Creating Authentic Products, Doing Authentic Work

By Liliana Lopez and Lauren Scheller

Presented by Liliana Lopez

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Goals

In today’s webinar, you will gain an initial understanding of:

- Authenticity
- How to develop authentic products
- A tool to use to support project planning
PBLL: Authenticity
<table>
<thead>
<tr>
<th>Authenticity</th>
<th>The project resembles traditional “schoolwork;” it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students’ personal interests.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The project has some authentic features, but they may be limited or feel contrived.</td>
</tr>
<tr>
<td></td>
<td>The project has an authentic context, involves real-world tasks, tools, and quality standards, makes a real impact on the world, and/or speaks to students’ personal concerns, interests, or identities.</td>
</tr>
</tbody>
</table>
Authentic Student Projects

○ meet a real need in the world
○ are used by real people.
○ focus on a problem, issue or topic that is relevant to students’ lives (relevancy)
○ set up a realistic scenario or simulation
○ involve tools, tasks, or processes used by adults in real settings and by professionals in the workplace.
What Does It Take for a Project to be “Authentic”?

**UPDATE:** Has what it takes for a project to be “authentic” changed given the new Gold Standard PBL? Please let us know in the comments below or in the PBL Community on Google+.

Everyone thinks that Project Based Learning has something to do with “authentic” learning. But not everyone agrees what this means.

[http://tinyurl.com/pblauthentic](http://tinyurl.com/pblauthentic)
## Sliding Scale of Authenticity

<table>
<thead>
<tr>
<th>Fully Authentic</th>
<th>Work that is real to them or the work has a direct impact on or use in the real world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat Authentic</td>
<td>Work that simulates the real world</td>
</tr>
<tr>
<td>Not Authentic</td>
<td>Work that does not resemble work done in the world outside of school</td>
</tr>
</tbody>
</table>
Doing Projects vs. Project Based Learning

Traditional Unit with Culmination Project

- Lecture
- Activity
- Quiz
- Lecture
- Activity
- Quiz
- Review
- Exam

+ Project

Project Based Learning Unit

**Project Launch**

- Engaging and authentic task designed to provide the context for learning
- Activities
- Workshops
- Lectures
- Homework
- Research
- Labs

**Reflection**

- Simulations
- Discussions
- Modelling
- Reading
- Interviews
- Quiz

**Benchmark**

- Creating
- Feedback
- Building
- Writing
- Preparing
- Drafts

**Culminating Event and Presentations**

- Authentic demonstration of deeper learning

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Project-based Language Learning in Action – National Foreign Language Resource Center
PBLL: Authentic Products
# Authentic Culminating products

<table>
<thead>
<tr>
<th>ROLE</th>
<th>PRODUCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Critic</td>
<td>Restaurant reviews</td>
</tr>
<tr>
<td>Event Planner</td>
<td>Cultural Event</td>
</tr>
<tr>
<td>Tech Content Publisher</td>
<td>Technology tutorials</td>
</tr>
<tr>
<td>Non-Profit Director</td>
<td>Campaign</td>
</tr>
<tr>
<td>Chef</td>
<td>Meal</td>
</tr>
<tr>
<td>Writer</td>
<td>Screenplay</td>
</tr>
<tr>
<td>Architect</td>
<td>Blueprint plan</td>
</tr>
<tr>
<td>Citizen</td>
<td>Blog, mobilization</td>
</tr>
<tr>
<td>Healthcare worker</td>
<td>Medical advice</td>
</tr>
<tr>
<td>Nutritionist</td>
<td>Diet plan</td>
</tr>
<tr>
<td>Consultant</td>
<td>Expert advice</td>
</tr>
</tbody>
</table>
# CULMINATING PRODUCTS

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>PBL culminating products (Adapted from BIE PBL 101 Workbook)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice Mid</strong></td>
<td>• Communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned.</td>
<td>Info graphic Instructional video Commercial Letter Map Flowchart Schedule Small scale model List Drawing/Painting Food Game</td>
</tr>
<tr>
<td>(This will most likely only apply to your first project with Novice learners)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Novice High**        | • Their language consists primarily of short and some times incomplete sentences in the present, and may be hesitant or inaccurate.  
• Able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level.  
• Restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and a limited number of activities, preferences, and immediate needs. Novice High speakers respond to simple, direct questions or requests for information. | Products from Novice Mid plus:  
Letter  
Brochure  
Musical Piece or Dance  
Audio/Video  
Slideshow  
Photo essay  
Digital Story/Comic Timeline  
Museum exhibit Graphic design Collage/Scrapbook Picture book Recipes Menus |
| (This should be where your students are after about the first month)   |                                                                             |                                                               |
| **Intermediate Low**   | • Able to handle successfully a limited number of uncomplicated communicative | Products from Novice plus:  
Script |
|                        |                                                                             |                                                               |
Designing for Authenticity
GOLD STANDARD PBL

ESSENTIAL PROJECT DESIGN ELEMENTS

CHALLENGING PROBLEM OR QUESTION
SUSTAINED INQUIRY
PUBLIC PRODUCT
AUTHENTICITY
CRITIQUE & REVISION
STUDENT VOICE & CHOICE
REFLECTION
KEY KNOWLEDGE, UNDERSTANDING, & SUCCESS SKILLS

Courtesy of the Buck Institute for Education © 2015

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<table>
<thead>
<tr>
<th>Challenging Problem or Question</th>
<th></th>
</tr>
</thead>
</table>
| ➤ The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project.  
➤ The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example:  
  ➤ it has a single or simple answer.  
  ➤ it is not engaging to students (it sounds too complex or "academic" like it came from a textbook or appeals only to a teacher). | ➤ The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students.  
➤ The driving question relates to the project but does not capture its central problem or question (it may be more like a theme).  
➤ The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others. | ➤ The project is focused on a central problem or question, at the appropriate level of challenge.  
➤ The central problem or question is framed by a driving question for the project, which is:  
  ➤ open-ended; it will allow students to develop more than one reasonable answer.  
  ➤ understandable and inspiring to students.  
  ➤ aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills. |

From Buck Institute for Education bie.org
SOURCES OF INSPIRATION

- Your Content Standards
- Your Community
- Your Students
- Current Events
- Real-World Practice/Problem
- Online Project Libraries
- Your File Cabinet
- Your Colleagues

Courtesy of BIE PBL 101 Workbook Notable Slides p.10
Authentic Problems/Challenges
Authentic Problems/Challenges

Who we are
An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families,

Where we are in place and time
An exploration of our orientation in place and time; of our personal histories; the discoveries, explorations and migrations of humankind.

Six Trans-disciplinary Themes

Sharing the planet
An exploration of rights and responsibilities in the struggle to share finite resources with other people; access to equal opportunities, peace and conflict resolution.

How the world works
An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.

How we organise ourselves
An exploration of human systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact.

How we express ourselves
An exploration of the way which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.
Authentic Problems/Challenges

Global Challenges
- Diversity Issues
- Economic issues
- Environmental issues
- Health Issues
- Human Rights
- Nutrition and Food Safety
- Peace and War

Personal and Public Identities
- Alienation and Assimilation
- Beliefs and Values
- Gender and Sexuality
- Language and Identity
- Multiculturalism
- Nationalism and Patriotism

Science and Technology
- Current Research Topics
- Discoveries and Inventions
- Ethical Questions
- Future Technologies
- Intellectual Property
- The New Media
- Social Impact of Technology

Families and Communities
- Age and Class
- Childhood and Adolescence
- Citizenship
- Customs and Ceremonies
- Family Structures
- Friendship and Love

Contemporary Life
- Advertising and Marketing
- Education
- Holidays and Celebrations
- Housing and Shelter
- Leisure and Sports
- Professions
- Rites of Passage
- Travel

Beauty and Aesthetics
- Architecture
- Contributions to World Artistic Heritage
- Ideas of Beauty
- Literature
- Music
- Performing arts
- Visual arts
| Key Knowledge, Understanding & Success |  ▶ Student learning goals are not clear and specific; the project is not focused on standards.  
▶ The project does not explicitly target, assess, or scaffold the development of success skills. |  ▶ The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals.  
▶ Success skills are targeted, but there may be too many to be adequately taught and assessed. |  ▶ The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas.  
▶ Important success skills are explicitly targeted to be taught and assessed, including critical thinking/problem solving, collaboration, and self-management. |

From Buck Institute for Education bie.org
PBLL Product Square: A tool for Authenticity
Product Square

PROBLEM, QUESTION, CHALLENGE

PURPOSE

PRODUCT

AUDIENCE

Why do kids care?
<table>
<thead>
<tr>
<th>Technology Unit Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBLL</td>
</tr>
</tbody>
</table>

Students host an open-house to present *how-tos* on technology for parents in the community
<table>
<thead>
<tr>
<th>PROBLEM, QUESTION, CHALLENGE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does technology help my community?</td>
<td>Disengaged community</td>
</tr>
<tr>
<td></td>
<td>Spanish speaking families, parents/grandparents not understand various technology tools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRODUCT</th>
<th>AUDIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Night</td>
<td>Spanish speaking parents/grandparents/family members in the community</td>
</tr>
</tbody>
</table>

Why do kids care? Children like to help others.
Language level: Spanish II
(High school)

Project idea: Have students reflect on leisure activities in Hawaii that they enjoy, and research what leisure activities there are in Spain (Barcelona), and then exchange information with students in Spain, through email and a media presentation (individual product) (group product).

Problem or Question:
What leisure activities are common is Spain (Barcelona)? How can we educate Spanish speakers about leisure activities in Hawaii?
**Project Idea**
Students who live on the Big Island will promote tourism for Spanish-speakers in their area. They will learn about one region’s favorite leisure activities and develop a culturally relevant promotion or campaign.

<table>
<thead>
<tr>
<th>Product Square</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROBLEM, QUESTION, CHALLENGE</strong></td>
</tr>
<tr>
<td>How can we educate and encourage Spanish Speakers to visit the Big Island of Hawaii?</td>
</tr>
<tr>
<td><strong>PRODUCT</strong></td>
</tr>
<tr>
<td>Presentation, video or website that appeals to the culture of the region they are persuading</td>
</tr>
</tbody>
</table>

**Why do kids care?** They live on the Big Island of Hawaii and are familiar with what there is to do on the island. They enjoy sharing with others what they like to do. They develop a critical understanding of another culture.
<table>
<thead>
<tr>
<th>PBLL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students create a campaign to promote healthy eating and fitness within the community</td>
</tr>
</tbody>
</table>
### Project Idea
Our French II students will devise a French campaign for healthy living to include our Haitian community.

### Product Square

<table>
<thead>
<tr>
<th>PROBLEM, QUESTION, CHALLENGE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can we promote a healthy lifestyle within our community?</td>
<td>As a diverse school community, we are all responsible for raising awareness about the benefits of healthy living.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRODUCT</th>
<th>AUDIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students choose: app, Public service announcement, website, weekly health plan, etc.,</td>
<td>French-speaking Haitian community,</td>
</tr>
</tbody>
</table>

**Why do kids care?**
Kids like teaching others, kids like learning about health and fitness, they will create their own product for a real person.
<table>
<thead>
<tr>
<th>Restaurant/Cuisine Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBLL</td>
</tr>
</tbody>
</table>

Students write restaurant reviews for restaurants in the local community and create a web page to share them with the community.
## Project Idea
Students will visit and review local restaurants for the Arabic-speaking community. They will create a website similar to Yelp and post their reviews. They will launch the website with an event at the school.

## Product Square

<table>
<thead>
<tr>
<th>PROBLEM, QUESTION, CHALLENGE</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can we as restaurant-goers support the Arabic community in choosing the best restaurant for them?</td>
<td>Our diverse community is not integrated; Restaurants in the community are not promoting to Arabic-speakers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRODUCT</th>
<th>AUDIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website with restaurant reviews</td>
<td>Arabic-speaking community</td>
</tr>
</tbody>
</table>

**Why do kids care?** Kids have opinions that are important, kids can use their learning to bring the community together, kids love food
Resources:

Keep in Touch!

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