

**Partnership for 21st Century Learning  
Bringing Project Management into the School Transformation Conversation**

**TRAIN-THE-TRAINER ORIENTATION PRESENTATION  
Talking Points**

	Slide/Frame	Talking Points
1.	Title slide	
2.	What we will cover today: <ul style="list-style-type: none"> <li>• Purpose of the project and pilot</li> <li>• What is Project-Based Learning?</li> <li>• Overview of the Toolkit and website</li> <li>• Understanding Current Education Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• We will begin with an overview of why and how PMs should engage with community discussions about education and with educators themselves, followed by a working definition of Project-Based Learning.</li> <li>• Then, we will give you an overview of the resources that are available to you through the Toolkit and website that have been created to support your work.</li> </ul>
3.	<ul style="list-style-type: none"> <li>• Talking about PBL with educators</li> <li>• Determining Community Readiness</li> <li>• Engaging in Community Discussions about Education</li> </ul>	<ul style="list-style-type: none"> <li>• Next, we will share some of the language and context that are essential to talking with educators.</li> <li>• Lastly, we will touch on some methods that you can use to exploring the assets, players and ongoing conversations about education transformation in your own community, and how you can engage with them.</li> </ul>
4.	New Learning Strategies are Needed for Student Success <ul style="list-style-type: none"> <li>• The U.S. needs many more graduates who are college- and career- and citizenship-ready</li> <li>• Students must master BOTH content knowledge and other skills and competencies demanded by employers.</li> </ul>	<ul style="list-style-type: none"> <li>• Students today face a world where a far broader and deeper set of skills are essential for success than ever before.</li> <li>• There has been increasing recognition that “college readiness” should really be “college and career readiness” - schools can prepare students for multiple pathways to success.</li> <li>• Whether or not a student goes to college, she or he should gain experience in valuable workplace and career skills that to prepare for a successful career. And in fact, learning in the context of real-world skills helps many students to understand and retain the academic content.</li> <li>• To that we can add “citizenship readiness” - understanding their rights and responsibilities, identifying with the larger community, and being able to contribute to that community.</li> </ul>

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<p>5. “We now need to imagine the future of education as a learning continuum of experiences in which children engage throughout their lives.”</p> <p>--Helen Soule, P21 Executive Director</p>	<ul style="list-style-type: none"> <li>• Research shows that key cognitive strategies and academic behaviors that enable students to learn content from a range of disciplines are just as important as content knowledge in determining if a student will succeed in college and career.</li> </ul>
<p>6. [IMAGE: P21 Framework for 21<sup>st</sup> Century Learning]</p>	<ul style="list-style-type: none"> <li>• P21 developed the Framework for 21<sup>st</sup> Century Learning below to define the key elements (content, skills, and cross-cultural themes) that all students must possess to graduate college, career and life ready. The graphic represents both student outcomes (as represented by the arches of the rainbow) and critical learning support systems (as represented by the pools at the bottom) that are required for 21<sup>st</sup> Century learning. All of the elements are interconnected and interact with each other in teaching and learning.</li> <li>• The diagram also illustrates that the Framework builds on a base of core academic subject knowledge. All 21<sup>st</sup> century skills can and should be taught in the context of core academic subjects.</li> </ul>
<p>7. Why should Project Managers engage in conversations about transforming education?</p>	<ul style="list-style-type: none"> <li>• Schools today need to transform the educational model and offer a different kind of learning that more closely mirrors today’s work and life.</li> <li>• An active educational experience centered around real world projects helps to engage students and impart these skills.</li> <li>• Project-Based Learning also prepares students for the working world.</li> <li>• Many communities are talking about PBL and other related strategies with parents, teachers, employers, and students.</li> <li>• However, very few communities have engaged project managers and other skilled professionals - those with expertise on exactly these areas - to contribute to those conversations.</li> <li>• PMs are members of your community. You care about its success. PMs are parents of students in the schools who want your kids to succeed. PMs are leaders in the business community, who need a competent workforce to sustain growth.</li> </ul>

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<p>8. What is Project-Based Learning?</p> <ul style="list-style-type: none"> <li>• A proven teaching method to help students build skills</li> <li>• Students respond to a complex question, problem, or challenge using project management techniques</li> </ul>	<ul style="list-style-type: none"> <li>• A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge using project management techniques.</li> </ul>
<p>9. Effective Learning Projects</p> <ul style="list-style-type: none"> <li>• Give students lots of opportunities to practice diverse skills</li> <li>• Represent meaningful, real-life work</li> <li>• Address compelling questions and problems</li> <li>• Students build and explore project management skills</li> </ul>	<ul style="list-style-type: none"> <li>• In PBL, students engage with designed “learning projects,” sequences of learning experiences that give students lots of opportunities to practice and improve all of their skills, while engaging in meaningful, real-world work that addresses compelling questions and problems.</li> <li>• The best learning projects give students the opportunity to build and explore project management skills.</li> <li>• Nevertheless, many of the projects used in classrooms, even if called “PBL,” do not allow students to truly utilize project management (for example, projects where the teacher directs the experience and makes most of the decisions).</li> </ul>
<p>10.</p> <p>[IMAGE: Project Cycle (circle)]</p>	<ul style="list-style-type: none"> <li>• You'll see more about the terms used in this illustration later, along with how it relates to the project terms with which you are already familiar.</li> <li>• The Project Management Institute Educational Foundation defines a well-designed, effective learning project as one that has the following features: <ul style="list-style-type: none"> <li>○ Project outcomes are tied to curriculum and learning goals.</li> <li>○ Driving challenges that lead students to the central concepts or principles of the topic or subject area.</li> <li>○ Student investigations and research involve inquiry, problem-solving, and knowledge building.</li> <li>○ Students are responsible for designing and managing much of their own learning.</li> <li>○ Projects are based on authentic, real-world problems and questions that students care about.</li> </ul> </li> </ul>

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<p>11. Effective Learning Projects (cont.)</p> <ul style="list-style-type: none"> <li>• Build 21st Century competencies</li> <li>• Students receive feedback</li> <li>• Shared as product or presentation</li> <li>• Outcome can be clearly defined or open-ended</li> </ul>	<ul style="list-style-type: none"> <li>• To these should also be added that the learning project:</li> <li>• Be designed to help students build 21st Century competencies</li> <li>• Students receive feedback at each stage on the quality of their work</li> <li>• Students publicly share their knowledge through a product and/or a presentation.</li> <li>• Additionally, learning projects can be designed with a clearly defined outcome, or more open-ended with students exploring and “discovering” the desired results.</li> </ul>
<p>12. Teachers and Students Co-Manage Learning Projects</p> <p>[IMAGE: Teacher in front of a class]</p>	<ul style="list-style-type: none"> <li>• Although students need to be responsible for managing their own learning in effective PBL, teachers remain the central player in students' learning.</li> <li>• Teachers design or select projects to match specific learning goals, co-manage the project planning process with students, provide feedback, assess learning, and fill other important roles.</li> <li>• John Mergendoller of the Buck Institute for Education considers teachers in the PBL environment “part jazz orchestra conductor, part batting coach, and part jazz composer. The goal is to perform the score (project), but there is room for improvisation by the orchestra members (students) as well as by the conductor.”</li> </ul>
<p>13. Learning Project Examples</p> <ul style="list-style-type: none"> <li>• Hunger Games Challenge</li> </ul> <p>[image: Hunger Games movie]</p>	<ul style="list-style-type: none"> <li>• You've probably heard about the Hunger Games books and movies.</li> <li>• In this project, students connect the story's premise to the real world around them, researching and manipulating data, using digital media, and discussing how to avoid a similar fate.</li> </ul>

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<p>14. Learning Project Examples</p> <ul style="list-style-type: none"> <li>• Designing Better Nutrition</li> </ul> <p>[image: Grocery shelf]</p>	<ul style="list-style-type: none"> <li>• This interdisciplinary visual design project brings together topics from government, English, health and digital design.</li> <li>• Students track their own diets study the effects of their food choices on the world around them, as well as the influence of marketing and packaging on their own choices.</li> <li>• Then they prepare their own dishes for a “healthy potluck” and design their own food packaging</li> <li>• This project also brings in professionals from the design and health care field to coach students.</li> </ul>
<p>15. Gold Standard PBL</p> <p>[images: BIE GS wheels]</p>	<ul style="list-style-type: none"> <li>• The Buck Institute for Education has worked with others to develop “Gold Standard Project-Based Learning,” a framework and guide for excellent classroom practice and deep student learning. '</li> <li>• These diagrams show the two components of their model, from both the project design and the teaching practices perspectives.</li> <li>• Student learning goals have been placed at the center of each one.</li> </ul>
<p>16. Toolkit Overview</p> <p>[IMAGE: Toolkit cover]</p>	<ul style="list-style-type: none"> <li>• P21 and PMIEF have prepared two rich resources - a Toolkit and a website - to support your regional team as you work to project management into community conversations about school transformation.</li> <li>• Both provide tools, definitions and explanations of unfamiliar subjects, and links to other resources that will help project managers, other professionals, and existing stakeholders to better understand their communities, connect to existing dialogues and reform efforts, and navigate the complex world of education.</li> </ul>

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<p>17. Toolkit Purpose</p> <ul style="list-style-type: none"> <li>• Engage in conversations about education transformation</li> <li>• Help bring PBL, project management, and 21st Century skills into schools</li> <li>• Assist educators to better understand PBL</li> <li>• Provide your important expertise inside and outside of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• This toolkit will equip project managers, other professionals, and other stakeholders with the knowledge and tools to:</li> <li>• Add their voices to deeper community conversations about education transformation in their communities and what is necessary to successfully prepare young people for the 21st Century world of work,</li> <li>• Work with other groups and leaders to build support among the public and educational decision-makers to bring Project-Based Learning, project management, and 21st Century skills into curricula and teacher training,</li> <li>• Assist educators to better understand PBL, and</li> <li>• Provide their important expertise inside and outside of the classroom.</li> </ul>

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<p>18. Toolkit Sections:</p> <ul style="list-style-type: none"> <li>• Overview &amp; Guide</li> <li>• Project Management Skills and Project-Based Learning</li> <li>• Sharing the Value of Project Management with Educators</li> <li>• Project-Based Learning in Action</li> <li>• Determining Community Readiness</li> <li>• Community Resource Mapping</li> <li>• Understanding Education Strategies</li> <li>• Project Managers in the Classroom</li> <li>• Appendix: Facilitating an Effective Community Conversation</li> <li>• Handouts <ul style="list-style-type: none"> <li>◦ Exemplary Schools &amp; Districts</li> <li>◦ Resources for Educators</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Here you see the different topics included in the Toolkit - several of which we are covering in this presentation.</li> <li>• The Overview offers a brief, summarized description of selected topics</li> <li>• Much more detailed information is available in the related resource documents and handouts.</li> <li>• One important topic here is how project managers can determine the readiness of their own communities to move forward with embracing 21st Century Skills and PBL. Through research and a mapping process, they can explore their local context and identify the assets, key players, and existing community change initiatives that will be essential components in this work.</li> <li>• Another is how to engage with ongoing community conversations about school transformation, whether those are already robust or need more leadership.</li> <li>• The final content section of this document is intended to help project managers to reach out to educators by “speaking their language,” both by better understanding education strategies and jargon and by using a set of key messages that highlight and summarize how PBL can help teachers and administrators reach their goals.</li> <li>• The Toolkit is available on the website, and we will also provide your leadership with attractive printed copies.</li> </ul>

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<p>19. Website</p> <p>[IMAGE: Website homepage]</p>	<ul style="list-style-type: none"> <li>• As we mentioned, we have also created a website where you can go to find all the information and references that you might need.</li> <li>• Looking at the right side of the page, you can see that all the sections of the Toolkit are posted as web pages for your easy reference and linking.</li> <li>• You can also download electronic PDF copies of the handouts to forward or share with local contacts.</li> <li>• The “Resources and Links” page has a number of links on a variety of topics. This is the place to go for a deeper dive on any of the topics that we may only summarize in the Toolkit. We may also continue to add more resources here, including these presentation files.</li> <li>• The website is public, and all the information is findable by Google search or if you share links with others.</li> <li>• [We have also created a private LinkedIn group where you and participants from the other pilot regions can ask questions of each other and us, share your experiences, and find additional resources. We will send you the invitation link to join the group.]</li> </ul>
<p>20. Talking about PBL with Educators</p> <p>[GRAPHIC: PMIEF Learning Project Cycle table with education-learning terms]</p>	<ul style="list-style-type: none"> <li>• Educators - and here we're talking about both teachers and administrators, in schools and in school district offices - have their own context, perspectives, and jargon.</li> <li>• It will be important for you to “speak the language” of the education world to clearly communicate your message.</li> <li>• To help “translate” between different perspectives, the Partnership for 21st Century Skills (P21) and PMIEF have developed this chart, which aligns project life-cycle terms with accessible, teacher- and administrator-friendly terms.</li> <li>• You also see the “life skills project cycle terms” that match the “Define-Plan-Do-Review” project cycle image you saw earlier.</li> </ul>

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<p>21. How Can Project Managers Help in the Classroom?</p> <ul style="list-style-type: none"> <li>• Helping teachers to plan projects and lesson plans.</li> <li>• Translating “project management” language to everyday terminology and vice versa.</li> <li>• Helping teachers and students to understand technical subject matter and language.</li> <li>• Developing scoring methods for projects.</li> <li>• Creating and adapting project templates and forms.</li> <li>• Speaking to students about Project Management concepts and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>As a volunteer with a specific, relevant expertise, there are several roles that you can play that can be helpful to teachers, important for students, and offer a sense of accomplishment in an important role:</b></li> </ul>
<p>22.</p> <ul style="list-style-type: none"> <li>• Taking the lead on explaining project assignments.</li> <li>• Assist with facilitating learning projects.</li> <li>• Helping teachers and students with certain elements of conducting projects.</li> <li>• Working with students on their project plans.</li> <li>• Listening to project presentations.</li> <li>• Advising students one-on-one.</li> <li>• Talking to students about your career as a Project Management Professional and in your field.</li> <li>• Hosting students for site visits and internships.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>There are more tips in the Toolkit specifically about working with teachers and students, including some of the requirements that volunteers often have to fulfill in order to enter the classroom.</b></li> </ul>

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<p>23. Understanding Education Strategies: State Standards</p> <p>[IMAGE: Common Core]  [IMAGE: Next Generation Science Standards]  [IMAGE: C3 Social Studies Framework]</p>	<ul style="list-style-type: none"> <li>• To talk with educators in their language, you will also need to have a basic general understanding of some of the current trends that are already reshaping education in the United States.</li> <li>• Despite controversy, Common Core and other new academic standards are now being implemented in most states, and those that chose not to do so have largely developed similar goals (though in some cases with different methods).</li> <li>• Remember that, though these standards are approved at the state level, figuring out how to implement them is still left to local schools and school districts.</li> <li>• The process to develop Common Core specifically included the writing of college and career readiness standards or “21st Century Skills attributes”.</li> <li>• Common Core and the other related standards stress critical thinking, reasoning, conceptual understanding, text reading, and collaboration.</li> <li>• Meaningful learning projects, with their emphasis on actively exploring significant content and practicing 21st Century competencies as part of teams, are an important instructional strategy for educators to help students master the learning and experiences that they need to meet the new standards.</li> <li>• The final draft of the Next Generation Science Standards was released in April 2013. While 26 states were involved in the development of the NGSS, only 11 (plus the District of Columbia) have so far adopted them.</li> <li>• A coalition of national organizations recently developed the College, Career, and Civic Life (or “C3”) Framework for Social Studies State Standards to provide guidance for states to upgrade their state social studies standards and for practitioners to strengthen their social studies programs and align with Common Core.</li> </ul>

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24.	<p>Understanding Education Strategies: Deeper Learning</p> <p>[IMAGE: Deeper Learning Skills]</p>	<ul style="list-style-type: none"> <li>• Some education advocates urge that educators push students even further, so that they develop the mindsets and competencies that they will need to thrive in new situations, such as self-control, perseverance, people skills, creative thinking, effective communication, collaboration, lifelong learning, and the ability to transfer knowledge and skills learned in one setting into new situations.</li> <li>• The William and Flora Hewlett Foundation, a leading advocate of this work, calls it “Deeper Learning”.</li> <li>• The Hewlett Foundation has identified six sets of skills that students gain:             <ol style="list-style-type: none"> <li>1. Mastery of core academic content</li> <li>2. Critical thinking and problem-solving</li> <li>3. Effective communication</li> <li>4. Ability to work collaboratively</li> <li>5. Learning how to learn</li> <li>6. Academic mindsets</li> </ol> </li> </ul>
25.	<p>Understanding Education Strategies: Pathways &amp; Career Academies</p> <p>Five dimensions of college and career readiness:</p> <ol style="list-style-type: none"> <li>1. Core academics (subject content knowledge)</li> <li>2. Career knowledge (content specific to the profession; pathway requirements and qualifications)</li> <li>3. Foundational skills for post-secondary and career success (critical and systemic thinking and problem solving, organization, information literacy; communication, et. al.)</li> <li>4. Interpersonal skills (collaboration and teamwork, ethical behavior)</li> <li>5. Self-management</li> </ol> <p>[NAF]</p>	<ul style="list-style-type: none"> <li>• Career pathways are designed to offer rigorous, college-prep academic learning integrated with a career focus and Work-Based Learning opportunities.</li> <li>• Different states have adopted college and career pathways to differing degrees. In California, this approach has been named “Linked Learning” and is being implemented by dozens of school districts.</li> <li>• One model promoted by NAF is the “Career Academy” model. Career academies are usually formed around a specific industry sector like health care, engineering, or green technology that helps students see the connections between academic subjects and their application in the real world.</li> <li>• Students in career academies typically take both career-themed and academic classes together. A career academy might be a small learning community bringing together a cohort of students on a campus, or it might encompass an entire school.</li> </ul>

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<p>26. What Makes a Community Ready for this Work?</p> <ol style="list-style-type: none"><li>1. A culture of readiness for change,</li><li>2. A community that supports education</li><li>3. An intermediary or “backbone”</li></ol>	<ul style="list-style-type: none"><li>• In order to engage in the conversations in your community, you must first understand it and its complex systems.</li><li>• The Toolkit goes into significant detail about readiness factors and how to explore and even map your community. We'll give an overview of that here.</li><li>• Firstly, we note these three essential factors that must be in place in any community that is ready for a real transformation of its education system.</li><li>• An intermediary organization is one (or more) that is already engaged with the education and business sectors and that can bring together needed players, convene ongoing and future conversations, and coordinate partnership efforts. It may be able to take on the daily, essential “backbone” work of planning, managing, and facilitating the coalition.</li></ul>

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<p>27. Other Important Local Factors</p> <ul style="list-style-type: none"> <li>• Testing and other assessment of students.</li> <li>• Current district leadership support.</li> <li>• The role of local teachers' organizations.</li> <li>• Strength of Career Technical Education programs.</li> <li>• Time constraints on teachers.</li> <li>• Different perspectives within a single school.</li> </ul>	<ul style="list-style-type: none"> <li>• Testing and other assessment of students. What tests are used by the school district, and how can PBL play a role in preparing students for them?</li> <li>• Current district leadership support. Who are the superintendents and school board members of the local school districts, and what positions do each of them seem to take on education reform initiatives? Have they said anything about PBL publicly or already begun an effort to implement it? You might look at each District's Strategic Plan.</li> <li>• The role of local teachers' organizations. Do teacher unions and other organizations take a strong role in education reform in that district? Who are the key leaders that can be part of community conversations?</li> <li>• Strength of Career Technical Education programs. Are CTE classes and other WBL completely separated from academics, or has there been an effort to keep them near the center of the educational mission?</li> <li>• Time constraints on teachers. Because implementing PBL in the classroom requires considerable professional development for the teachers involved and preparation of new curricula, the teachers will need to have enough time available to take it on. Are district/school leaders willing to rearrange schedules and commit resources to build professional capacity?</li> <li>• Different perspectives within a single school. Just because a principal and a few teachers are enthusiastic about transformation, that doesn't mean that the entire school will instantly back the idea. Some teachers might not want to change how they have done things, or feel that the program is one more attempt to take away their autonomy in their own classrooms. Keep in mind that change can be slow, and that part of the job for outside professional volunteers is to support educator partners in showing the benefits of PBL and persuading reluctant colleagues.</li> </ul>

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<p>28. Evaluating Your Community [community asset map]</p>	<ul style="list-style-type: none"> <li>• It is important and helpful to think about determining your community's readiness as a process of exploring its assets, resources, and networks of relationships.</li> <li>• So how do you find these? Local newspapers and blogs can be helpful. Googling and reading the websites of local school districts, colleges and universities, Chambers of Commerce, and other organizations is another good avenue. Looking at federal and state educational and economic statistics can also help you to find good data.</li> <li>• Reaching out to and interviewing local leaders and stakeholders - educators, policymakers, and leaders in the business community - will probably be the most useful to find what you need to know.</li> <li>• One good framework for looking at both assets and relationships is called "Community Resource Mapping." A group at the University of Minnesota defines Community Resource Mapping as "a methodology used to link community resources with an agreed upon vision, organizational goals, strategies, or expected outcomes." It focuses on the strengths and relationships - the assets - that are already present in a community through a process that builds partnerships with common goals.</li> <li>• Mapping may be too much work or not needed in your community, but if you are interested in pursuing it, there is an entire section of the Toolkit dedicated to giving you tools, data sources, and suggestions.</li> </ul>

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<p>29. Moving Trains</p> <p>[IMAGE: Thomas the Tank Engine]</p>	<ul style="list-style-type: none"> <li>• One crucial set of assets to look for is the existing education-change efforts that already exist in every community - the “coalitions,” “initiatives,” “reform projects,” etc., all seeking to solve the challenges of an unprepared workforce.</li> <li>• The Forum for Youth Investment calls these types of efforts “moving trains” - the “fragmented and overlapping array of well-intentioned coalitions, networks, partnerships and task forces - each aimed at shaping policies and securing resources for specific... issues or demographic groups.”</li> <li>• How can you find the moving trains? Ask the community leaders with whom you speak about what groups are bringing stakeholders together and leading the way.</li> </ul>
<p>30. Engaging in Community Discussions about Education</p> <p>[IMAGE: Conference Table]</p>	<ul style="list-style-type: none"> <li>• As you learn more about your community's educational change landscape, you can begin to engage in the ongoing conversations about education.</li> <li>• Project managers themselves are likely to be the most passionate about the power of project management and knowledgeable about how to implement meaningful projects. Most have established successful careers, many have the perspective of working in the private sector, and many are parents of students themselves. They can and should contribute these assets of their own to their communities' larger discussions about education transformation.</li> <li>• You should actively reach out to different players to learn more about what they want to accomplish, to offer your experience and perspectives, and to gain a seat at the table.</li> <li>• We have posted on the website talking points and even some suggested e-mail text for reaching out to different groups, including advocates and organizations, companies and business leaders, and educators.</li> <li>• If these stakeholders are not yet familiar with PBL and project management skills, you may want to put together a short presentation or webinar to introduce these topics. These slides will be available to you to use.</li> </ul>

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<p>31. Community Conversations</p> <p>[IMAGE: One-on-one conversation]</p>	<ul style="list-style-type: none"> <li>• One tactic to build and jumpstart a coalition is to convene one or more Community Conversations that brings together key community leaders to share information, build support for education transformation, work through differences of perspective, and determine next steps.</li> <li>• A Community Conversation won't resolve all the issues by itself, but it can be a crucial event in the process.</li> <li>• The intermediary/backbone organization, if one exists, is likely to be the appropriate group to convene a Community Conversation. You can help them to put together the agenda and make sure that the right people are in the room, and then participate actively.</li> <li>• The Toolkit has an appendix with an extensive set of advice for the people who plan and facilitate these types of conversations.</li> </ul>
<p>32. Questions?</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>33. Conclusion and Thanks</p> <p>[Contact information]</p>	<ul style="list-style-type: none"> <li>•</li> </ul>