PREPARING TEACHERS TO DESIGN
PROJECT-BASED
LANGUAGE LEARNING EXPERIENCES

Ruslan Suvorov
Hui-Ya Chuang
Julio C Rodríguez
Stephen Tschudi

University of Hawaiʻi at Mānoa

WWW.NFLRC.HAWAII.EDU
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 PBLL professional development experience

• basics of open-educational resources and badges

• key features of quality project-based language learning (PBLL)
ADDIE MODEL

Analyse

Design

Evaluation

Development

Implement

Revision

Revision
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**
Building a Framework

- National Standards
- 21st Century Skills Map
- Performance Assessment
- Task-Based Instruction
- Content-Based Instruction
- Intercultural Collaboration Models

Courtesy of the Buck Institute for Education © 2015
Two Basic Models

1. KNOWLEDGE SKILLS

2. PROJECT

Curriculum (course or program)
Two Basic Models

1. Curriculum (course or program)
   - Knowledge
   - Skills
   - Project

2. Project components
Professional Development

2015

JANUARY

ONLINE INSTITUTE

MAY


JULY

SUMMER INSTITUTE
<table>
<thead>
<tr>
<th>Year</th>
<th>January</th>
<th>May</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>ONLINE INSTITUTE</td>
<td></td>
<td>SUMMER INSTITUTE</td>
</tr>
<tr>
<td>2016</td>
<td>ONLINE INSTITUTE INTER-CULTURALITY</td>
<td>SUMMER INSTITUTE</td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>ONLINE INSTITUTE ASSESSMENT</td>
<td></td>
<td>SUMMER INSTITUTE</td>
</tr>
<tr>
<td>2018</td>
<td>ONLINE INSTITUTE PROFESSIONAL DEVELOPMENT</td>
<td>SUMMER INSTITUTE</td>
<td></td>
</tr>
</tbody>
</table>
DESIGN PROCESS

• Review of literature and best practices on PBL (BIE)
• Expertise involved
  – assessment
  – pedagogy
  – instructional design
  – technology
  – PBLL 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

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.

Link to Course Schedule
Project Blueprint

The Content

What content will students need to learn? \textcolor{red}{LESSON 1, LESSON 7, LESSON 9}
What open educational resources will be used in this project? \textcolor{red}{LESSON 5}
What content resources will be used (readings, media, invited speakers, etc.) \textcolor{red}{LESSON 7}
How will the project be scaffolded in terms of…?
  - project process \textcolor{red}{LESSON 14}
  - content \textcolor{red}{LESSON 9}
  - language \textcolor{red}{LESSON 8, LESSON 10}
  - final product \textcolor{red}{LESSON 7, LESSON 8, LESSON 9}
What opportunities does the project create to connect with other disciplines? \textcolor{red}{LESSON 7, LESSON 10}

The Language

What standards will this project address? \textcolor{red}{LESSON 1, LESSON 4}
How will this project improve the learners' interpersonal, interpretive, and presentational communicative abilities? \textcolor{red}{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

Lesson structure:

• 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

Consider This

PBL Online Institute Lesson 01: What is PBL?

Topics
Consider This
Test Yourself
More to Consider
Get Involved

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

Apply

More Lessons

TWEET
#PBLL
DEVELOPMENT & 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
  — 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 "PBLL in Action" Intensive Summer Institute (July 27-31, 2015)?
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
Choice of platform

• Cisco WebEx: live webinar → archive for OER
• Cross-referencing between lesson content and tasks in participants’ Project Blueprint
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
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 (PBLL) and some of the commonalities and differences between PBL and PBLL;
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 PBLL 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.
SUCCESES

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.
FUTURE ITERATIONS

• PBLL 2016 Online Symposium
• 2016 Online Institute: Fundamentals of PBLL
• 2016 ISI on Interculturality and PBLL

nflrc.hawaii.edu
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

2016 ONLINE INSTITUTE

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

2016 INTENSIVE SUMMER INSTITUTE

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

TWEET #PBLL