



PREPARING TEACHERS TO DESIGN **PROJECT-BASED** LANGUAGE LEARNING EXPERIENCES



<https://goo.gl/MJw1x7>

Stephen Tschudi

Julio Rodríguez

Cindy Kendall

Cherice Montgomery



TITLE VI LANGUAGE RESOURCE CENTERS

TWEET #PBLL

www.nflrc.org

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.

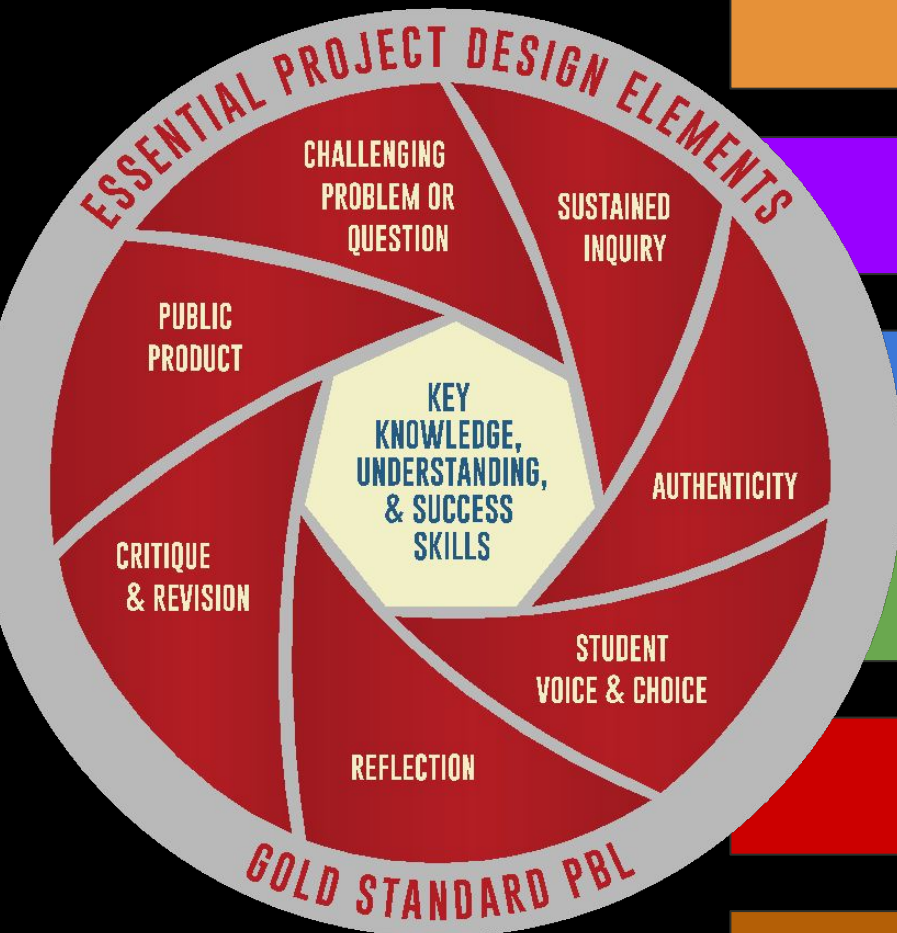
IN THIS PRESENTATION

- framework and timeframe of NFLRC PBL 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**

Framework



National Standards

21st Century Skills Map

Performance Assessment

Task-Based Instruction

Content-Based Instruction

Intercultural Collaboration Models

Professional Development timeframe

TWEET #PBLL



Professional Development

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

Professional Development

JANUARY

MAY

JULY

2015

ONLINE INSTITUTE

SUMMER INSTITUTE

2016

ONLINE INSTITUTE

INTER-
CULTURALITY

SUMMER INSTITUTE

2017

ONLINE INSTITUTE

CAREER
PATHWAYS

SUMMER INSTITUTE

2018

ONLINE INSTITUTE

PROFESSIONAL
DEVELOPMENT

SUMMER INSTITUTE

Professional Development



2015

ONLINE INSTITUTE

SUMMER INSTITUTE

2016

ONLINE INSTITUTE

INTER-CULTURALITY

SUMMER INSTITUTE

2017

ONLINE INSTITUTE

CAREER PATHWAYS

SUMMER INSTITUTE

2018

ONLINE INSTITUTE

PROFESSIONAL DEVELOPMENT

SUMMER INSTITUTE

Professional Development



2015

ONLINE INSTITUTE

SUMMER INSTITUTE

2016

ONLINE INSTITUTE

INTER-CULTURALITY

SUMMER INSTITUTE

2017

ONLINE INSTITUTE

CAREER PATHWAYS

SUMMER INSTITUTE

2018

ONLINE INSTITUTE

PROFESSIONAL DEVELOPMENT

SUMMER INSTITUTE



Professional Development



2015

ONLINE INSTITUTE

SUMMER INSTITUTE

2016

ONLINE INSTITUTE

INTER-CULTURALITY

SUMMER INSTITUTE

2017

ONLINE INSTITUTE

CAREER PATHWAYS

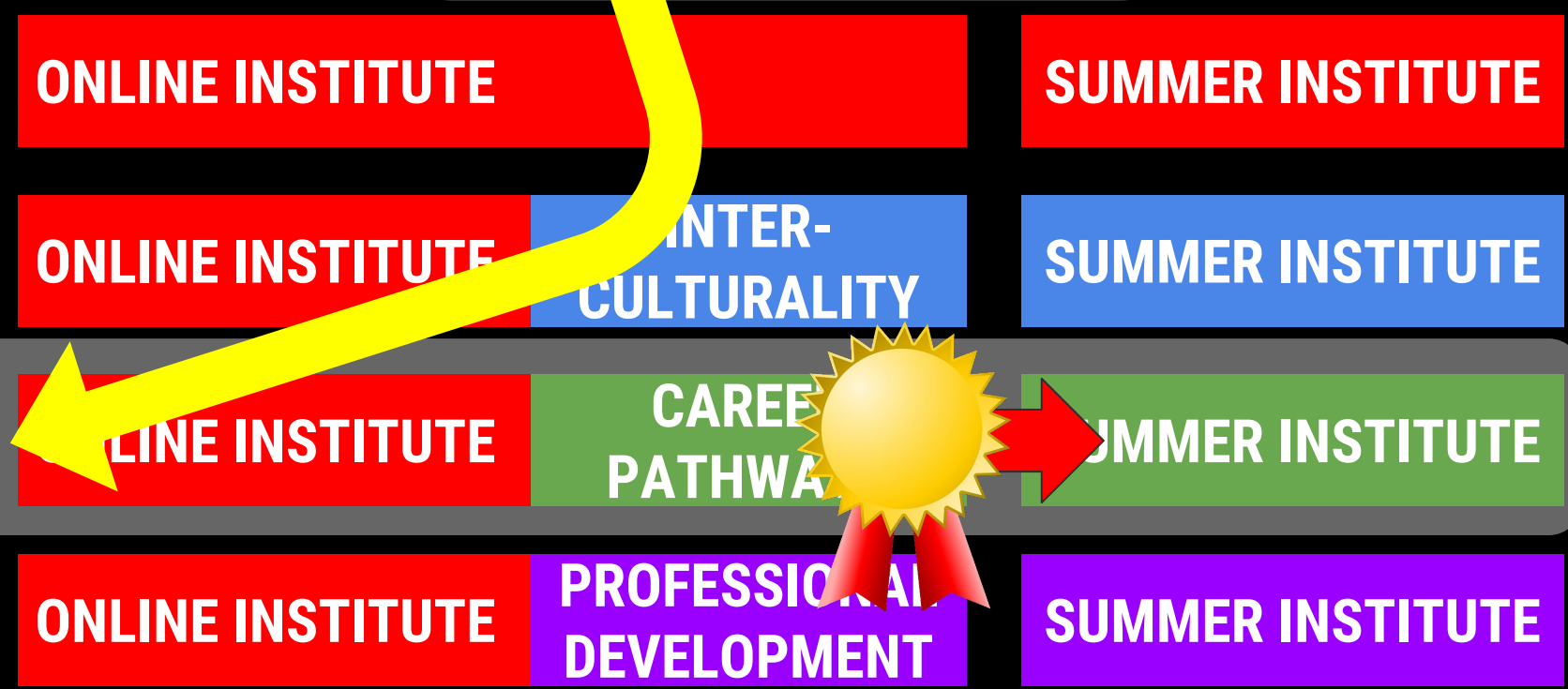
SUMMER INSTITUTE

2018

ONLINE INSTITUTE

PROFESSIONAL DEVELOPMENT

SUMMER INSTITUTE



SYMPOSIUM TOPICS

★ 1 Lauren Scheller

Foreign Language Educators of NJ

How PBL is different from “doing projects”

- starting with the end product in clear view
- project benchmarks for assessment
- hallmarks of Gold Standard PBL

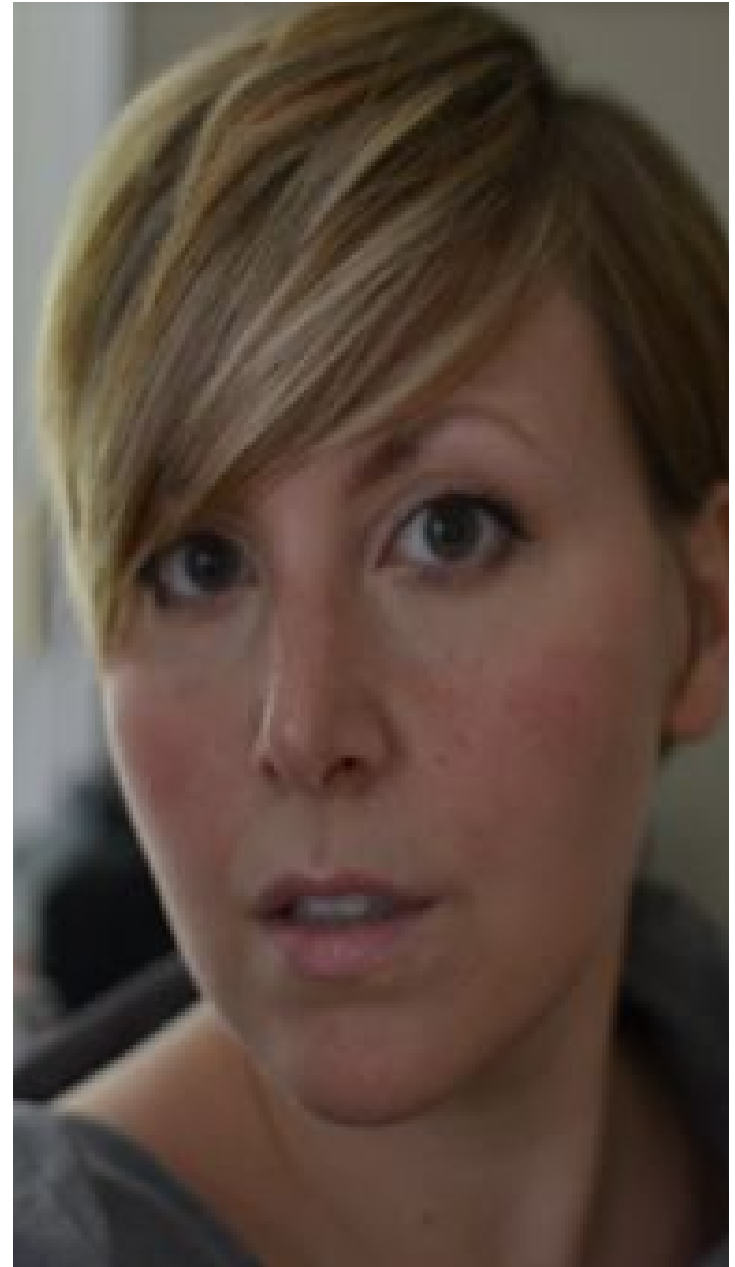


SYMPOSIUM TOPICS

★ 2 Daniela Busciglio

U Oklahoma - project showcase

- [Not So Fast: The Influx of American Fast Food in Italy and Its Effects on Italian Youth](#)
- content, language, interculturality, and processes/procedures
- Gold Standard PBL features



SYMPOSIUM TOPICS

★ 3 Rachel Mamiya Hernández
University of Hawai'i

Vamos Ler! Encouraging and Engaging Young Brazilian Readers

- flexibility in project design & execution
- intercultural engagement even where direct telecollaboration is not practicable



TWEET #PBLL



2017
ONLINE SYMPOSIUM

THE POWER OF PROJECT-BASED LANGUAGE LEARNING

2 DAILY WEBINAR SESSIONS

JAN 11-12 FREE OF CHARGE

4 PRESENTATIONS+DISCUSSION



2017
ONLINE INSTITUTE

FUNDAMENTALS OF PBLL

5 WEEKLY WEBINARS \$25 fee total

JAN 25-FEB 22 or choose self-paced

FOCUS ON CAREER PATHWAYS



2017
INTENSIVE
SUMMER INSTITUTE

PATHWAYS TO PBLL

INTENSIVE RESIDENTIAL

AUG 02-09

COMPETITIVE ADMISSION w/ prereq

PARTIAL STIPEND FOR TRAVEL



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

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

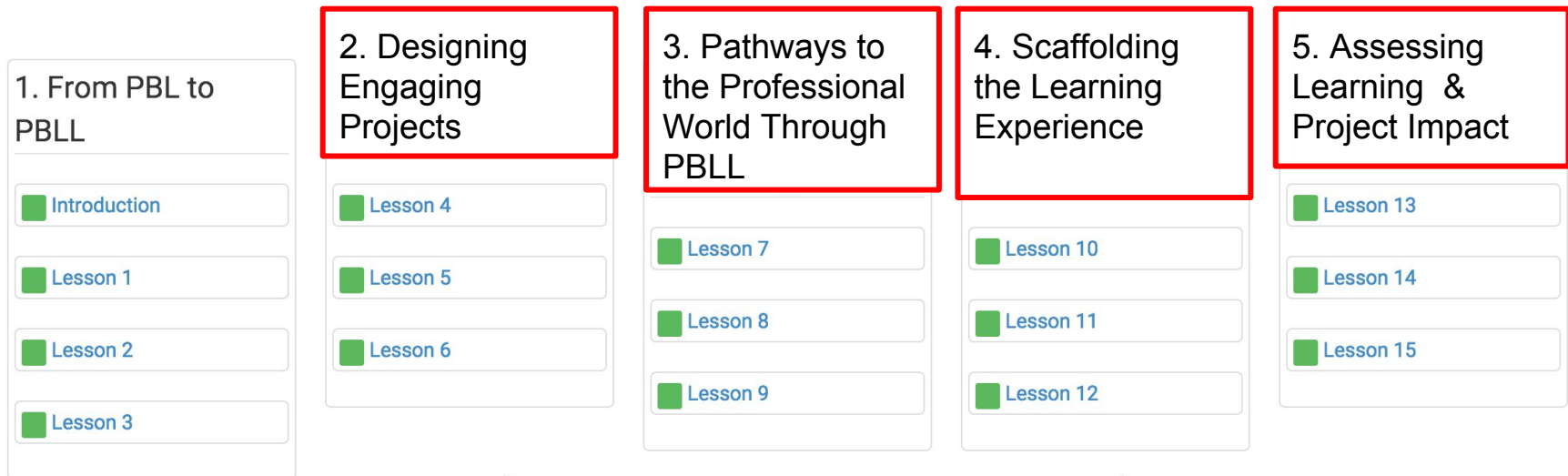
From PBL to PBLL: What do language teachers need to know about adapting PBL to the language education context?

Lesson 3

Developing a project idea.

Crafting an effective Driving Question.

Online Institute Outline



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

Gold Standard Project Design Elements: What is rigorous PBL?

Lesson 2

From PBL to PBLL: What language teachers need to know to adapt Gold Standard PBL to the language education context

Lesson 3

Starting with the End in Mind: Developing assessments and rubrics

[Link to Course Schedule](#)

Online Institute Outline

Jan 25

Feb 01

Feb 08

Feb 15

Feb 22

1. From PBL to PBLL

Introduction

Lesson 1

Lesson 2

Lesson 3

2. Designing Engaging Projects

Lesson 4

Lesson 5

Lesson 6

3. Pathways to the Professional World Through PBLL

Lesson 7

Lesson 8

Lesson 9

4. Scaffolding the Learning Experience

Lesson 10

Lesson 11

Lesson 12

5. Assessing Learning & Project Impact

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

Gold Standard Project Design Elements: What is rigorous PBL?

Lesson 2

From PBL to PBLL: What language teachers need to know to adapt Gold Standard PBL to the language education context

Lesson 3

Starting with the End in Mind: Developing assessments and rubrics

[Link to Course Schedule](#)

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

”

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

Gordon

Apply

More Lessons ▶

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)

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**

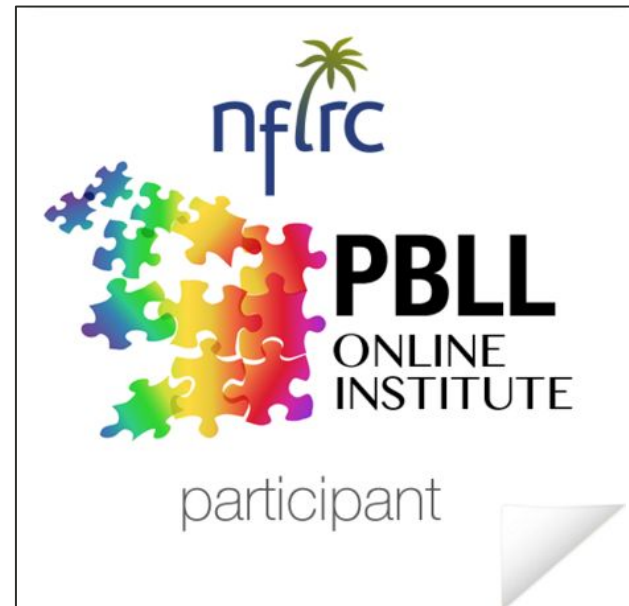
DELIVERY/IMPLEMENTATION

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 PBL in own classroom
- Peer review and feedback → submission
- Badging

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.



“If we teach today’s
students as we
taught yesterday’s,
we rob them of
tomorrow.”

John Dewey