstone projects.	AKA "Invention Ed", A challenge posed for teams to do research, identify problem and create a solution. Long form, often hackathon format.
Grade Level	Pre-K to Early Elem.	Late Elem. to Middle	Middle to HS	Late Middle to HS
Collaboration	No	Optional	Optional	Usually team-based
Goal (additive through age groups)	Engagement, voice	Content mastery	Portfolio or capstone project	Full innovation project, recognitions & awards
Soft Skills (additive through age groups)	Creativity, expressions	Critical-Thinking	Collaboration, Leadership	Communication (pitch), Entrepreneurial mindset

- **Team-Based PBL = Soft Skills:** Collaborative experiences offer leadership roles, communication, social & emotional skills learning.
- **"Small-Batch" vs. On-Going Business:** Significant debate exists as to whether students should become on-going entrepreneurs or participate in "small-batch" short-term entrepreneurial exercises rather than create on-going businesses that require focus and time that could jeopardize other school performance.
- **Entrepreneurial Mindset:** The goal of Innovation / Invention Ed is to create projects that are sophisticated enough to be market-ready. This approach fosters skills and knowledge in students that make them career-ready, whether they seek employment or an entrepreneurial future.
- **Hackathons can be highly varied:** e.g., STEMworks Conference 2019, Music Hack to create an anthem for next world-wide voyage of the Hokulea ([Song example](#)), an app hack to track the Manu 'O Ku (white tern) and 3D-printed coral anchors.

NOTES:

H. PBL Roles

The Student's Role

In PBL activities, students should ask questions, build knowledge, and determine real-world solutions to a key issue or question. Environments should be designed to expand active listening skills and students should be required to engage in communication with others. Student requirements:

- Be proactive and take responsibility for their own learning.
- If team-based, take on leadership roles and collaborate/communicate with others.
- Make choices in conducting research, inventing, testing, presenting and executing the project.

Teachers as Facilitators or “Creative Coaches”

Instructors should not lecture but rather foster an atmosphere of shared responsibility and exploration. Key requirements:

- Structure the proposed question/issue to encourage discovery.
- Direct students toward content-based materials (including STEM subject mastery).
- Provide intermittent goals to keep projects on track and ensure that students are gaining a deep understanding of the concepts being investigated.
- Hold students accountable for requirements through ongoing feedback and assessments.
- Once the project is finished, evaluate the finished product and learning that it demonstrates.

Mentors & Judges

Relevant experts are a key to PBL success. Such parties should be trained in both child handling and design-thinking mentorship process (noted below). Key requirements:

- Act as an information resource for the challenge.
- Option: act as a “Client” to provide authentic context.
- Provide design-thinking feedback (ideally, “I Like, I Wish or I Wonder...” responses).
- Judge showcase events of student projects.
- Provide positive impressions of industry and career pathways such as higher learning recommendations and internships.

NOTES:

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I. Tips from the Field

- **Use Full-Concept Innovation Themes:**

1. Concept (Business Model)
2. Product
3. Brand
4. Customers
5. Goals

NOTES:

- **Assign Leadership Roles:** Assigning topic leadership roles for each student in a group places clear responsibilities on each student to be an active member of the group. As leaders, students can be made responsible for managing, facilitating, researching, decision-making, recording and/or presenting topic concepts. Through this system, students can be individually assessed on their respective performance.

- **Foster HĀ-BREATH & SEL Guidelines:**

Collaborative PBL is an ideal environment to foster Nā Hopena A'o or HĀ- BREATH six outcomes and Social Emotional Learning (SEL).

- **Embed STEM Mastery:** Embed content knowledge to PBL experiences to set context and foster mastery. This can be delivered as factoids, tips, examples, inspirational quotes and master class lessons.

- **Hackathons Beyond Mere Invention:** While hacks are trending, in our experience, most lack the discipline to press students beyond mere playful invention. The preferred format is to demand problem identification and solutions that result in market-ready concepts. This includes requirements for key topics beyond invention only (business model, brand, customers and goals), assignment of leadership roles by topic, expert mentors for topics and full topic coverage in showcase pitches.

- **Shark Tanks & Mini-Markets:** While hackathons generally end in pitch judging (*a la* Shark Tank), end showcases can also take the form of markets where projects are sold. In both cases, they push project assessment to a market-ready context.

2. BizzyB System

BizzyB is an online PBL innovation platform for students ages 13 & up.

A. About BizzyB

- Produced under \$1M in grants primarily from Larry & Helen Hoag Foundation, Irvine CA.
- Built by [Bizgenics Foundation](https://bizzyb.com/about/), a Hawaii-based 501(C)(3) nonprofit organization.
- History: 2017 alpha launch, 2018 MIT LaunchX Club (6,000 students, 26 countries, 2,000 mentors), 2019 beta launch (revised in light of learning from previous year, June 2019 first trainings at iTeach Conference, January 2020 first PD Training.
- BizzyB Online Ages Limitations (13 years old & up only) FERPA / COPPA Laws.
- For more info on BizzyB backstory, see <https://bizzyb.com/about/>
- Paper-base versions of the BizzyB System® are available at <https://bizzyb.com/hackathon-worksheets/>
- Comments & Suggestions Welcome: BizzyB remains in beta mode as usability is tested and new ideas are considered. See <https://bizzyb.com/contact>



B. Key Feature Summary



PBL Journaling System

Evolve 5 Themes of Innovation that include leader roles, comment channels, surveys & more.



Project Templates

Empower your team with project template resources including instructions, tips and examples.



Master Class Content

Access STEM and other foundational resources on an as-needed basis.



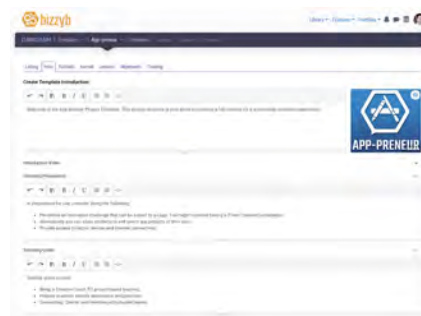
Remote Mentoring

Add mentors to your team through built-in comment channels that empower collaboration from anywhere, anytime.



Contests

Companies, schools and organizations are invited to post contests, hackathons and other challenges in the BizzyB Library.



Curriculum Authoring

Use forms to create Project Templates and Lessons for distribution through the BizzyB Library.



Showcase Reports

Pitch slideshows auto-generated from project journal content.



Portfolio & Assessments

Share project stories, content mastery and assessments.

C. Comparison of Systems

Feature	BIZZYB	COLLABORATION (Google Class)	PLAYSPACE SITES (Scratch)	RECIPE SITES (Instructables)	LESSON SITES (i-Ready)
Digital Curriculum	X		x	x	x
Curriculum Syllabi	X	x			x
CCSS Aligned	X				x
Tips & Examples	X		x	x	
Curriculum Training	X				x
Curriculum Authoring	X	x	x	x	
Revenue Share	X				
Groups Management	X	x			x
Multi-Users	X	x	x		
Innovation Scaffolding	X	x			
Virtual Commenting	X				
Virtual Mentoring	X				
Mentor Certification	X	x			
Idea Credits	X	x			
Feedback Surveys	X				
Project Management	X				
Leadership Roles	X				
Digital Contests	X		x	x	
Soft Skill Assessments	X				x
Aspiration Assessments	X				
Project Impact Reports	X				
Pitch Deck	X				
Business Plan	X				
Digital Portfolios	X				

D. “Freemium” Model

Please lend your thoughts on this pricing model at [/contact](#):

Free Portions:

- **Free User Accounts** include Digital Portfolio & Assessments (Students, Teachers, Mentors, Parents, Sponsors).
- **Free Groups, Teams, Mentors & Contest Management.**
- **In Development:** “First Five” Summary & Showcase Presentation features.

Pay Portions:

- **Advanced Template Subscriptions** for projects priced at \$10/mo/project/student.
- **20% Revenue Share** for contributing authors of curriculum templates.
- **In Development:** Recruiting corporate sponsors to pay for Template subscriptions.

Plans & Pricing

Free User Accounts | Template Subscriptions

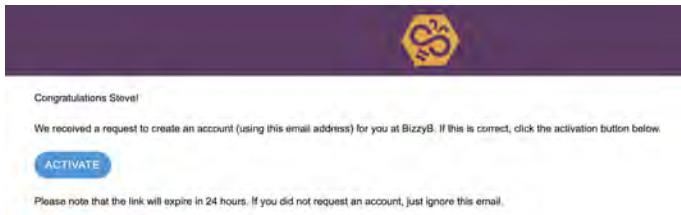
FREE User Accounts: include group management, virtual mentoring, contest management, template authoring, digital portfolios & skill assessment reports.

Template Subscriptions: monthly fees are charged while project templates are in edit mode for concept journaling and impact/outcome logging.

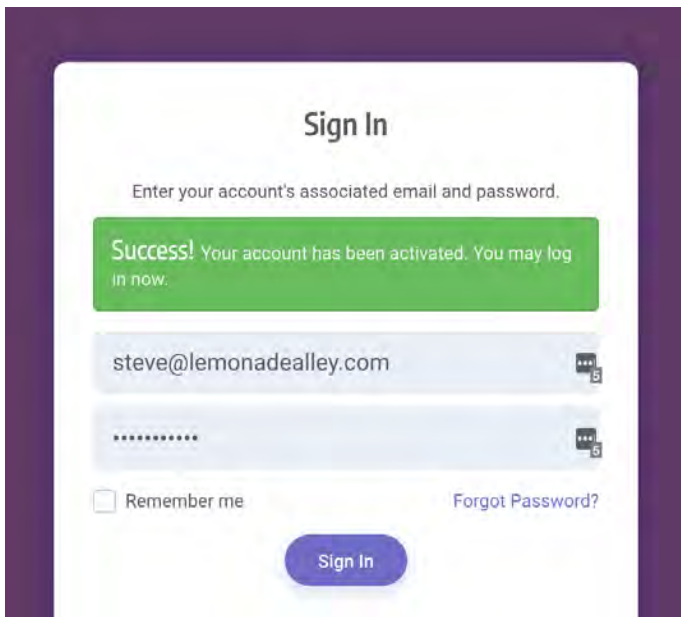
Template Scholarships: donors are invited to provide template subscriptions for needy group. File a sponsor plea to be matched at [Grant Form](#) »

FREE	1-Project Subscription	2-Project Subscription	Most Popular 3-Project Subscription	Refill Tokens
\$0	\$10/mo	\$20/mo	\$30/mo	\$10/ea
FREE Student Accounts include Digital Portfolio & Skills Assessments	1 live project per month (1 token/month)	2 live projects per month (2 tokens/month)	3 live projects per month (3 tokens/month)	Each token good for one live project, per month, per student.
FREE Adult Accounts include Groups, Mentoring & Authoring	Specify a recurring recipient or hold tokens on account to gift anytime	Specify a recurring recipient or hold tokens on account to gift anytime	Specify a recurring recipient or hold tokens on account to gift anytime	Volume discounts available. See Bulk Pricing
Select	Select	Select	Select	Select

- **Activate** at your email:



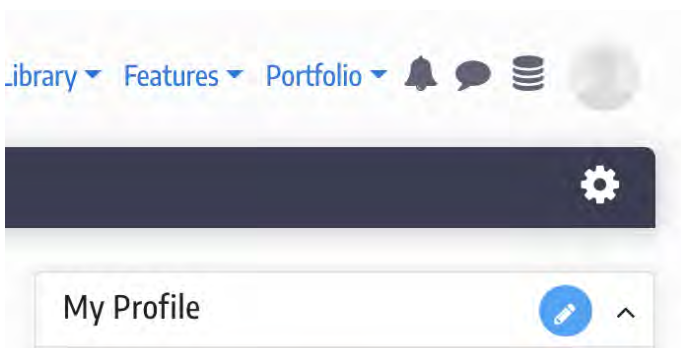
- **Sign In:**



2. Create Profile

Your profile content is used to personalize your user experience and represent your identity.

- **Add Avatar** by clicking topbar image placeholder or the sidebar edit icon:

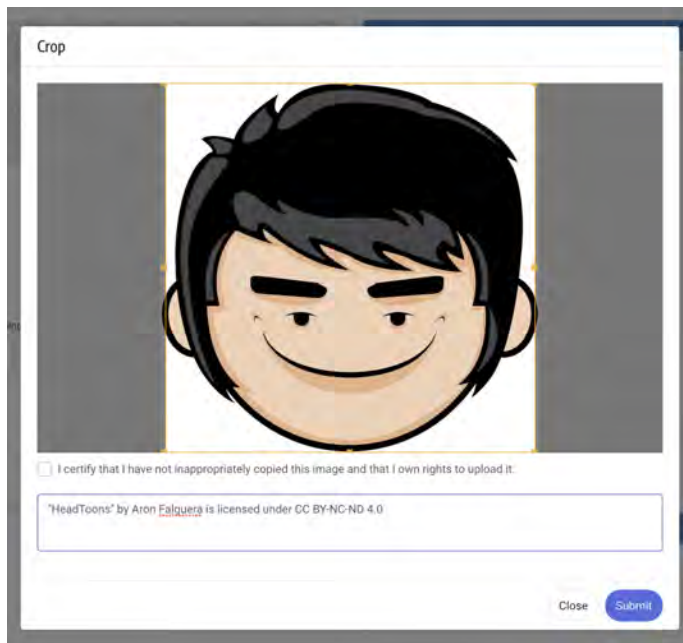


- **Upload an Image:**

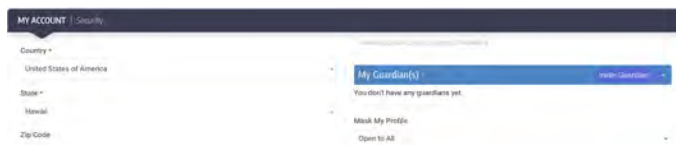
My Profile



- **Certify Use Rights** by a testing to your use rights or giving adequate photo credits when applicable. **DO NOT STEAL IMAGES OFF INTERNET** ~ try public domain creativecommons.org images and credit creators:



- **Add Profile Content:** Upload a background image. Add description, birthdate, ethnic class, gender, school, social connects.
- **Add Guardian(s):** Students can associate Guardians (parents) to their accounts. Guardians are free. They have rights to mask their respective Student's content and identity from public view as well as the right to delete Student projects and accounts.

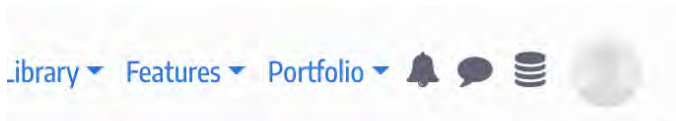


- **Mask/Unmask personal page** (default is unpublished personal page for privacy reasons).
- **SUBMIT** to save settings.

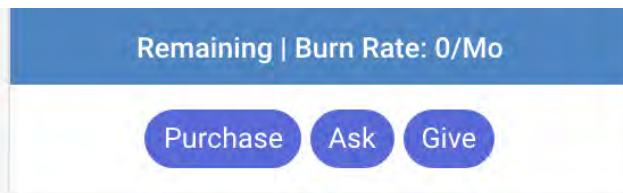
3. Ask for Tokens

Tokens are used to gain access to project templates. Tokens can be transferred freely among all account holders. In this section, you will ask for Steve to give you some tokens.

- **Visit Tokens Page** by clicking topbar Coin Icon:



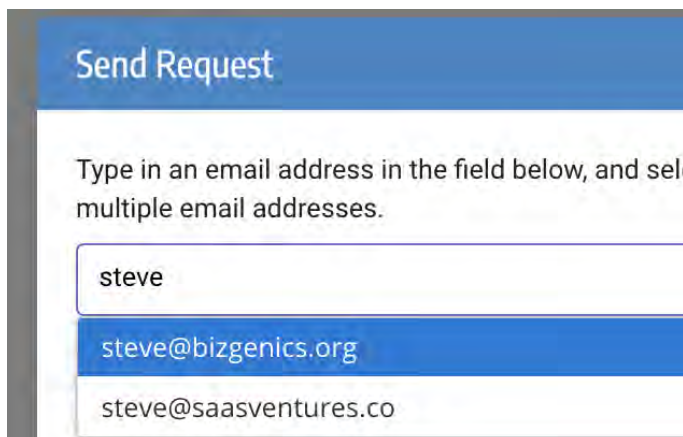
- Click “Ask” button:



- Find Givers:



- Type in “steve@bizgenics.org”:



- **Request 5 tokens:**



- Steve will approve the token transfer and you will receive an in-app notification of the transfer.

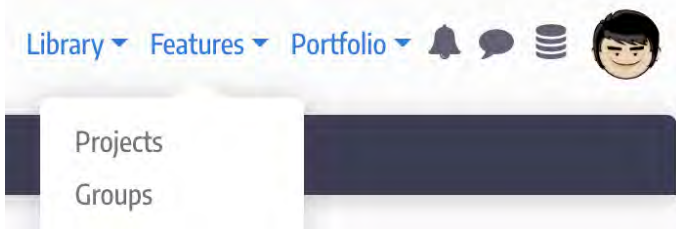


- **Purchase / Give Tokens:** Note that you may also Purchase and/or Give tokens in this section.
- **Token History** (giving/receiving) and Revenue History (commissions from your authored BizzyB curriculum) are available.

4. Join a Group

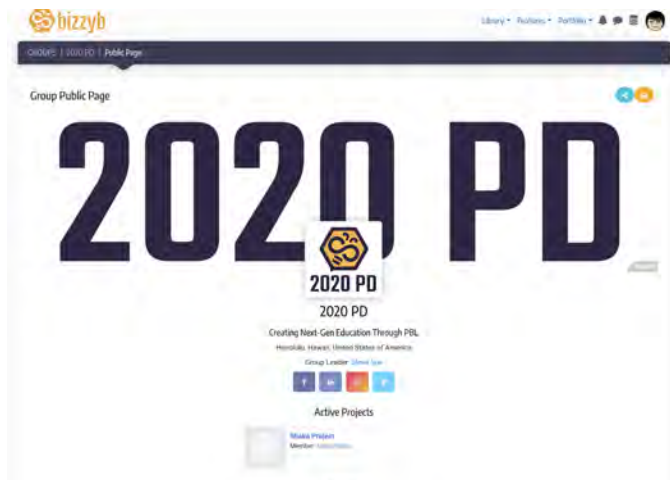
Users (Students and Adults) as well as Projects can join Groups. Groups can also be set up in unlimited primary/subset relationships such as a primary district, subset school, sub-subset class, etc.

- **Visit Groups Section** from Topbar “features/groups”:



- Click “Join Group” button.
- Search for “2020 PD”.
- Submit.
- **Notification:** You will receive a notification that your request has been sent.
- Steve will approve your request to join and you will be connected to the group as a Member.

- **See your Project** in the 2020 PD Group by visiting “Library/groups”:

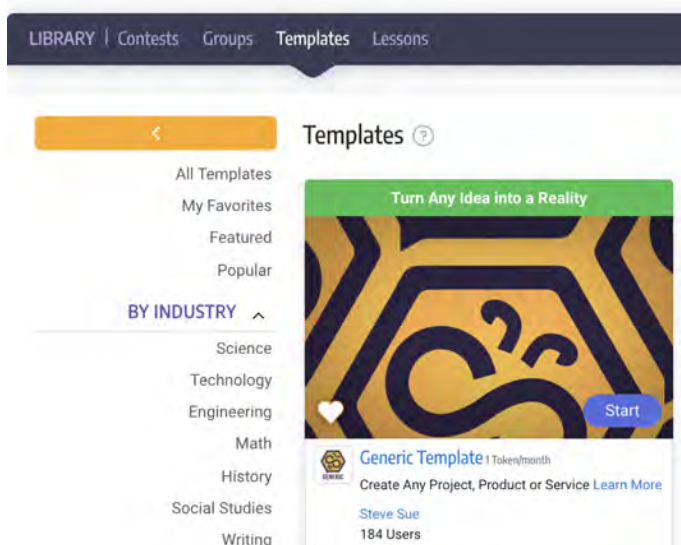


F. Project

1. Start a Project

Projects are the main work area for Users. Every project must have at least one Project Owner (“PO”). When you open a project, you are the default PO. POs can invite additional Co-Owners, team members, and mentors. POs can also later transfer ownership to other team members. In the signup chute, POs can also load a relevant Template in order to enjoy masterclass Lessons, tips, examples, factoids and inspirational quotes as well as join a project to a Group.

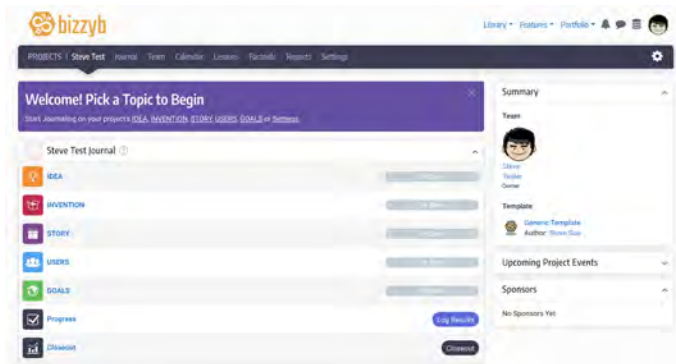
- **Visit your Dashboard** by clicking the BizzyB logo or “Features/projects”:
- **Click “Add a Project”**
- **Select a Template** from the library (when in doubt, select the Generic Template) by clicking “Start”:



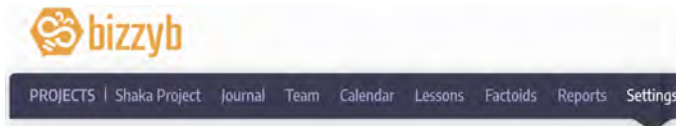
- Name your project, join it to **“2020 PD”** and submit:

- Take the Survey. This survey is part of a pre- & post-survey that measures 4Cs, SEL, MTC, Snapshot and VIBE soft skills. Results from these assessments will be available in your personal reports:

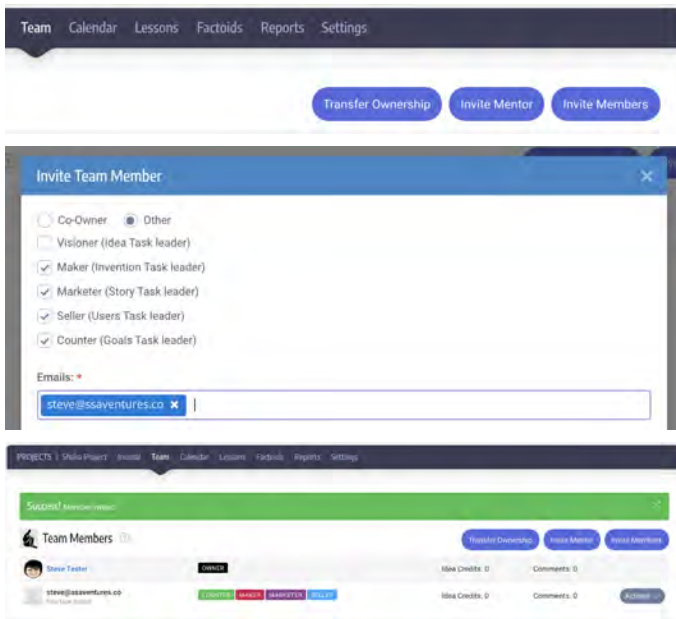
- You will arrive at your Project Dashboard:



- Enter “Settings” content for the Project:



- Invite team members, mentors and/or co-owners to your project. Project owners can assign leadership roles to team members (for each of the 5 Innovation Topics). Anyone with a BizzyB account can be invited to these roles:

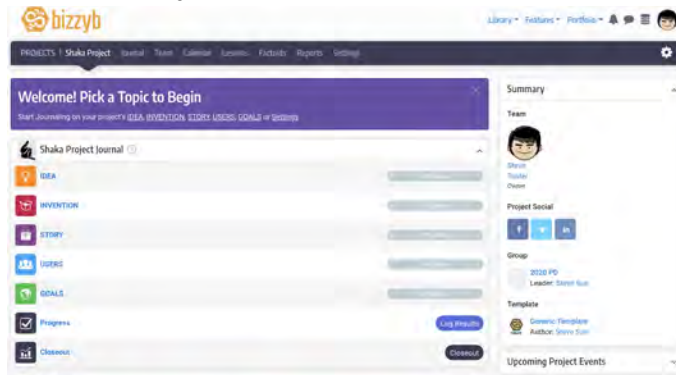


- View project features including:
 - Calendar (set your team’s schedule).
 - Factoids (content resources associated with the chosen template).
 - Reports (Slide Deck, StoryTree 1-page B-Plan, Full B-Plan, Project Public Page ~ also includes Feedback Surveys and project sharing features).

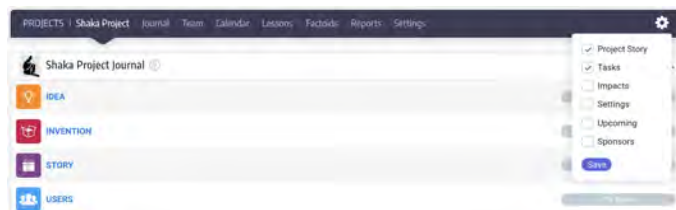
2. Project Journal

The Journal is the main work area for idea banking and collaborative interaction.

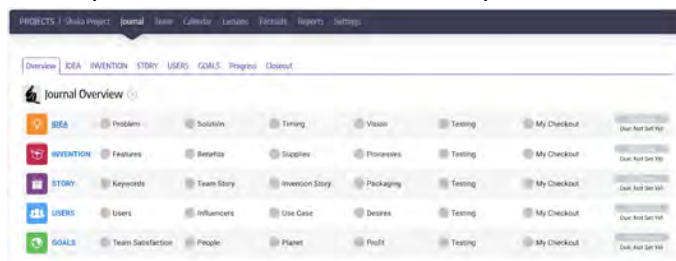
- **Visit your Project Dashboard** from topbar “Features/projects”:



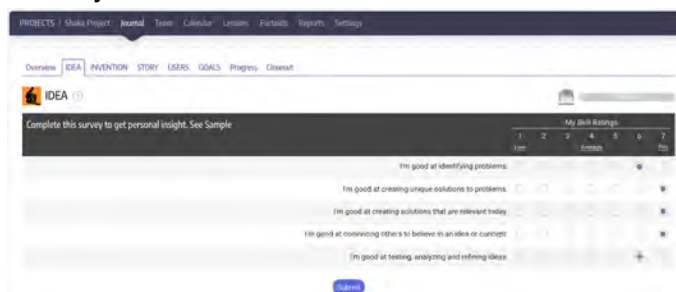
- **Customize your Dashboard** by opening the Gear Icon:



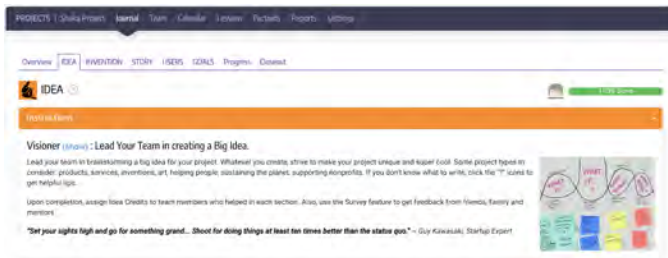
- **See Overview** status from icons and text links here or from Dashboard, you can open any of the 5 Innovation Topics to enter project content. Your goal is to complete all 5 sections to drive Reports:



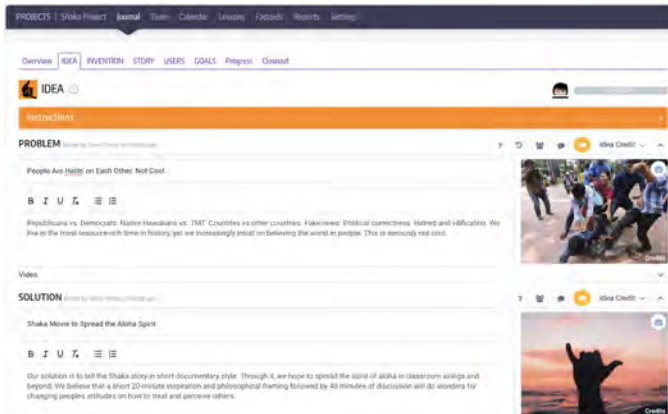
- **Take the Pre-Topic Survey.** Each of the 5 Innovation Topics has a short pre- and post- 5-question survey that measures Entrepreneurship & Innovation Skills Mastery:



- **See Leader Instructions** in the dropdown shelf at the top of each Topic section. Your pre-assigned leaders will be shown in this area plus instructions for them to facilitate brainstorming on the Topic area:

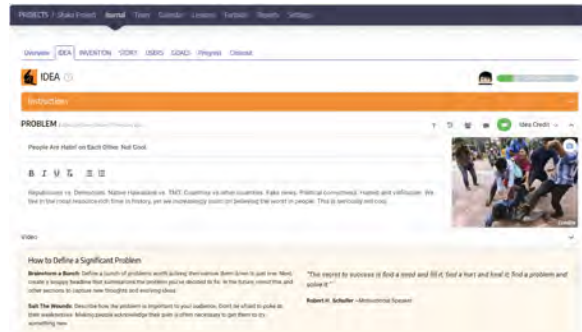


- **Create/edit Journal content for ANY TOPIC IN ANY ORDER** including:
 - **Headlines** (drives Slide Deck & B-Plan)
 - **Description text** (drives B-Plan)
 - **Images** (drives Slide Deck & B-Plan)

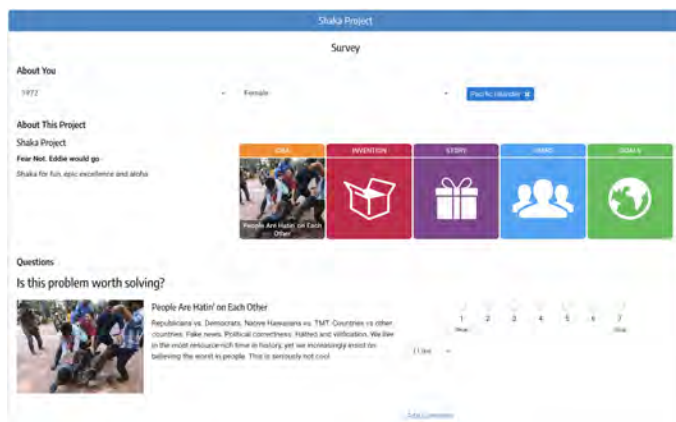
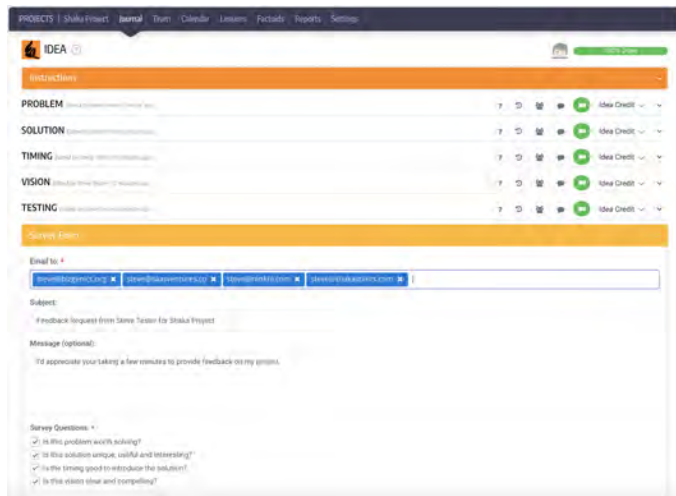


- **Use Journal features** including:
 - **Tips** “?” icon for tips examples and inspiring quotes.
 - **Rollback** “Timer” icon to restore past content versions.
 - **Comments** “Chat Bubble” icon for sidebar messaging with team members and mentors. Note the design-thinking prefaces required (I like..., I wish... or I wonder...).
 - **Completion** Flag icon for locking down finalized content and to drive completion status reports.
 - **Idea Credits** selector to credit individual users who contributed to the subject content. Idea Credits are reported to individual users’ profiles and dashboards.

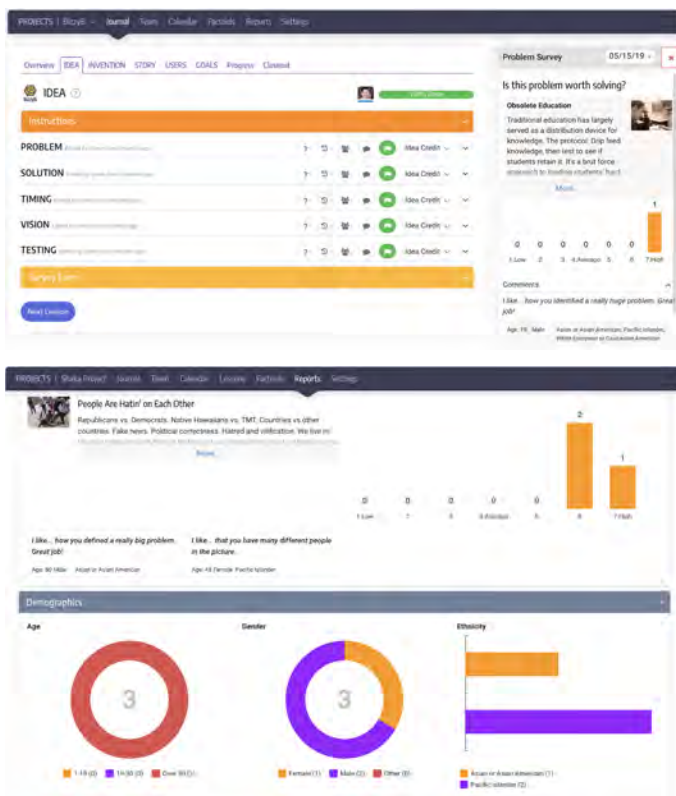
- **Video link** for wild card videos.



- **Send Feedback Survey** via the yellow bar on any Journal Topic page. Surveys can be sent to anyone with an email. Key questions are included and you can add wild card questions if desired:



- **Survey Results** are shown via Journal Topics panel sidebar via the People Icon or in the "Project/reports/surveys" tab:



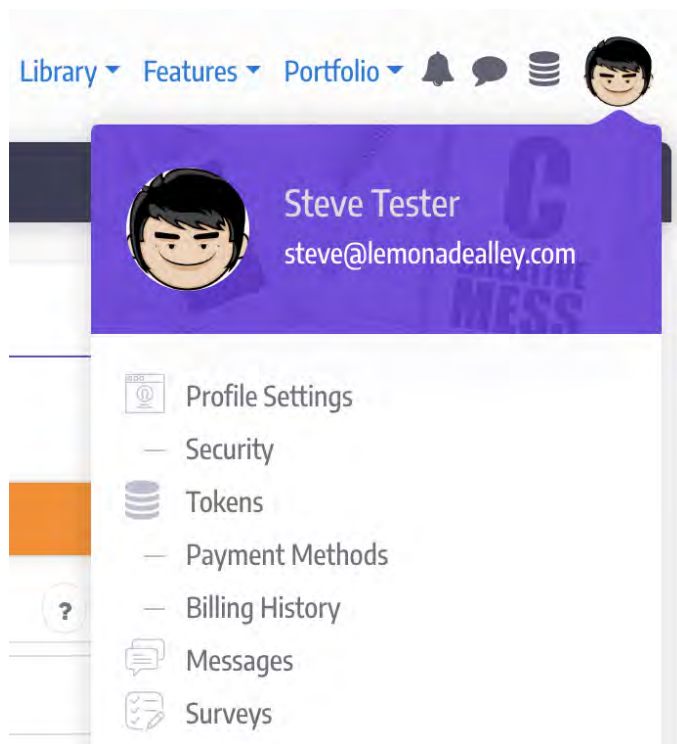
- **Closeout a Topic** by completing the Post-Topic survey. This survey uptakes a testimonial on the Topic area that is later portrayed in your personal Portfolio and creates an aspiration profile for interests in entrepreneurial mindset and innovation skills. See the “Sample” link for a preview of the personal insight chart that the survey generates:

The screenshot shows the 'Section Checkout: See Sample' form. It includes a 'My Performance in this Topic' section with a table of skill ratings and a 'My Aspired Future Skill Level' section with a table of aspiration ratings. The skill ratings are for 'I'm good at identifying problems', 'I'm good at creating unique solutions to problems', 'I'm good at creating solutions that are relevant today', 'I'm good at convincing others to believe in an idea or concept', and 'I'm good at testing, analyzing and refining ideas'. The aspiration ratings are for 'I want to be good at identifying problems', 'I want to be good at creating unique solutions to problems', and 'I want to be good at creating solutions that are relevant today'.

- **Topic Closeout Notes:** This feature is simply to trigger students taking the Post-Topic Survey. All Journal edit functions are accessible even after a topic has been “Closedout”. Since BizzyB Topics are

nonlinear, students are free to visit any topic in any order.

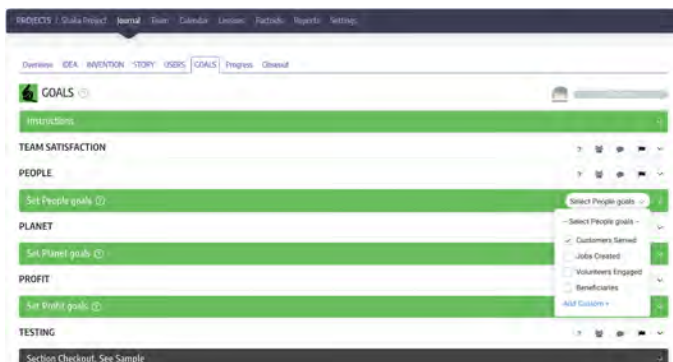
- **Survey Notes:** All survey responses can be updated via the Topbar Avatar dropdown text link “Surveys.”



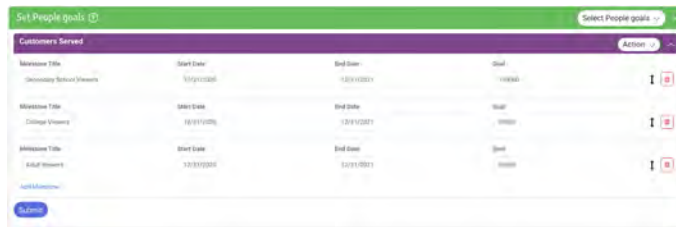
3. Goals & Tracking

BizzyB offers goals tracking as a “3P” system in which projects are tracked in up to three outcome categories of helping PEOPLE, making the PLANET more sustainable and defining uses for PROFITS including philanthropic, reinvestment and staff compensation.

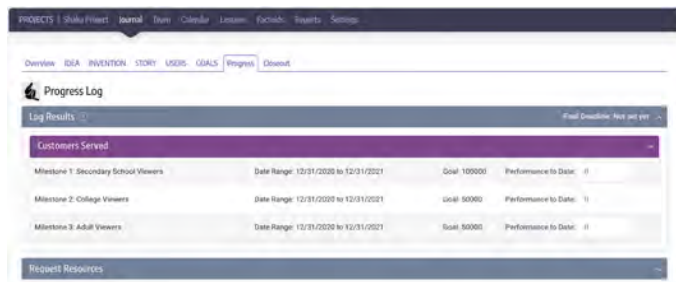
- **Set Goals** by finding the green shelves for People, Planet and Profit. You can select common pre-set goals or make you new goals:



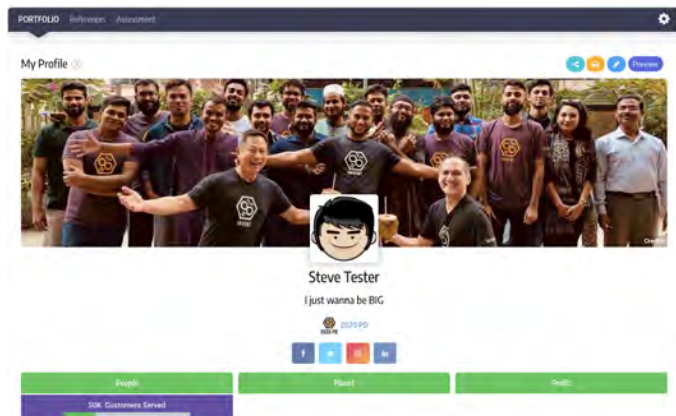
- **Set Milestones** (multiple milestones per goal type is possible) by opening the purple sub-shelves:



- **Track Progress** by visiting the “Progress” tab in the Journal section. You can also access Progress through your Project’s Dashboard:

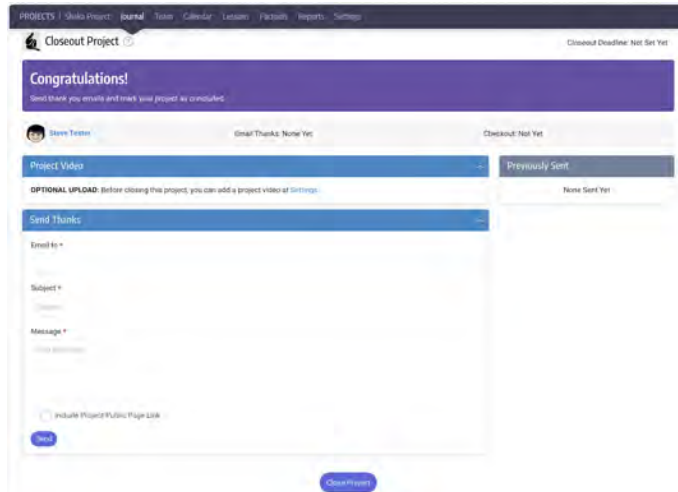


- **View Aggregated Outcomes** at My Portfolio and Project Public Page:



- **Closeout a Project (send Thank You Emails)** by completing the Post-Project survey. **Once closed, users will no longer be charged for subscription use of Templates.** Project data will be locked and thus view only. Users can re-open Projects by paying new subscription tokens for a minimum of one month period. A thank you feature makes email thanks easy. A Closeout exit survey will be encountered before closing is complete. Each team member must

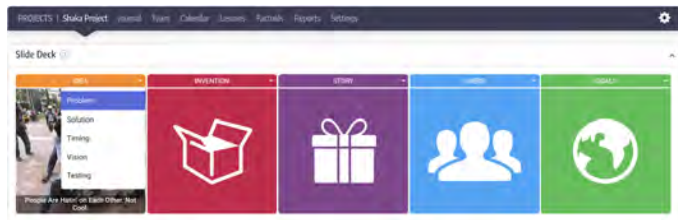
Checkout on their own:



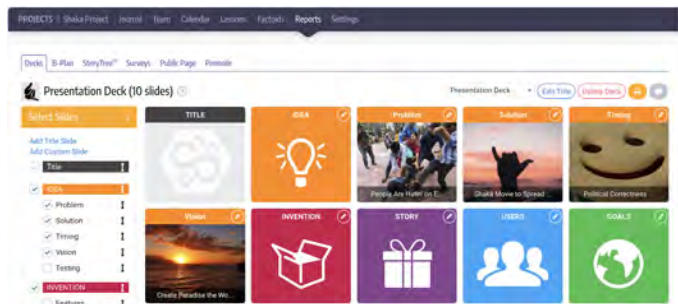
4. Project Reports

User profile and project content drive a number of customizable reports including:

- **Dashboard Slide Deck** is a 5 slide summary report on your Project Dashboard that you can choose a single Sub-Topic to represent the overall Topic. Just use the down arrow in the frame to toggle sub-slides:

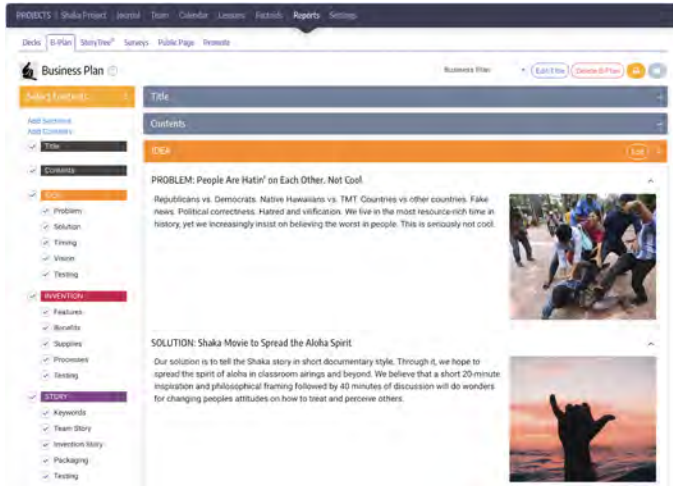


- **Slide Deck** is available in Project/reports tab. You can build an unlimited number of slide presentations using project content:



- **Business Plan** is available in Project/reports tab. You can build an unlimited number of B-Plan presentations

using project content:



- **StoryTree** 1-page visual summary is available in Project/reports tab:

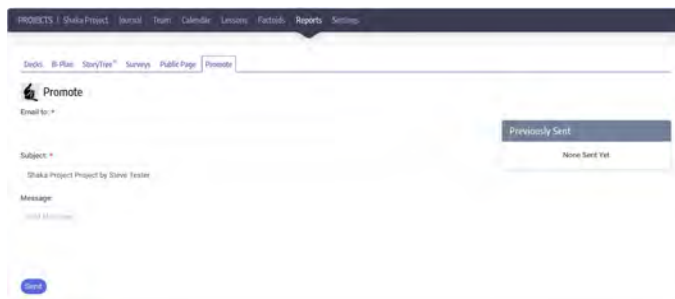


- **Project Public Page** is available in Project/reports tab. This page summarizes the Project. It can be masked from public view by Managers in Group settings, Parents (their Student's Projects) and

Students (their own Projects):



- **Promote Projects** via email distribution of Project Reports:



G. Personal Profile

1. Idea Credits

Each User aggregates Idea Credits and Comments:

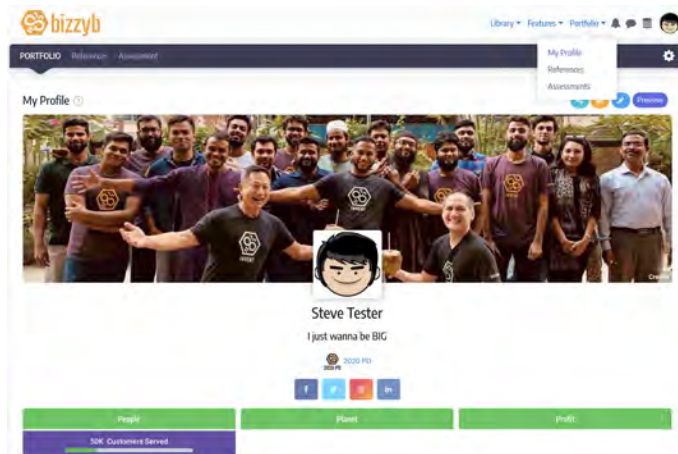
- **Dashboard Idea Credits and Comments:**



2. Portfolio & Assessments

Every User's free account includes personalized Digital Portfolio with the following features:

- **Digital Portfolio** is accessible from topbar:



- **Portfolio Content** can be edited and masked:
 - **Projects**
 - **Groups Managed** (students can be Managers).
 - **Mentor Certifications** (students can be mentors).
 - **Accomplishments** (like LinkedIn resume content).

- **Assessments** (VIBE, 4Cs, EIS, SEL, MTC, Snapshot):

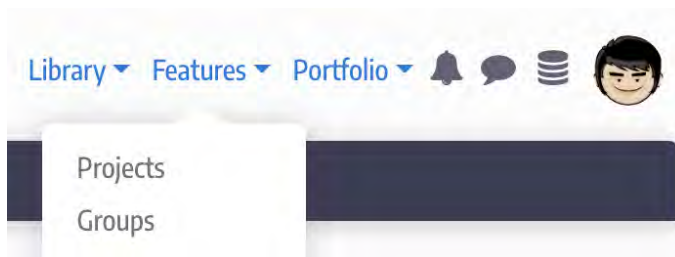


- **References** can be gained by email form for integration to Portfolio.

H. Group Management

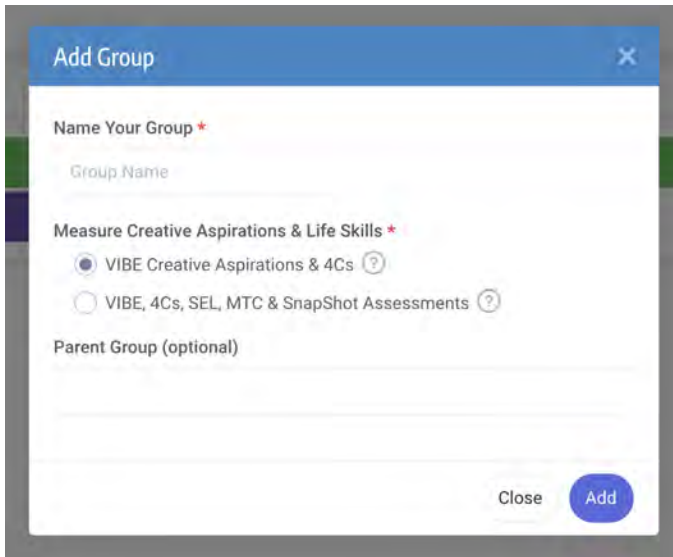
Groups can be set up in unlimited primary/subset relationships such as a primary district, subset school, sub-subset class, etc.

- **Visit Groups Section** from Topbar “features/groups”:



- **Create a New Group** by clicking the “Add” button. Complete the form by adding a Group Name, selecting the Pre- and Post-Surveys that Group Members will complete. This form also has the option

to define a parent Group for this Group to be a subset:

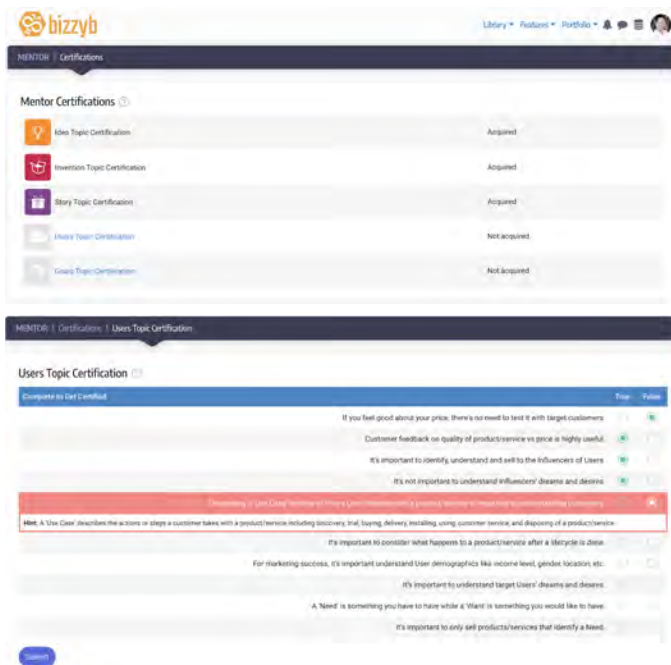


- **Group Settings** can be accessed by opening the Group and finding the Settings tab in Group topbar. Content settings include icon, background image, descriptions, addresses, co-manager, Pre-/Post-Surveys, Mask/Unmask of Member data.
- **Invite Members** by visiting the Groups Dashboard and clicking the “Invite” button.
- **Calendar** (syllabus & deadlines).
- **Sponsors & Public Page** can be accessed through Group topbar link.

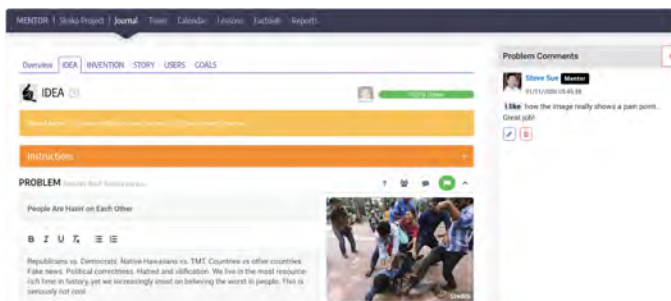
I. Mentors

Anyone can mentor for free, including students. Mentors can be part of Groups and must be invited by Group Manager or Team Members to become a Mentor of a Team. Mentors are NOT able to edit journal content but may Comment on content and respond to surveys. Before gaining access, Mentors must pass a certification test for each of the 5 Innovation Topics.

- **Free Mentor Account:** All mentors are free. Upon invitation, the system prompts Mentors to sign up.
- **Mentor Certifications:** Mentors take a 10-question true/false certification test for each Topic before being allowed to comment on team projects. Incorrect answers are flagged immediately with built-in correction learning:



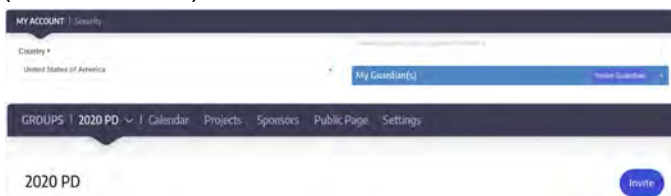
- **View/Comment Rights:** Mentors are able to see Mentee content and comment on Journal content. Built-in design-thinking comment methodology of “*I like..., I wish... or I wonder...*” prefaces directs comments to be inquiry-based and constructive. Mentors are not allowed to edit Journal content:



J. Parents

Parents are offered free accounts in order to gain visibility of their respective Student content and accounts. As part of such connections, Parents are able to Mask student content and delete student projects. Parents must be invited by Group Managers or by respective students.

- **Invite Parents** via Student Profile Settings (“Invite Guardian(s)” button) or Group Manager Dashboard (“Invite” button).



K. Curriculum Authoring

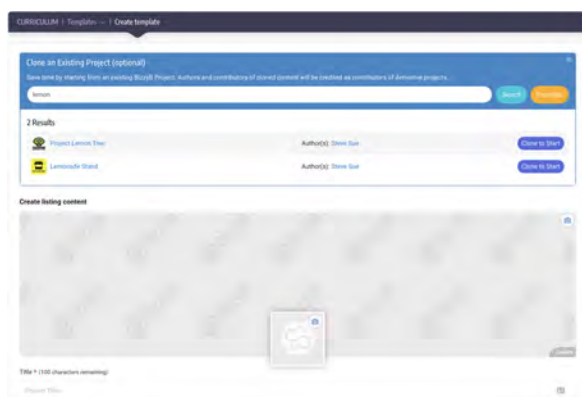
Anyone including students can author curriculum (Templates and Lessons) for free. Authors of Templates enjoy a 20% revenue share of respective Template subscriptions with commissions being credited as subscription Tokens (can be used personally or given to others). Example Templates include Upcycle Fashion, Lemonade Stand, Cardboard Carnival Games, etc. Example Lessons include “How to Create a Logo” lesson is relevant to many different Innovation Template Projects. Add Curriculum by clicking the dropdown link from “Features” topbar:



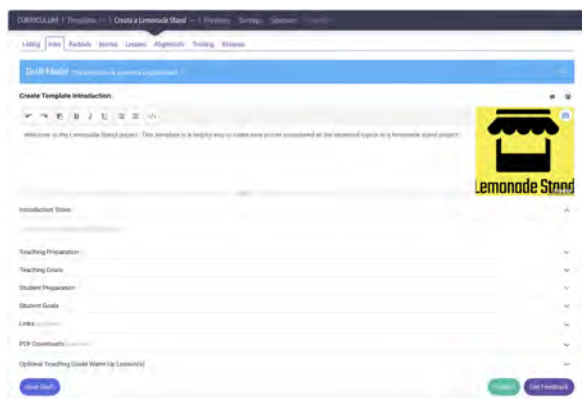
1. Create a Template

Access from “Curriculum/dashboard” by clicking the Template widget’s “+Add” button. Templates are paid use for themed PBL Journal functionality (5 Innovation Topics, instructions, leadership roles, mentor comments, factoids, tips, examples & inspiring quotes):

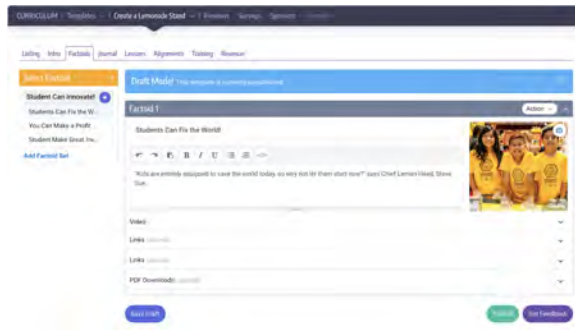
- **Listing** uptakes start up information for your template:
 - **Option to Clone** a pre-existing Template (authors of cloned templates will receive a contributing author credit on your template).
 - **Template Icon** & background image.
 - **Title**, slogan, sub-title, description.
 - **Primary Author** name & optional co-authors. Note that Authors can converse in sidebar chats via the “chat bubble” icons in section top bars.
 - **Library Categories** for search.
 - Recommended Schedule.
 - Tags.
 - Age Ranges.
 - Limited to specific Groups.
 - Click “Submit” at the bottom of the page to accept listing.



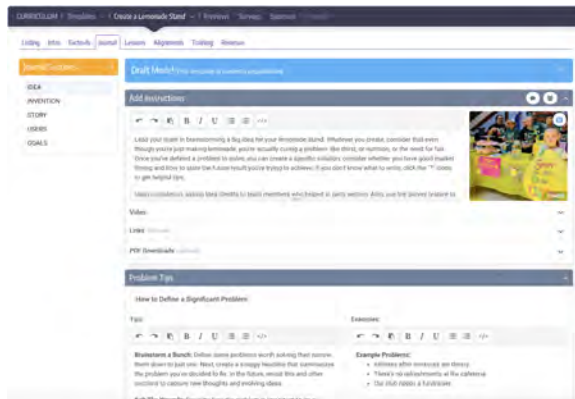
- **Intro** uptakes introduction content including:
 - Instructions (text and video optional).
 - Teacher/Student Preparation.
 - Teacher/Student Goals.
 - Optional Resource Links & PDF Uploads.
 - Optional Teaching Warm Ups.
 - Click “Save Draft”.



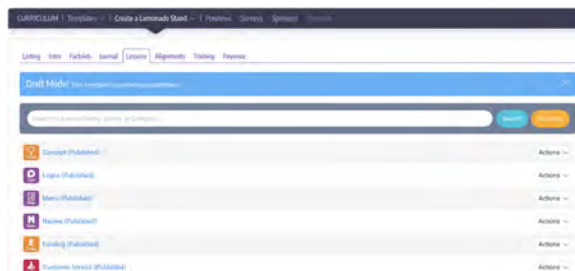
- **Factoids** provides for the inclusion of STEM and other content mastery knowledge in the form of a skimable and engaging format. This content will be displayed in Project Journal and is subject to Calendar events so Group Managers can set Syllabus and Deadlines:
 - Create Factoid Sets (groups of related Factoids).
 - Add Factoids (catchy headline, description content and image).
 - Optionally add Video Links, Links, PDF Uploads.
 - Click “Save Draft”.



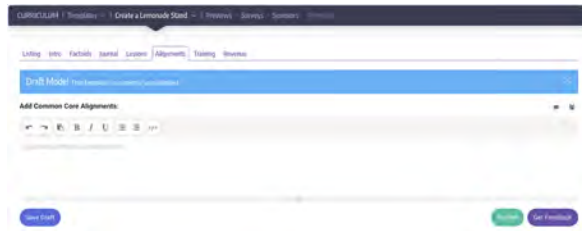
- **Journal Help** uptakes facilitation content:
 - Instructions (text, image and optional video link, links PDF uploads).
 - Topic section “?” content (tips, examples, quotes).
 - Click “Save Draft”.



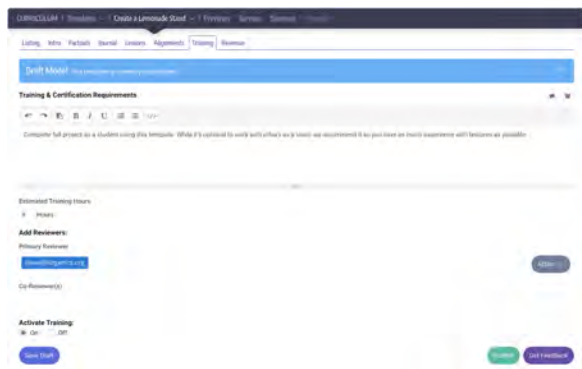
- **Lessons** embeds pre-existing step-by-step masterclasses into Templates as a team resource. Lessons are free STEM and other content mastery curriculum. Lessons are subject to Group Manager Syllabus and Deadline calendaring functions:
 - Search for existing Lessons.
 - Select Lessons to embed in your Template.
 - Click “Save Draft”.



- **Alignments** is a simple content area that uptakes learning outcome and common core alignments:
 - Upload text content.
 - Click “Save Draft”.



- **Training** is a content area to define training protocols and requirements:
 - Upload training & certification requirements.
 - Estimated hours.
 - Reviewers of Training Submissions.
 - ON/Off Training toggle (to list training in Library).
 - Click "Save Draft".

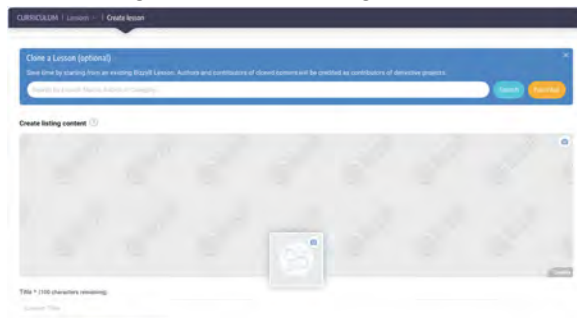


- **Revenue** allows you to share Template Revenue Share Commissions with others. This features is only operational once a Template has been published. Publish first, then come back to edit this setting.
- **Get Feedback:** you can send surveys to anyone for feedback on your Template via the "Get Feedback" button at the bottom of each page. To see Survey information, see the "Curriculum/survey" tab or click the "People Icon" on any page.
- **Preview** Library Listing, Library Details Page, Factoids, Journal Help Content and Teaching Guides.
- **Add Sponsors** including sponsor levels and specific sponsor information like logo, name, listing order and contact info.
- **Publish** your Template by clicking the "Publish" button. Your Template will enter a queue for an Administrator to check your content then approve into the Library.

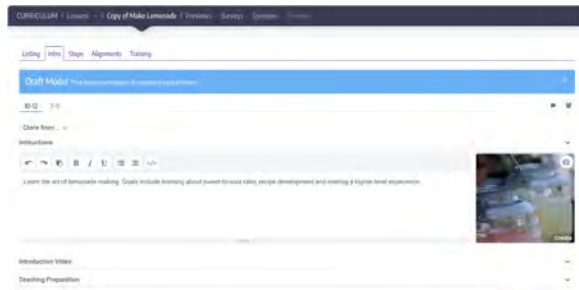
2. Create a Lesson

Access from “Curriculum/dashboard” by clicking the Template widget’s “+Add” button. Lessons are free step-by-step masterclass content curriculum for STEM and other mastery subjects. These are intended as a resource that can be attached to Templates.

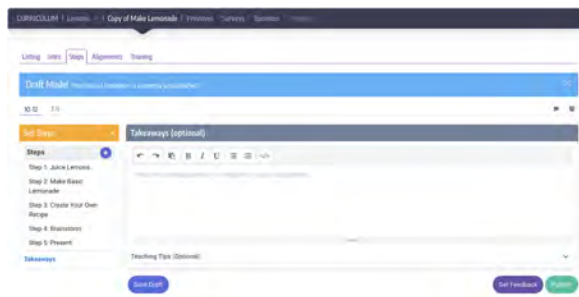
- **Listing** uptakes start up information for your lesson:
 - **Option to Clone** a pre-existing Lesson (authors of cloned lessons will receive a contributing author credit on your lesson).
 - **Lesson Icon** & background image.
 - **Title**, slogan, sub-title, description.
 - **Primary Author** name & optional co-authors. Note that Authors can converse in sidebar chats via the “chat bubble” icons in section top bars.
 - **Library Categories** for search.
 - Recommended Schedule.
 - Tags.
 - Age Ranges.
 - Limited to specific Groups.
 - Click “Submit” at the bottom of the page to accept listing.



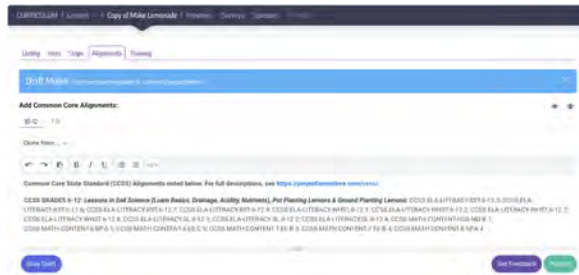
- **Intro** uptakes introduction content for multiple age groups including:
 - Clone age group info.
 - Instructions (text and video optional).
 - Teacher/Student Preparation.
 - Teacher/Student Goals.
 - Optional Resource Links & PDF Uploads.
 - Optional Teaching Warm Ups.
 - Click “Save Draft”.



- **Steps** provides for the inclusion of step-by-step instructional STEM and other content mastery knowledge. This content will be displayed in Project Journal and is subject to Calendar events so Group Managers can set Syllabus and Deadlines:
 - Create a Step: Title, description, and image. Optional video link, links, PDF downloads and Teaching Tips.
 - Add Takeaways: essential questions to consider and/or homework assignments.
 - Add Teacher Tips.
 - Click “Save Draft”.

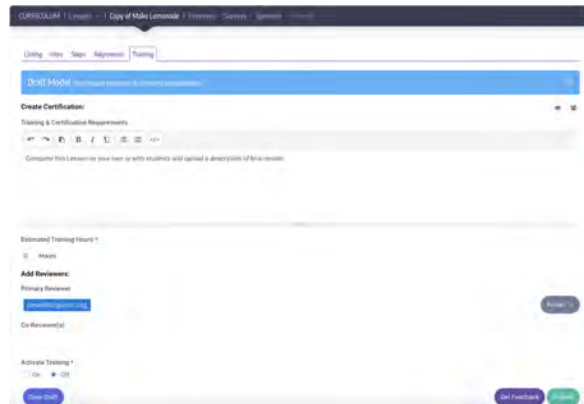


- **Alignments** is a simple content area that uptakes learning outcome and common core alignments:
 - Upload text content.
 - Click “Save Draft”.



- **Training** is a content area to define training protocols and requirements:
 - Upload training & certification requirements.
 - Estimated hours.
 - Reviewers of Training Submissions.

- ON/Off Training toggle (to list training in Library).
- Click “Save Draft”.



- **Get Feedback:** you can send surveys to anyone for feedback on your Template via the “Get Feedback” button at the bottom of each page. To see Survey information, see the “Curriculum/survey” tab or click the “People Icon” on any page.
- **Preview** Library Listing, Library Details Page, Student Handouts and Teaching Guides.
- **Add Sponsors** including sponsor levels and specific sponsor information like logo, name, listing order and contact info.
- **Publish** your Lesson by clicking the “Publish” button. Your Lesson will enter a queue for an Administrator to check your content then approve into the Library.

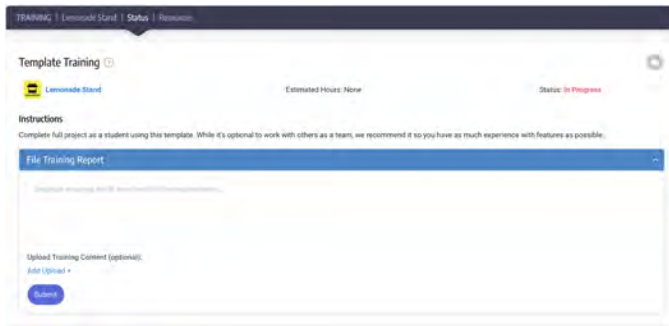
L. Take Training

Access from top bar “Features/Training” dropdown link:



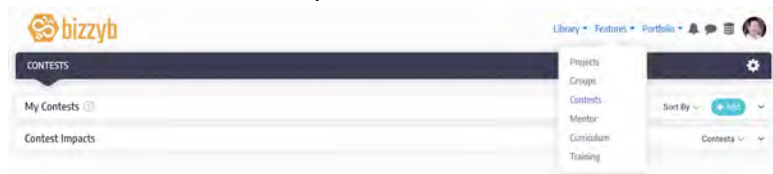
- **Add a Training** by selecting a training from Templates or Lessons sections.
- **Open Training** by clicking the title link.
- **Review** Instructions.
- **Describe** training work.
- Optionally upload evidence of training.
- Optionally add video link.

- Click “Submit”.

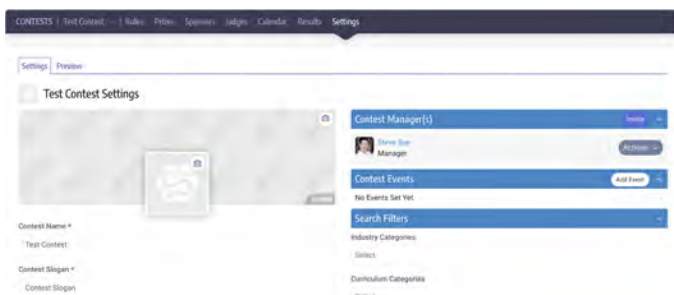


M. Contests

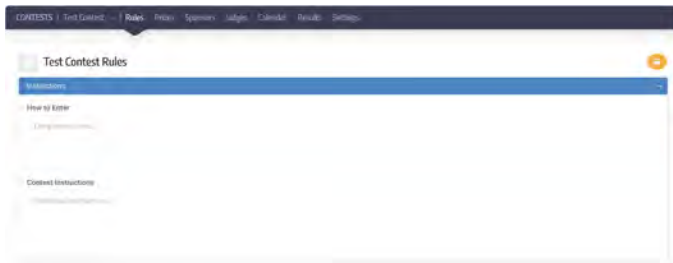
Contests is an online environment to run a challenge or “hackathon”. Access this area from top bar “Features/Contests” dropdown link:



- **Add a Contest** by clicking “+Add”.
- **Create Listing** by adding:
 - Icon
 - Background Image
 - Contest Name, Slogan & Description
 - Contest Producer info and contacts
 - Limitations to specific Groups
 - Limitation to specific project templates
 - Contest Manager(s)
 - Contest Event Dates
 - Search categories and tag for filters
 - Age ranges:
 - Click “Save Draft”



- **Contest Rules** can be added in several fields:
 - How to Enter
 - Contest Instructions
 - Contest Rules
 - Judging Criteria
 - Click “Submit”



- **Awards, Prizes & Awardees** can be added.
- **Sponsors** can be added including Name, Logo, contacts, level of sponsor.
- **Judges** can be added including Name, Avatar, contacts.
- **Calendar** dates can be set for:
 - Entries Open
 - Entries Close
 - Contest Starts
 - Contest Closes
 - Submission Due
 - Showcase Event
- **Preview** Library Results Page
- **Submit**.

-- end training guide --
