Distilling Project-Based Language Learning Experience: the NFLRC’s Project Repository

CALICO
June 1, 2018
3:45pm, Room 1128, Foreign Languages Building
University of Illinois at Urbana-Champaign

Stephen Tschudi, University of Hawai‘i at Mānoa
With Aloha and Appreciation for Dick Schmidt

It is with great sadness that we announce that Dr. Richard (Dick) Schmidt passed away on Wednesday, March 13, 2017. Dick was the longest serving NFLRC director.

More About

Language Resource Centers

Explore free resources from 16 National Foreign Language Resource Centers. Learn more about this program filling a critical need.

More About

Pragmatics & language learning, volume 14

This volume contains a selection of papers presented at the 2014 International Conference of Pragmatics and Language Learning at Indiana University.

More Publications

Learn how to put the pieces together

Fundamentals of Project-Based Language Learning

2017 Fundamentals of Project-Based Language Learning (PBLL) Online...

Learn the fundamentals of project-based language learning (PBLL) and earn your digital badge.

More Events

2017 Project-Based Language Learning (PBLL) Intensive Summer Institute: ...

Further develop your PBLL Project Blueprints with guidance from experts in the field.

More Events

NFLRC Listserv

Subscribe to the NFLRC News for our latest announcements on publications, events, and more.
Background

The NFLRC 2015-2017 Intensive Summer Institutes on Project-Based Language Learning provided hands-on guidance to participants honing ideas for specific project-based language learning designs.

The referential value of these designs is leveraged by their presentation as a public product in the Project Repository, each one a jumping-off point for other practitioners.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Action News Program: Help Wild Animals Stay Wild</td>
<td>I-Ling Hsu</td>
<td>The key driver for eating is hunger for sure but the eating of butchered animals is a problem.</td>
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<tr>
<td>Authentic Regional Culinary Experience</td>
<td>Xuan Wang-Wolf</td>
<td>In this project, students will explore the abundance of Chinese regional cuisines and learn about their geological, cultural, and historic...</td>
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<tr>
<td>Big Island Tourism Promotion</td>
<td>Sheldon Ormsby</td>
<td>Describe your project here.</td>
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<tr>
<td>Celebrating Persian New Year (Noruz) at University of Hawaii at Manoa</td>
<td>Ladan Hamedani</td>
<td>The project idea is to present Persian New Year, Noruz, at the University of Hawaii at Manoa.</td>
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<tr>
<td>Bollywood Parody of Romeo and Juliet</td>
<td>Sai Bhatawadekar</td>
<td>This is a cross-cultural creative project that involves co-writing, directing, and performing a parody of an iconic Indian film. (Think t...</td>
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<tr>
<td>Cute and Wild Orphans! ¡Huérfanos lindos y salvajes!</td>
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<tr>
<td>Clean Water for All / Agua Limpia para Todos</td>
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Your take-aways

- A more grounded understanding of Project-Based Language Learning
  - its potential at different levels
  - the disruption it presents to the profession
- A reference resource -- the Project Repository -- with more “PBLL stories” to serve as a basis for your further exploration
PBL?

Challenging problem or question

“Need-to-knows”

Sustained inquiry

Public product

Reflection

- knowledge & skills
- procedures (work)
- critique & revision

- Key Knowledge, Understanding, and Success Skills
- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student Voice & Choice
- Reflection
- Critique & Revision
- Public Product
HQ (High Quality) PBL: Buck Institute for Education (2018)
Two sample project designs

Museo para muchachos
by Abby Carle

This six-to-eight-week project was designed for a class of eight Spanish learners with advanced low proficiency. The learners are enrolled...

Hawaii’s Plantation Village Activity Book

Activity book for Chinese-speaking children visiting Hawaii’s Plantation Village
by Stephen Tschudi

Culture differs not only across national boundaries, but across communities and social classes within those boundaries, and even across g...
Museo para muchachos

Driving question:
“How can we create an activity brochure for Spanish-speaking children that will make a trip to Boston’s Museum of Fine Arts more engaging?”
Museo para muchachos

Need-to-knows:
Gather, describe, and compare effective educational practices and activities for children based on information from interviews, videos, articles, and web pages from various museums in Spanish-speaking countries using research skills, vocabulary for museum education and art, and sentence structures for making comparisons.
Prepare, conduct, and report on interviews with museum experts from the Museum of Fine Arts about museum education and artwork by Spanish-speaking artists using standard interview protocol, vocabulary for museums, education, and art and present and past tenses in the indicative mood.
Investigate, describe, and compare artwork by Spanish-speaking artists on display at the MFA using research skills, vocabulary for visual arts, the indicative tenses (present, preterit, imperfect, and present perfect), and sentence structures for making comparisons and using superlatives.
Collaborate with peers to organize information and images in order to produce a children’s activity brochure about artwork and Spanish-speaking artists on display at the MFA using vocabulary for art and museums and the imperative and the present subjunctive for giving instructions and suggestions.
Museo para muchachos

Communicative modes:
Gather, describe, and compare effective educational practices and activities for children based on information from interviews, videos, articles, and web pages...

→ Interpretive

Prepare, conduct, and report on interviews with museum experts from the Museum of Fine Arts...

→ Interpersonal

Investigate, describe, and compare artwork by Spanish-speaking artists on display at the MFA...

→ Interpretive, Presentational

Collaborate with peers to organize information and images in order to produce a children’s activity brochure...

→ Presentational
Driving question:
“How can we design and create a printed activity book for distribution through Hawaii’s Plantation Village, designed for young Chinese-speaking visitors to the Village, that connects things they see at the Village to their own lives?”
Hawaii’s Plantation Village Activity Book

Need-to-knows:
Understand a story about a little girl who visits Hawaii’s Plantation Village and has a revelation connected with an activity book from the Village. Identify typical, appropriate activity-book activities for kids around kindergarten age.
Identify artifacts, structures, and natural phenomena at Hawaii’s Plantation Village that could spark a connection with the lives of kids around kindergarten age.
Develop an activity idea and draft on paper a title, a visual element / illustration, and instructions for the activity.
Identify language needed for a Chinese version of the activity design.
Get into, through, and out of an interview with a Chinese-speaking informant to obtain the desired language for the activity in written form (characters and Pinyin).
Transfer the draft design of the activity into the book layout document (Google Slides).
Add the Chinese title and instructions to the layout by typing in Chinese.
Advanced vs. Novice

- Plethora of authentic input (articles, videos)
- Analysis, synthesis in L2 (What are museums for? What should museums do for kids?)
- Unscaffolded interviews in L2, written presentation of findings in L2
- Collaborative work in L2

- CI story designed for “zero beginners”
- Design phase, peer feedback in L1
- 100% scaffolded L2 interaction w/ informants
- Language in product is manipulable object, not target construct (they don’t “learn” it)
- Roundabout “discovery” approach to component skills: joy of typing in Chinese
PBLL: A challenge to the curricular paradigm

| Notional/functional Task-based Communicative | ● Target construct posits **future** (proficient) **self**, performing life tasks  
| | ● Learner agency is **simulated**: someday I’ll be able to…  
| | ● **Scaffolding** may be viewed negatively  
| | ● Target construct is **large** and **distant**  

| PBLL | ● Target construct centers around “**need-to-knows**” for Public Product  
| | ● **Scary**: cannot replicate a project  
| | ● Agency is **immediate**; reduction in role-playing of future self  
| | ● Scaffolding is a **matter of course** }
Mahalo! Thank you!