

TWEET
#PBLI



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



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TITLE VI LANGUAGE RESOURCE CENTERS

www.nflrc.org

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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.](#)

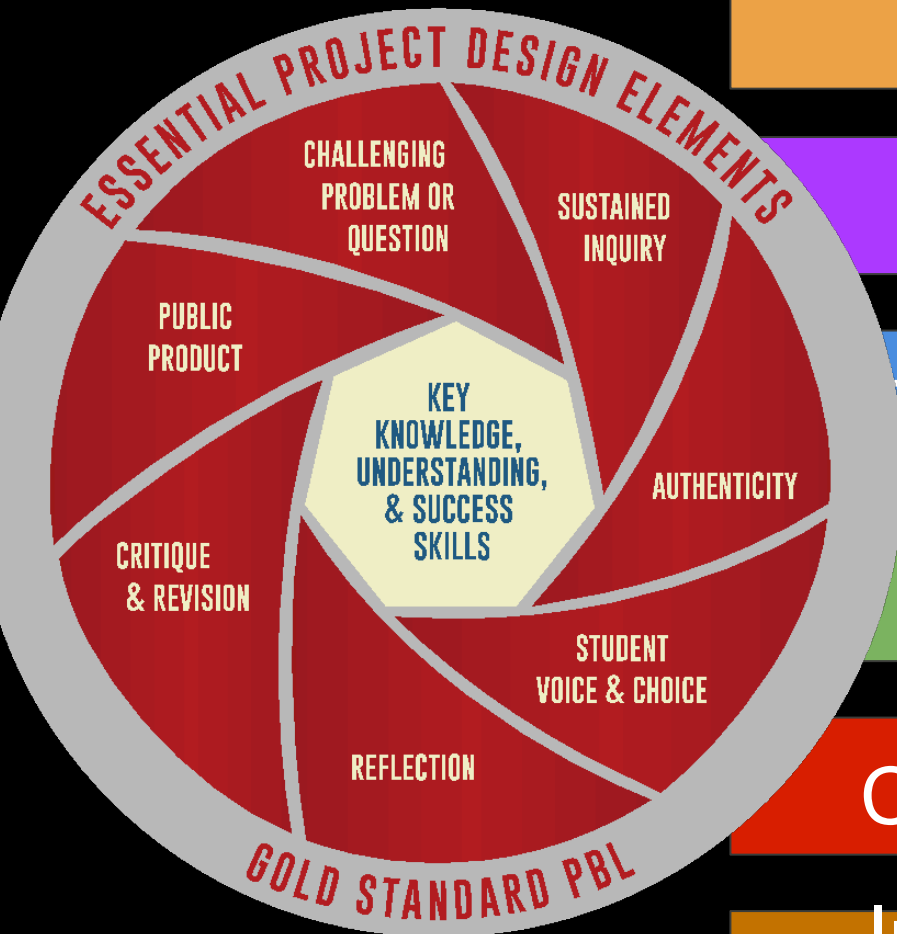
IN THIS PRESENTATION

- 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**

Framework



National Standards

21st Century Skills Map

Performance Assessment

Task-Based Instruction

Content-Based Instruction

Intercultural Collaboration

Models

Professional Development timeframe

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JANUARY

MAY

JULY

2015

ONLINE INSTITUTE



SUMMER
INSTITUTE

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Professional Development

	JANUARY	MAY	JULY
2015	ONLINE INSTITUTE		SUMMER INSTITUTE
2016	ONLINE INSTITUTE	INTER-CULTURALITY	SUMMER INSTITUTE
2017	ONLINE INSTITUTE	CONTENT DEVELOPMENT PROFESSION	SUMMER INSTITUTE
2018	ONLINE INSTITUTE	AL DEVELOPMENT	SUMMER INSTITUTE

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SYMPOSIUM TOPICS

- 1 Liliana Lopez and Lauren Scheller - 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 Cherice Montgomery - scaffolding in PBL 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 PBL
 - 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 PBL
 - 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 PBL
 - 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 - PBL 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 PBL project design
 - adaptation of Buck Institute for Education's Project Design Rubric for specific use in PBL
 - application of the rubric to assess one's own project design



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Initiatives on PBLL



PBLL

2016

ONLINE SYMPOSIUM



FUNDAMENTALS OF

PBLL

2016

ONLINE INSTITUTE



PBLL

2016

INTENSIVE
SUMMER INSTITUTE

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.

[Link to Course Schedule](#)

Online Institute Outline

1. From PBL to PBLL <ul style="list-style-type: none">IntroductionLesson 1Lesson 2Lesson 3	2. Beginning Your Project Planning <ul style="list-style-type: none">Lesson 4Lesson 5Lesson 6	3. Interculturality & PBLL <ul style="list-style-type: none">Lesson 7Lesson 8Lesson 9	4. Designing Rich Learning Experiences <ul style="list-style-type: none">Lesson 10Lesson 11Lesson 12	5. Designing Tasks and Assessment <ul style="list-style-type: none">Lesson 13Lesson 14Lesson 15
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Online Institute Outline

Jan 27	Feb 03	Feb 10	Feb 17	Feb 24
1. From PBL to PBLL	2. Beginning Your Project Planning	3. Interculturality & PBLL	4. Language, Content & Technology	5. Designing Tasks and Assessment
<input type="checkbox"/> Introduction	<input type="checkbox"/> Lesson 4	<input type="checkbox"/> Lesson 7	<input type="checkbox"/> Lesson 10	<input type="checkbox"/> Lesson 13
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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

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 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 ▶

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

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.



2016

ONLINE SYMPOSIUM

**INSPIRING TEACHERS,
TRANSFORMING LEARNING**
4 DAILY WEBINAR SESSIONS
JAN 12-15 FREE OF CHARGE
8 PRESENTATIONS+DISCUSSION

**TWEET
#PBLL**



2016

ONLINE INSTITUTE

FUNDAMENTALS OF PBLL
5 WEEKLY WEBINARS \$25 fee
total

JAN 27-FEB 24 or choose self-
paced

**FOCUS ON INTERCULTURALITY
PBLL & INTERCULTURALITY**

INTENSIVE RESIDENTIAL

JUN 27-JUL 01

**COMPETITIVE ADMISSION w/
prereq**

PARTIAL STIPEND FOR TRAVEL



2016

**INTENSIVE
SUMMER INSTITUTE**



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

John Dewey