

Empowering Learners
through Project-based
Language Learning:

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Presentation Overview

- ▣ Gold Standard PBL & best practices
- ▣ Project Implementation Example
- ▣ Want to know more? Additional Resources

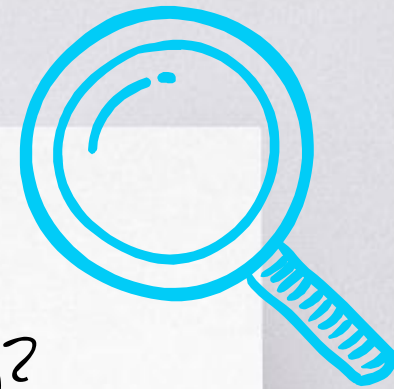
NFLRC Fundamentals of PBL & Intensive Summer Institute 2015



"Renaissance thinkers were creative people, not just those who memorized a large number of disconnected facts. They also thought in terms of **projects**, not in terms of isolated tasks."

---Thornburg (2000) p. 13.

Why PBL?



What do we want learners to be able to do?

- Actively engage with content
- Be responsible for own learning
- Gain 21st century skills
- Think critically
- Make a difference
- Build confidence
- Manage time & work efficiently
- Build college, career, & life skills
- Communicate effectively



Gold Standard PBL

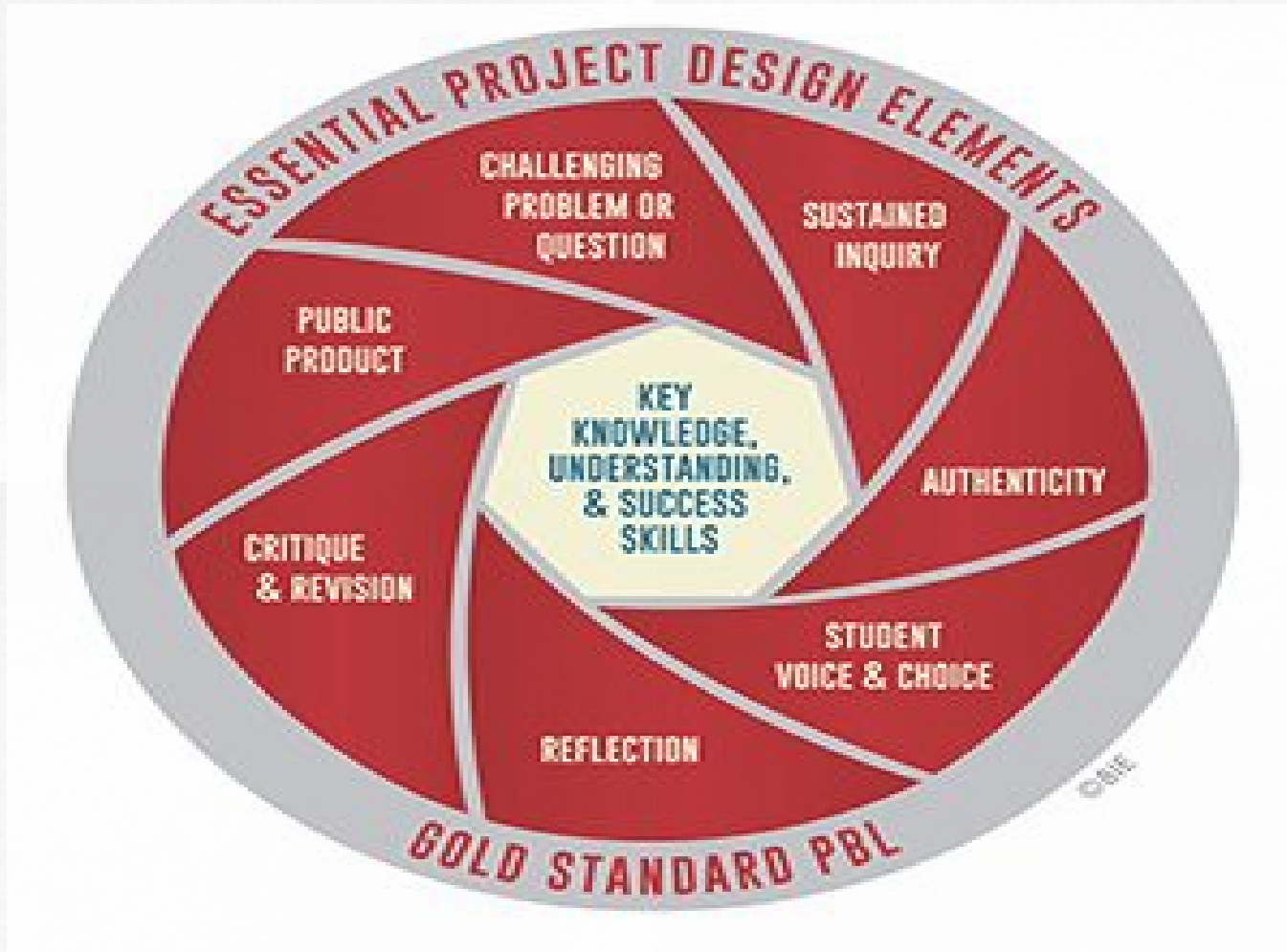


Image Source <http://www.bie.org>

Empowering Learners

Purpose - students are empowered when they understand the **meaning** and **significance** of content.

Structure - PBL is empowering when real world skills, tasks, and problems are addressed.

Design - scaffold learning and revision processes. Include student voice & choice.

Use - scaffold learning and revision processes

Tools for Planning & Organizing your Project

Product Square	
PROBLEM, QUESTION, CHALLENGE	PURPOSE
PRODUCT	AUDIENCE
Why do kids care?	

Implementing PBL

Projeto Vamos Ler!



Context: College level intermediate Portuguese class

Project Description



According to UNESCO's 2012-2015 Round Table on Literacy Action Plan for Brazil, "Teaching children to read and write is still a major challenge", with children living in the North and Northeast of the country having the highest indices of illiteracy. This project seeks to raise awareness around this issue and address it via a literacy campaign and the creation and distribution of books for young readers in poor communities in the state of Bahia in Northeastern Brazil.

Digital Literacy

Essential Competencies of Digital and Media Literacy

1. ACCESS Finding and using media and technology tools skillfully and sharing appropriate and relevant information with others

2. ANALYZE & EVALUATE Comprehending messages and using critical thinking to analyze message quality, veracity, credibility, and point of view, while considering potential effects or consequences of messages

Digital Literacy

3. CREATE Composing or generating content using creativity and confidence in self-expression, with awareness of purpose, audience, and composition techniques


4. REFLECT Applying social responsibility and ethical principles to one's own identity and lived experience, communication behavior and conduct

5. ACT Working individually and collaboratively to share knowledge and solve problems in the family, the workplace and the community, and participating as a member of a community at local, regional, national and international levels

World Readiness Standards



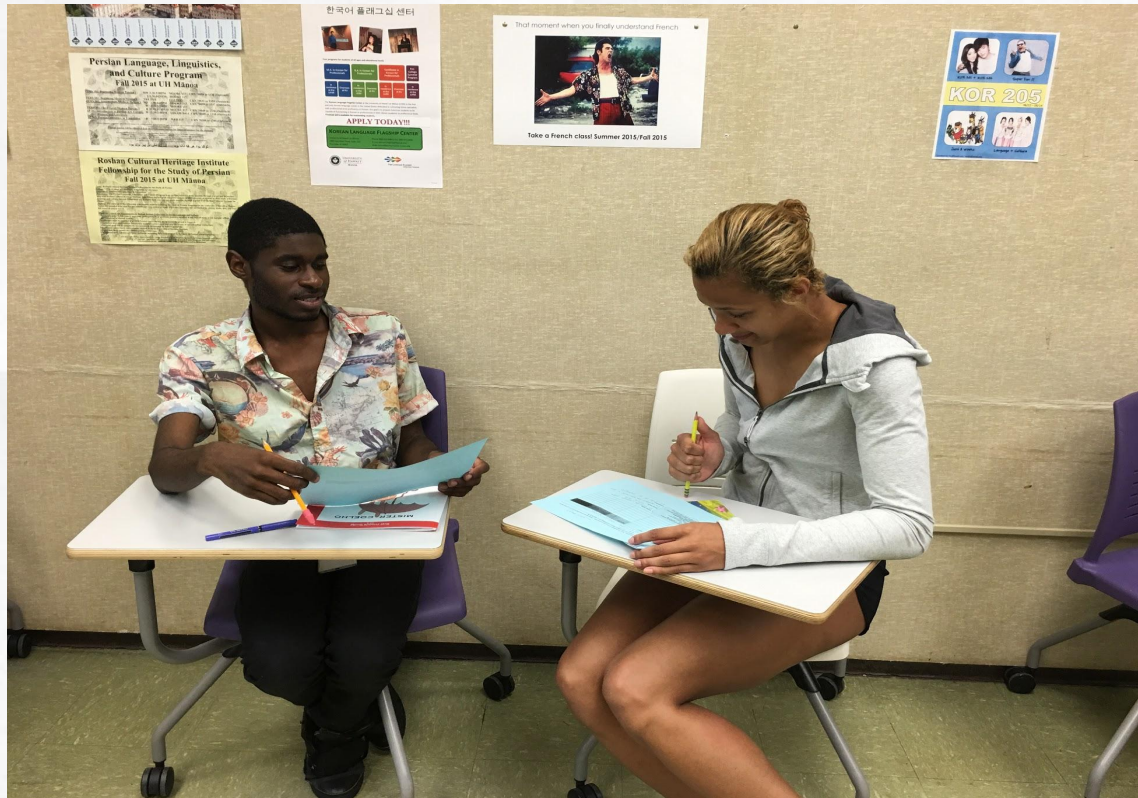
Project Sequence

- **Entry event:** Interviews with Teletandem Partners
- **Driving Question:** How can we **engage** and **encourage** young readers in low income communities in Brazil?
- **Interculturality:** **critical examination** of children's books, getting to know the **community**.
- **Putting Learning into Action:** Writing, feedback, and revising. Creating video campaign.
- **Final Product:** **Published** children's **books** delivered to the **community**. 

Interviews via Skype



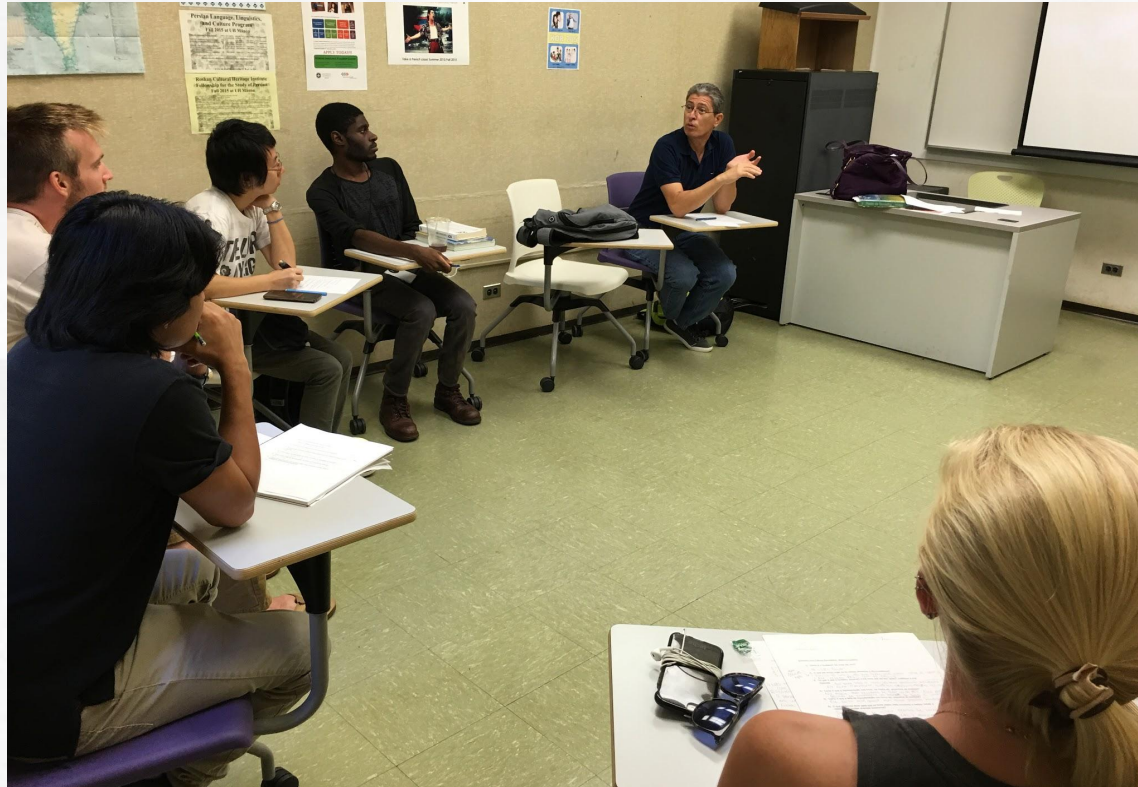
What makes a good children's book?



[Evaluation Rubric](#)

[Collaborative Guidelines](#)

Critical Examination of children's books with Prof. Sávio



[Vídeo Menino Gustavo](#)

Getting to know the community



The Candeal Community



Writing, feedback & revising



[Storybird](#)
[Individual Progress Reports](#)

Individual Progress Report



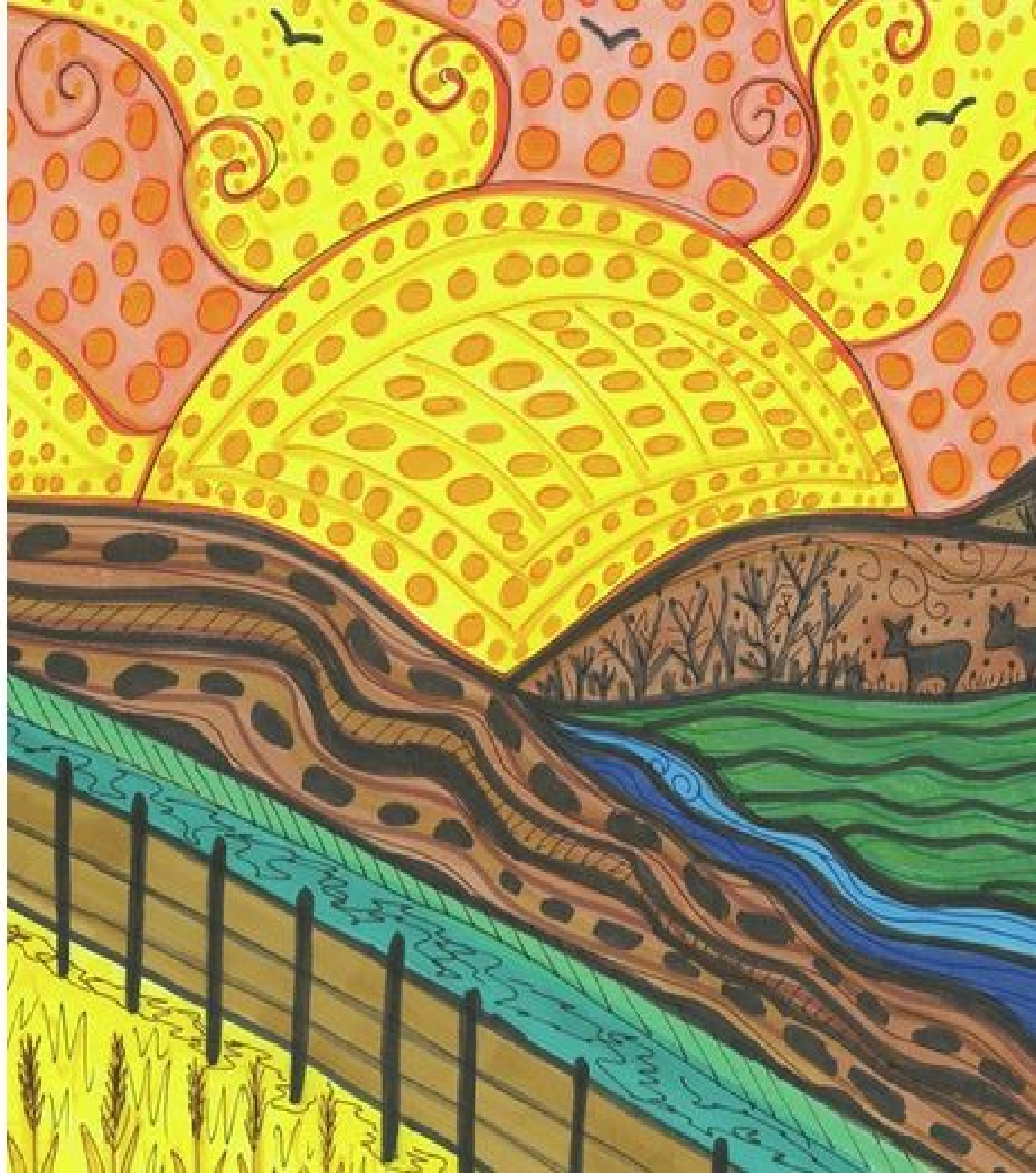
Relatório de Progresso: Indivíduo

Nome	
Semana	
Durante esta semana eu tive os seguintes objetivos...	
Durante esta semana eu atingi os seguintes objetivos...	
Os meus próximos passos são...	



Sentem-se em volta desta
chama,
que te conto uma estória
antes da cama.

Era uma vez debaixo do
sol quente,
havia um bosque sem
nenhuma gente.



Publishing & fundraising



Fundraising flyer

Video campaign





Delivering books
to the community

Centro Municipal de
Educação Infantil
Virgem de La
Almudena.





“

When you are inspired by some **great purpose**, some **extraordinary project**, all your thoughts break their bonds: Your mind **transcends limitations**, your **consciousness expands** in every direction, and you find yourself in a **new, great and wonderful world**. Dormant forces, faculties and **talents** become **alive**, and you **discover yourself** to be a greater person by far than you ever dreamed yourself to be.

--Patanjali

Want more information?

- ★ [Buck Institute for Education](#) - numerous online publications & resources for planning, implementing, and managing PBL(L)
- ★ [National Foreign Language Resource Center](#) (Univ of Hawai'i - Mānoa) - [PBL Site](#)
- ★ [Pebbles - NFLRC Project Repository](#) (Under construction)

Final Thoughts

- Students are motivated to learn & enjoy doing something meaningful , impactful , & creative with the language
- Complete package: language, culture, content
 - Applies learners' language skills to real world contexts
- Expect road bumps & challenges and work on ways to get past them
- Gold standard (all 8 components) should be our goal, but hitting most of the elements can still be effective



Special Thanks to:



Thanks, Mahalo, & Obrigada!

Questions/Comments?

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Credits

Special thanks to all the people who made and released these awesome resources for free:

- ▣ Presentation template by SlidesCarnival
- ▣ Photographs by Unsplash
- ▣ Backgrounds by Pixeden