

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

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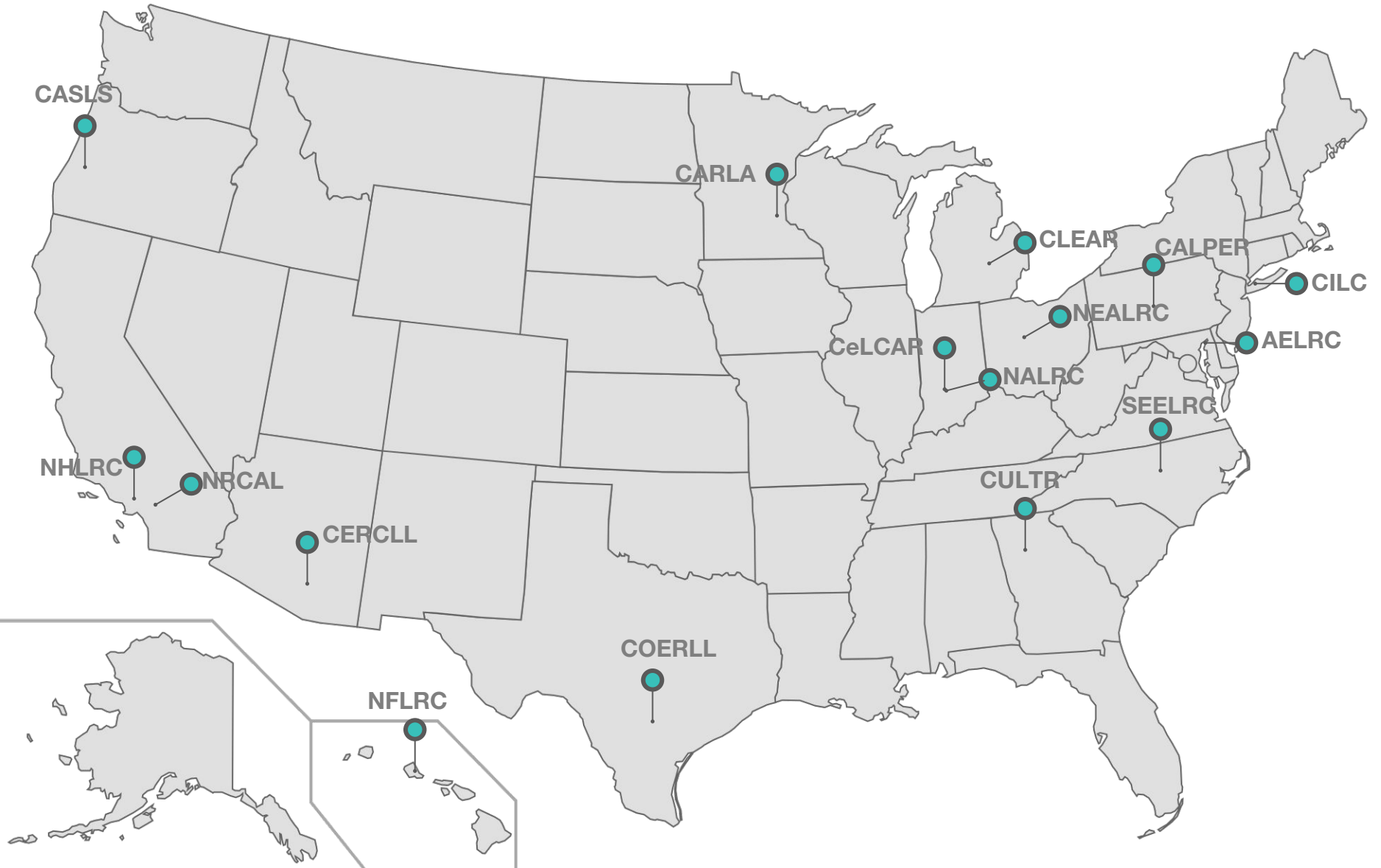
June 1, 2018

**3:45pm, Room 1128, Foreign Languages Building
University of Illinois at Urbana-Champaign**



Stephen Tschudi, University of Hawai'i at Mānoa

www.nflrc.org



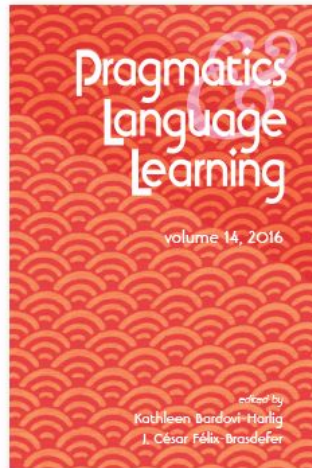
- About
- Projects
- Publications
- Events
- Languages



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 15, 2017. Dick was the longest serving NFLRC director

[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!

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

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

[More Events](#)



Language Resource Centers

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

[More About](#)



Project-Based Language Learning: Promoting Child Literacy in Brazil



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2015

2016

2017


nfirc Intensive Summer Institute
National Foreign Language Resource Center

PROJECT-BASED LANGUAGE LEARNING
in action


E Komo Mai **People** Blogs Schedule Technology Assessment Resources Repository PBL Modules

People


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Cherice Montgomery, PhD
Brigham Young University
ISI 2015 Co-Leader



Lauren Scheller, MEd
FL Educators of NJ
ISI 2015 Co-Leader



Hui-Ya Chuang
University of Hawai'i
ISI 2015 Technology



Jim Yoshioka
University of Hawai'i
ISI 2015 Coordination

nfirc Intensive Summer Institute
National Foreign Language Resource Center

PROJECT-BASED LANGUAGE LEARNING
& interculturality

E Komo Mai **People** Schedule Repository PBL Modules


People

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FACILITATORS & PARTICIPANTS



Stephen Tschudi
University of Hawai'i
ISI 2016 Co-Leader



Hui-Ya Chuang
University of Hawai'i
ISI 2016 Technology

nfirc Intensive Summer Institute
National Foreign Language Resource Center


PATHWAYS TO
Project-based Language Learning

E Komo Mai **People** Schedule Resources Repository PBL Modules Mini-project reflections


People

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FACILITATORS & PARTICIPANTS




Cherice Montgomery
University of Hawai'i
ISI 2017 Co-Leader




Cindy Kendall
University of Hawai'i
ISI 2017 Co-Leader




Julio Rodriguez
University of Hawai'i
ISI 2017 Project Director



Jim Yoshioka
University of Hawai'i
ISI 2017 Coordination



Stephen Tschudi
University of Hawai'i
ISI 2017 Supporting faculty



Russ Suvorov
University of Hawai'i
ISI 2017 Technology

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.



Pebbles

Project Based Language Learning Prototypes

☰ browse

▼ language 📄 author 📅 title 🕒 modified ↻



Animal Action News Program: Help Wild Animals Stay Wild

by I-Ling Hsu

The key driver for eating is hunger for sure but the eating



Authentic Regional Culinary Experience

by Xuan Wang-Wolf

In this project, students will explore the abundance of Chinese regional cuisines and learn about their geological, cultural and historic...



Big Island Tourism Promotion

by Sheldon Ormsby

Describe your project here.



Bollywood Parody of Romeo and Juliet

by Sai Bhatawadekar

This is a cross-cultural creative project that involves co-writing, directing, and performing a parody of an iconic Indian film. (Think t...



Cute and Wild Orphans! ¡Huérfanos lindos y salvajes!



Celebrating Persian New Year (Noruz) at University of Hawaii at Manoa

by Ladan Hamedani

The project idea is to present Persian New Year, Noruz, at



Clean Water for All / Agua Limpia para Todos

NFLRC
[PBL Project Repository](#)

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 “PBL 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

“Gold Standard” PBL: Buck Institute for Education (2015)

- Key Knowledge, Understanding, and Success Skills
- Challenging Problem or Question
- Sustained Inquiry
- Authenticity
- Student Voice & Choice
- Reflection
- Critique & Revision
- Public Product

**Gold Standard PBL:
Essential Project Design Elements**
Buck Institute for Education 2015



It's nice that Project Based Learning is becoming popular, but popularity can bring problems. Here at the Buck Institute for Education, we've concerned that the recent upsurge of interest in PBL will lead to wide variation in the quality of project design and classroom implementation.


If done well, PBL yields great results. But if PBL is not done well, two problems are likely to arise. First, we will see a lot of assignments and activities that are labeled as "projects" but which are not rigorous PBL, and student learning will suffer. Or, we will see projects backfire on underprepared

To help teachers do PBL well, we created a comprehensive, research-based model for PBL — a "gold standard" to help teachers, schools, and organizations to measure, calibrate, and improve their practice. This term is used in many industries and fields to indicate the highest quality process or product. Our conception of Gold Standard PBL has three parts: 1) Student Learning Goals (in the center of the diagram below) 2) Essential Project Design Elements (shown in the red sections of the diagram), and 3) Project Based Teaching Practices (which we explain elsewhere).

Student Learning Goals
Student learning of academic content and skill development are at the center of any well-designed project. Like the lens of a camera, our diagram puts the focus of PBL on preparing students for successful school and life experiences.

Key Knowledge and Understanding
Gold Standard PBL teaches students the important content standards, concepts, and in-depth understandings that are fundamental to school subject areas and academic disciplines. In good projects, students learn how to apply knowledge to the real world, and use it to solve problems, answer complex questions, and create high-quality products.

Key Success Skills
Content knowledge and conceptual understanding, by themselves, are not enough in today's world. In school and college, in the modern workplace, as citizens and in their lives generally, people need to be able to think critically.



teachers and result in wasted time, frustration, and failure to understand the possibilities of PBL. Then PBL runs the risk of becoming another one of yesterday's educational fads — eagerly remembered and rarely practiced.

For more PBL resources, visit bie.org ©2015 BUCK INSTITUTE FOR EDUCATION / 1

HQ (High Quality) PBL: Buck Institute for Education (2018)



**INTELLECTUAL CHALLENGE
AND ACCOMPLISHMENT**



AUTHENTICITY



PUBLIC PRODUCT



COLLABORATION



PROJECT MANAGEMENT



REFLECTION



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Project Based Language Learning Prototypes

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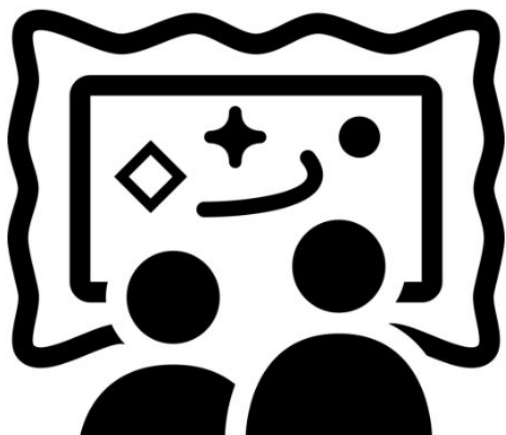
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Clean Water for All / Agua Limpia para Todos

NFLRC
PBL
Project
Repository

Two sample project designs



Museo para muchachos

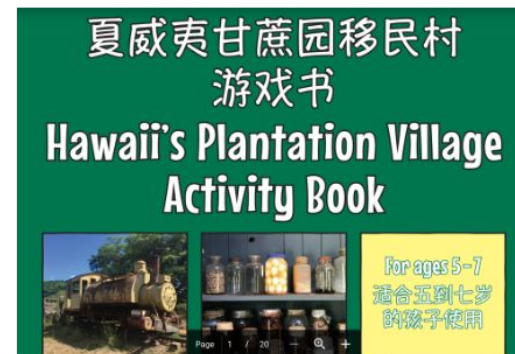
by Abby Carle

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

Advanced Low



Novice Low

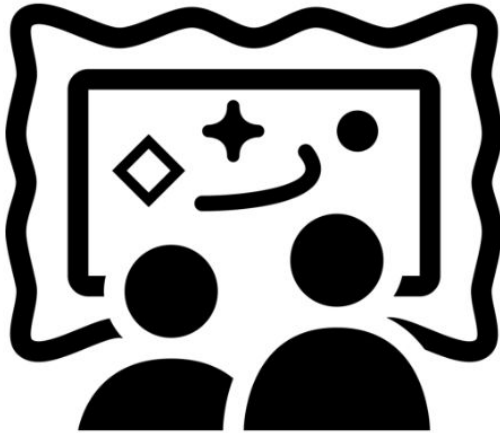


Activity book for Chinese-speaking children visiting Hawaii's Plantation Village

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



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 enrole...

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**

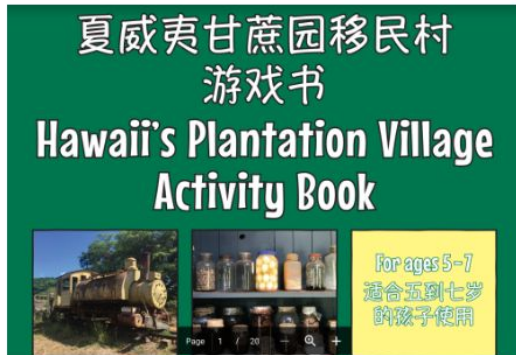
Investigate, describe, and compare artwork by Spanish-speaking artists on display at the MFA...

→ **Interpretive, Presentational**

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

→ **Presentational**

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...

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.

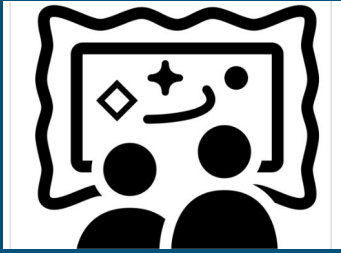
Identify language needed for a Chinese version of the activity design.

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).

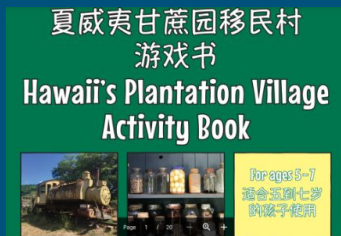
Transfer the draft design of the activity into the book layout document (Google Slides).

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**

Stephen L. Tschudi

sflaming@hawaii.edu

<http://nflrc.hawaii.edu/pebbles>



**Mahalo!
Thank
you!**