PREPARING TEACHERS TO DESIGN
PROJECT-BASED LANGUAGE LEARNING EXPERIENCES

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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

• framework and timeframe of NFLRC PBLL professional development experiences
• brief recap of Symposium topics
• what’s next for you: Online Institute
Analysis

• Need for a framework to apply PBL in language education contexts (PBL → PBLL)

• Need for tools and models to support implementation

• Establishing a baseline of PBLL practice through Professional Development
Professional Development

Timeframe

2015

JANUARY  ONLINE INSTITUTE  MAY  JULY  SUMMER INSTITUTE
Professional Development

<table>
<thead>
<tr>
<th>Year</th>
<th>JANUARY</th>
<th>MAY</th>
<th>JULY</th>
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<tbody>
<tr>
<td>2015</td>
<td>ONLINE INSTITUTE</td>
<td>SUMMER INSTITUTE</td>
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<td>ONLINE INSTITUTE</td>
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<td>CONTENT DEVELOPMENT</td>
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Professional Development

ONLINE INSTITUTE

INTERCULTURALITY

CONTENT DEVELOPMENT

AL DEVELOPMENT
Professional Development

ONLINE INSTITUTE

SUMMER INSTITUTE

INTERCULTURALITY

SYMPOSIUM

CONTENT DEVELOPMENT

PROFESSIONAL DEVELOPMENT

2015

2016

2017

2018

JANUARY

TWEET
#PBLL
SYMPOSIUM TOPICS

1 Liliana Lopez and Lauren Scheller - how PBLL is different from “doing projects”
   - starting with the end product in clear view
   - project benchmarks for assessment
   - hallmarks of Gold Standard PBL
SYMPOSIUM TOPICS

• 2 Cherice Montgomery - scaffolding in PBLL through the “lens” of cinema
  – how moviemakers and social rituals and spaces of viewing scaffold our understanding; how we can use this as a metaphor for scaffolding in PBLL
  – content, language, culture, and processes/procedures
SYMPOSIUM TOPICS

• 3 Liliana Lopez and Lauren Scheller - creating authentic products, doing authentic work
  – the Project Square: problem/question/challenge; purpose; product; audience
  – Square is used to refine/realign project plan to maximize authenticity
SYMPOSIUM TOPICS

• 4 Janis Jensen - building linguistic, global, and cultural competencies through Global PBLL
  – portrait of advanced Hindi-Urdu program working with in-country counterparts and local expat community
  – assessment via multiple means including standardized testing shows growth in a range of competencies
SYMPOSIUM TOPICS

• 5 Nicole Naditz - Girl Power! Engaging students in world issues through PBLL
  – planning together with students to put the many working parts of an international exchange in motion and to develop rubrics for assessment
  – real-world impact in both the home and target environments
  – flexibility, changing plans
SYMPOSIUM TOPICS

• 6 Adam Ross - PBLL in an advanced distance course for Chinese American International School grads
  – “This Chinese American Life” and the immigrant experience
  – multiple avenues of preparation to help students contextualize the data they get from informants
  – students at different levels all can participate at their own level
SYMPOSIUM TOPICS

• 7 Yao Hill - Defining and assessing quality in PBLL project design
  – adaptation of Buck Institute for Education’s Project Design Rubric for specific use in PBLL
  – application of the rubric to assess one’s own project design
Online Institute 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
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[Link to Course Schedule]
# PBLL

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[Link to Course Schedule](#)
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## 5. Designing Tasks and Assessment

**Lesson 13**
- ...

**Lesson 14**
- ...

**Lesson 15**
- ...

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**Link to Course Schedule**
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

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
ONLINE INSTITUTE STRUCTURE

• 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)
ONLINE INSTITUTE STRUCTURE

Lesson structure:

- Topic
- Consider This (intro video)
- Test Yourself (pre-quiz)
- More to Consider (readings+webinar /recording)
- Get Involved (discussion)
- Apply (project blueprint)
1. From PBL to PBLL ▶ Lesson 1

Consider This

PBLL 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 ..."

Gordon

Apply

More Lessons ▶
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
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.
INSPIRING TEACHERS, TRANSFORMING LEARNING
4 DAILY WEBINAR SESSIONS
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8 PRESENTATIONS+DISCUSSION

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PBLL & INTERCULTURALITY
INTENSIVE RESIDENTIAL
JUN 27-JUL 01
COMPETITIVE ADMISSION w/ prereq
PARTIAL STIPEND FOR TRAVEL
“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

John Dewey