

TWEET
#PBL



PREPARING TEACHERS TO DESIGN PROJECT-BASED LANGUAGE LEARNING EXPERIENCES

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WWW.NFLRC.HAWAII.EDU

TITLE VI LANGUAGE RESOURCE CENTERS

www.nflrc.org

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Find out more about the LRCs

Click on any of the LRC logos below to get more information about the selected language center.



LRC Booklet



This booklet describes the scope of the LRCs' current endeavors, and gives overviews of the individual LRCs.

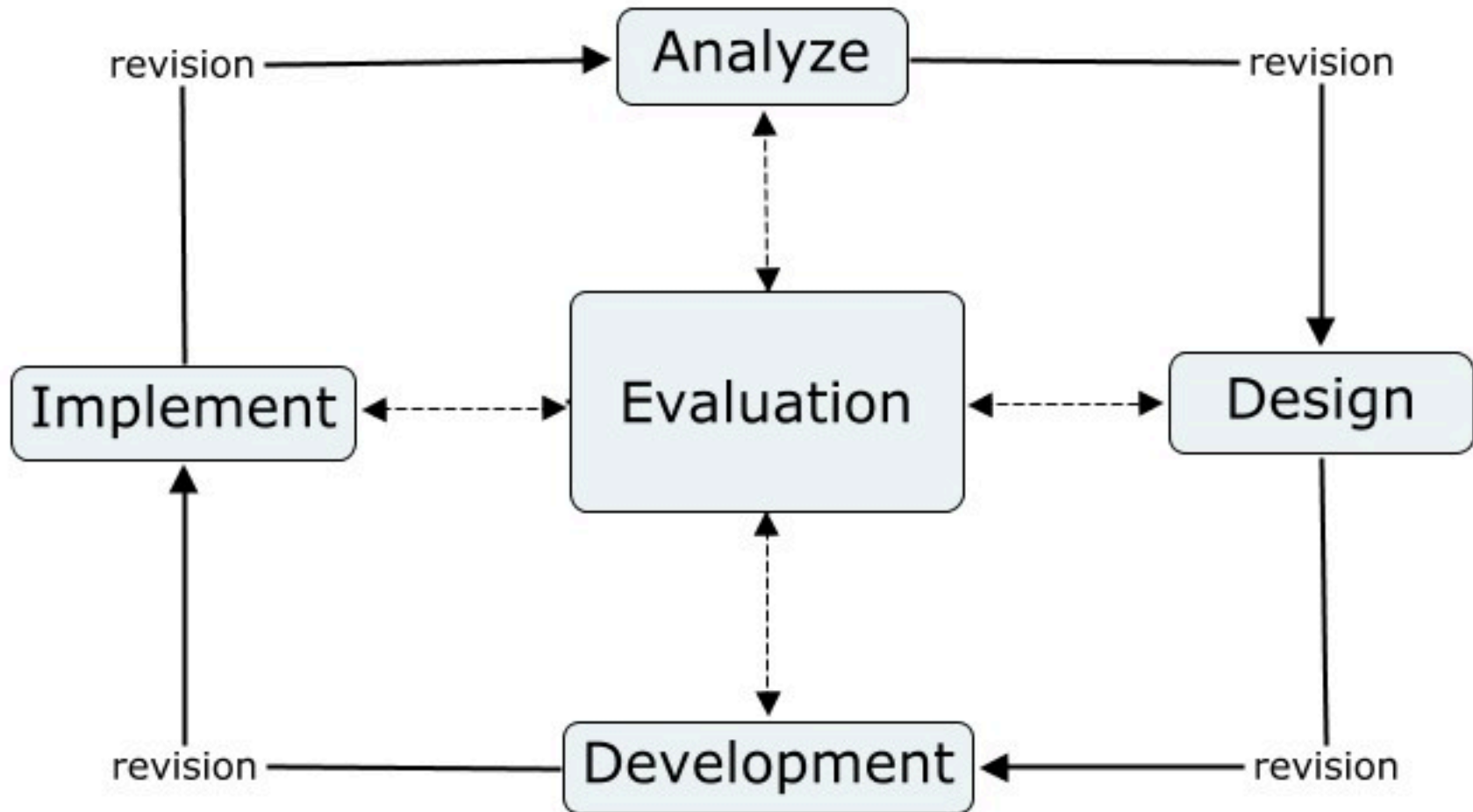
Free Adobe Acrobat Reader is required to

view booklet.

IN THIS PRESENTATION

- development, implementation, and analysis of a NFLRC PBL professional development experience
- basics of open-educational resources and badges
- key features of quality project-based language learning (PBL)

ADDIE MODEL

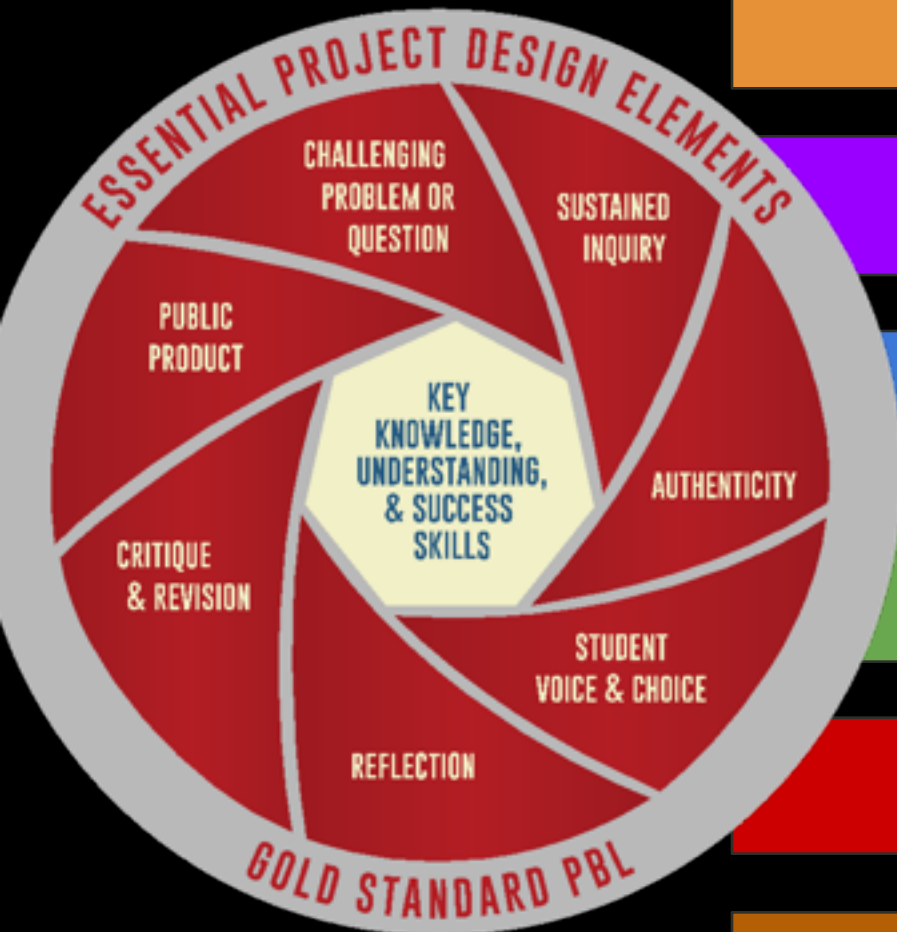


Analysis

- Need for a **framework** to apply PBL in language education contexts (PBL >> PBLL)
- Need for **tools and models** to support implementation
- Need for a **baseline** to start constructing framework
- Need for **Professional Development**

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Building a Framework



National Standards

21st Century Skills Map

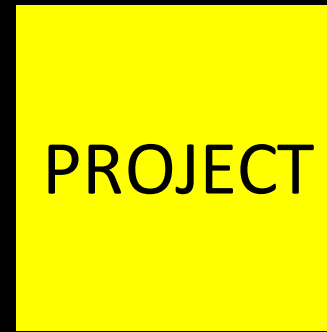
Performance Assessment

Task-Based Instruction

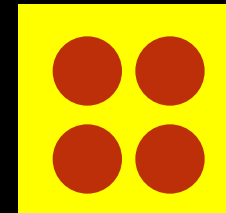
Content-Based Instruction

Intercultural Collaboration Models

Two Basic Models



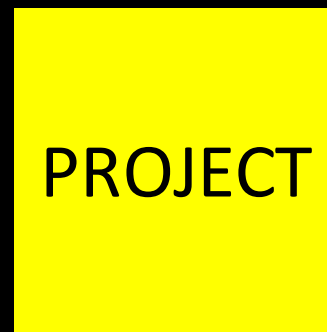
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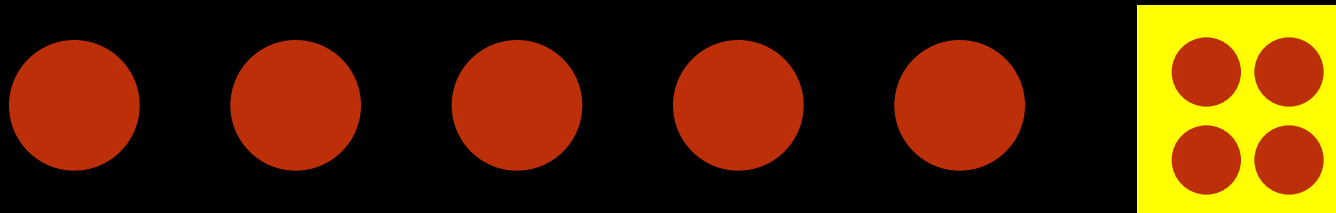
curriculum (course or program)



Two Basic Models



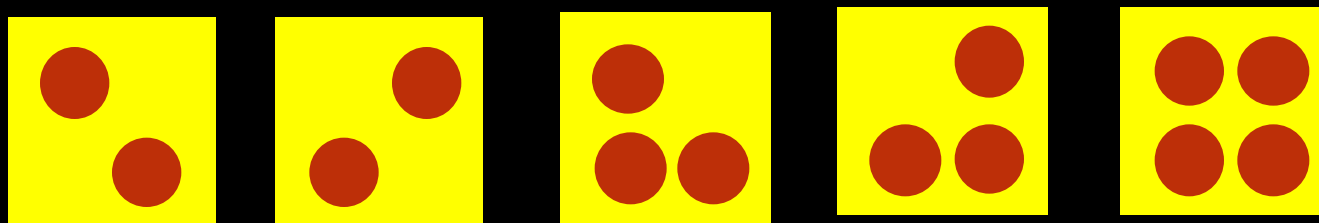
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curriculum (course or program)



2



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Professional Development

JANUARY

MAY

JULY

2015

ONLINE INSTITUTE



SUMMER
INSTITUTE

TWEET
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Professional Development

	JANUARY	MAY	JULY
2015	ONLINE INSTITUTE		SUMMER INSTITUTE
2016	ONLINE INSTITUTE	INTER-CULTURALITY	SUMMER INSTITUTE
2017	ONLINE INSTITUTE	ASSESSMENT	SUMMER INSTITUTE
2018	ONLINE INSTITUTE	PROFESSIONAL DEVELOPMENT	SUMMER INSTITUTE

DESIGN PROCESS

- Review of literature and best practices on PBL (BIE)
 - Expertise involved
 - assessment
 - pedagogy
 - instructional design
 - technology
 - PBL framework used by BIE

DESIGN PROCESS

- 10 faculty members from 5 states (HI, NY, NJ, UT, CA)
- Collaborative: Google Docs & Skype meetings

Course Outline

1. From PBL to PBLL

Introduction

Lesson 1

Lesson 2

Lesson 3

2. Beginning Your Project Planning

Lesson 4

Lesson 5

Lesson 6

3. Language, Content & Technology

Lesson 7

Lesson 8

Lesson 9

4. Designing Rich Learning Experiences

Lesson 10

Lesson 11

Lesson 12

5. Designing Tasks and Assessment

Lesson 13

Lesson 14

Lesson 15

1

From PBL to PBLL

Introduction

What are modules and lessons? What are the parts of a lesson?
When am I "done"?
How do badges work? What is required to receive a badge?
Outline of online tools needed for the Online Institute.

Lesson 1

What is PBL? What are the constituent parts of a PBL unit/lesson plan? What is rigorous PBL?

Lesson 2

From PBL to PBLL: What do language teachers need to know about adapting PBL to the language education context?

Lesson 3

Developing a project idea.
Crafting an effective Driving Question.

Project Blueprint

The Content

What content will students need to learn? LESSON 1 LESSON 7 LESSON 9

What open educational resources will be used in this project? LESSON 5

What content resources will be used (readings, media, invited speakers, etc.) LESSON 7
LESSON 9

How will the project be scaffolded in terms of...?

project process LESSON 14

content LESSON 9

language LESSON 8 LESSON 10

final product LESSON 7 LESSON 8 LESSON 9

What opportunities does the project create to connect with other disciplines? LESSON 7 LESSON 10

The Language

What standards will this project address? LESSON 1 LESSON 4

How will this project improve the learners' interpersonal, interpretive, and presentational communicative abilities? LESSON 2

DEVELOPMENT PROCESS

- two versions: (a) live facilitated cohort (leading), and (b) self-paced (following)
- development of in-house framework for lesson materials (similar to TED-Ed)
- scheme for recording sessions and offering as part of OER

DEVELOPMENT PROCESS

- modular structure:
 - 5 modules
 - 3 lessons in each module (15 lessons total)
- content areas/topics
- five 90-minute webinars (30 minutes per lesson)
- staggered timetable for the two versions (self-paced and facilitated)

DEVELOPMENT PROCESS

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Lesson structure:

TEDEd



- Topic
- Consider This (short video)
- Test Yourself (quiz)
- More to Consider (readings+webinar recording)
- Get Involved (discussion)
- Apply (project blueprint)

DEVELOPMENT PROCESS

1. From PBL to PBLL ▶ Lesson 1 [edit](#)

Consider This [edit](#)

PBLL Online Institute Lesson 01: What is PBL? <



Topics

Consider This

Test Yourself

More to Consider

Get Involved

Latest posting

55

PBL/PBLL can be long-term or short term depending on the ...

Gordon

Apply

More Lessons ▶

DELIVERY & IMPLEMENTATION

- Scheduling / deadlines
- Participant selection
- Public informational documents / communication with participants
- Choice of platform
- Flow of activities

DELIVERY & IMPLEMENTATION

Scheduling and deadlines

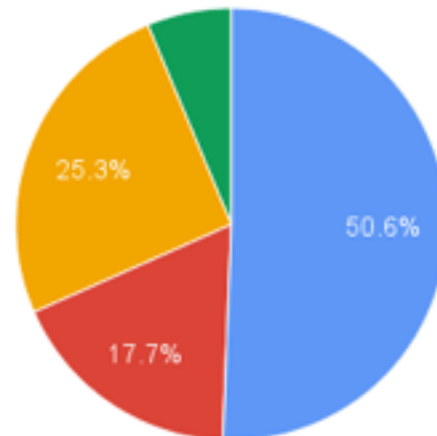
- “Backward design” by date, facilitated cohort:
 - Summer Institute appl. deadline (31 March)
 - Digital Badge review and award (≥ 1 week)
 - Submission of peer-reviewed Project Blueprint
 - Sufficient work time post-Institute
 - \therefore Last live webinar must be end of February

DELIVERY & IMPLEMENTATION

Participant selection

- Appl. data split by cohort (facilitated/self-paced)
- Level, professional areas of interest, previous PBL experience, personal goals

Count of 8. Are you planning to also apply for the 2015 NFLRC "PBL in Action" Intensive Summer Institute (July 27-31, 2015)?



DELIVERY & IMPLEMENTATION

Public informational documents and communication with participants


- Advance promotion via short-format stories on main NFLRC website
- Detailed, dedicated Web pages
 - content, format, tech reqs, deadlines, FAQs
- “Heads-up” info on requirements and deadlines, pushed by email, linking back

DELIVERY & IMPLEMENTATION

Choice of platform

- [TedEd](#) as inspirational model
 - Consider This, Test Yourself, More to Consider, Get Involved, Apply
- Non-public format → in-house development



 Fundamentals of PBLL sign out sflerning@hawaii.edu

3. Language, Content & Technology ▶ Lesson 7 edit

Topics edit

- Using language to learn, learning to use language: Intersections with content-based instruction (CBI) and CLIL (content and language integrated instruction)
- Task designs for CBI

Guiding Questions

1. What is Content-based Language Instruction (CBI) and how is it related to Content and Language Integrated Instruction (CLIL)?
2. Why are both of these types of learning so helpful to teachers who wish to implement Project-based Language Learning (PBLL)?
3. How can we support learners (especially beginners) in using language to learn while they are still learning the language?

Topics

Consider This
Test Yourself
More to Consider
Get Involved

Latest posting

55

DELIVERY & IMPLEMENTATION

Choice of platform

- Cisco WebEx: live webinar → archive for OER
- Cross-referencing between lesson content and tasks in participants' Project Blueprint



Fundamentals of

Project-based Language Learning

Online Institute Sponsored by the Hawaii National Foreign Language Resource Center

What opportunities does the project create to further develop the learners' understanding of the culture? **LESSON 2** **LESSON 12**

What opportunities does the project create for learners to investigate, explain, and reflect on the nature of language or the concept of culture through comparisons of the target culture and their own? **LESSON 12**

Communities

What opportunities does the project create for learners to use the language beyond the classroom? **LESSON 12**

How does the project foster interaction with communities beyond the classroom?
LESSON 6 **LESSON 12**

DELIVERY & IMPLEMENTATION

Flow of activities: participants

- View topics on dedicated website
- Participate in webinar or view archive
- Read in more detail (“More to Consider”)
- Participate in discussion
- Work on Project Blueprint for application of PBLL in own classroom
- Peer review and feedback → submission
- Badging

EVALUATION & ASSESSMENT

- Digital badge system
- Evaluation of institute outcomes (based on the final survey):
 - Successes
 - Challenges

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DIGITAL BADGE SYSTEM

certifies basic familiarity with theoretical and practical aspects of designing projects for the context of world language teaching and learning



DIGITAL BADGE SYSTEM: CRITERIA

1. Learned about fundamental aspects of Project-based Language Learning (PBL) and some of the commonalities and differences between PBL and PBL;
2. Developed a world language project for a specific context and described it in a Project Blueprint document;
3. Designed sample standards-based tasks that target specific areas of language learning and 21st Century Skills;
4. Described an articulated sequence of project tasks and corresponding assessment;
5. Participated in a collegial discussion on topics related to language learning project planning, design and implementation either by posting responses to prompts related to PBL in the majority of the “Get Involved” sections or by soliciting and receiving feedback from colleagues on their Project Blueprint based on an adaptation of the Critical Friends Protocol.

SUCCESSSES

1. Both formats (i.e., facilitated and self-paced).
2. Structure, organization, and topics covered.
3. Project Blueprint.

CHALLENGES

1. Issues with peer feedback on the project blueprint.
1. Delayed delivery of the content for some lessons.

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FUTURE ITERATIONS

- PBL 2016 Online Symposium
- 2016 Online Institute: Fundamentals of PBL
- 2016 ISI on Interculturality and PBL

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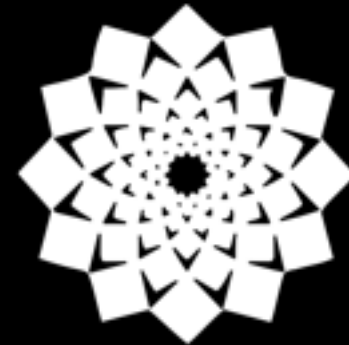
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Initiatives on PBLL



PBLL
ACTFL



Special Interest Group
SIGN THE PETITION

ACTFL.ORG/



2016

ONLINE SYMPOSIUM

**INSPIRING TEACHERS,
TRANSFORMING LEARNING**
4 DAILY WEBINAR SESSIONS
JAN 12-15 FREE OF CHARGE
8 PRESENTATIONS+DISCUSSION

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2016

ONLINE INSTITUTE

FUNDAMENTALS OF PBL
5 WEEKLY WEBINARS \$25 fee total
JAN 27-FEB 24 or choose self-paced
FOCUS ON INTERCULTURALITY



2016

**INTENSIVE
SUMMER INSTITUTE**

PBL & INTERCULTURALITY
INTENSIVE RESIDENTIAL
JUN 27-JUL 01
COMPETITIVE ADMISSION w/ prereq
PARTIAL STIPEND FOR TRAVEL

