

Project-based Learning for World Languages

Don Doehla
CLTA Conference, 2013

Greetings and Welcome

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PBL-WL

Project-based learning in World Languages

Welcome, Bienvenue, Bienvenidos, Willkommen, Benvenuti...

This wiki is available to consult by all World Language teachers (k-12) interested in Project Based Learning for WL. Please bookmark the link, and come back often. Avail yourself of all the materials here for your inquiry. If you have questions, please contact me on the WL Community Forum @Edutopia.

merci beaucoup!

Don



Edit 0 0 93 ...

Google+

Don Doehla

Educator,
Instructional
Coach, WL
Department
Chair...

Add to circles

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Widget

What do you think?

What are the characteristics of an ideal 21st graduate? What should(s) he know and be able to do?

infographic from:
<http://www.ncpapa.org>



21st Century Skills

Communication
Collaboration
Critical Thinking/Problem Solving
Creativity/Innovation
Information Literacy
Media Literacy
Technology Literacy
Flexibility/Adaptability
Initiative/Self Direction
Social/Cross-cultural skills
Productivity/Accountability
Leadership/Responsibility



ACTFL 21st Century Skills Map

21st Century Skills Map ANGLAICES

Introduction to 21st Century Skills

The 21st Century Skills Map is a tool designed to help educators understand the relationship between the 21st Century Skills and the ACTFL Proficiency Guidelines. It provides a clear overview of the skills and how they are integrated into the language learning process.

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21st Century Skills

- Communication
- Critical Thinking
- Collaboration
- Creativity
- Cultural Awareness
- Global Awareness
- Information Literacy
- Media Literacy
- Problem Solving
- Self-Directed Learning
- Teamwork
- Technology Literacy

ACTFL Proficiency Guidelines

- Novice
- Intermediate
- Advanced
- Superior

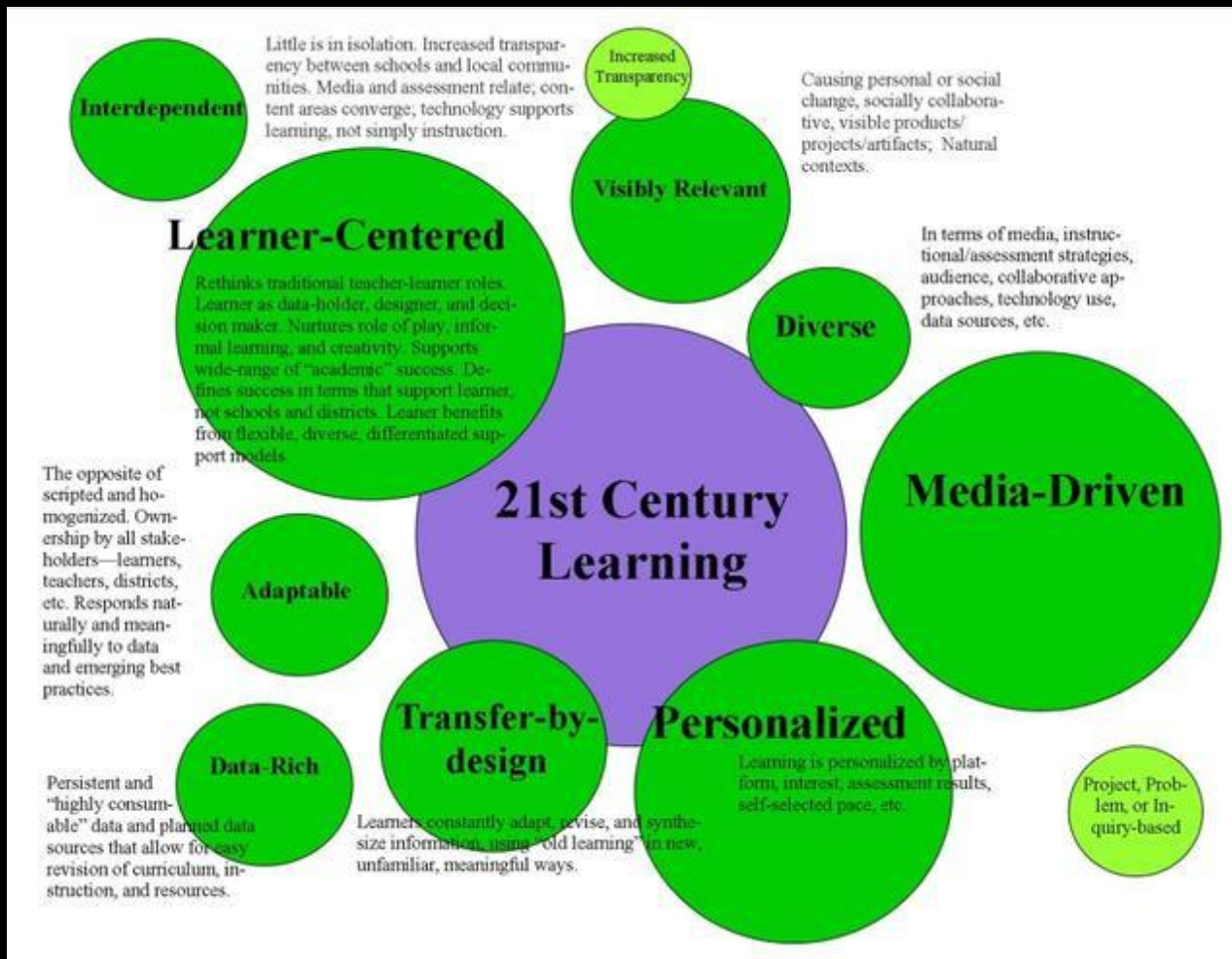
Integration of Skills

The 21st Century Skills Map shows how the skills are integrated into the ACTFL Proficiency Guidelines. It provides a clear overview of the skills and how they are integrated into the language learning process.

Conclusion

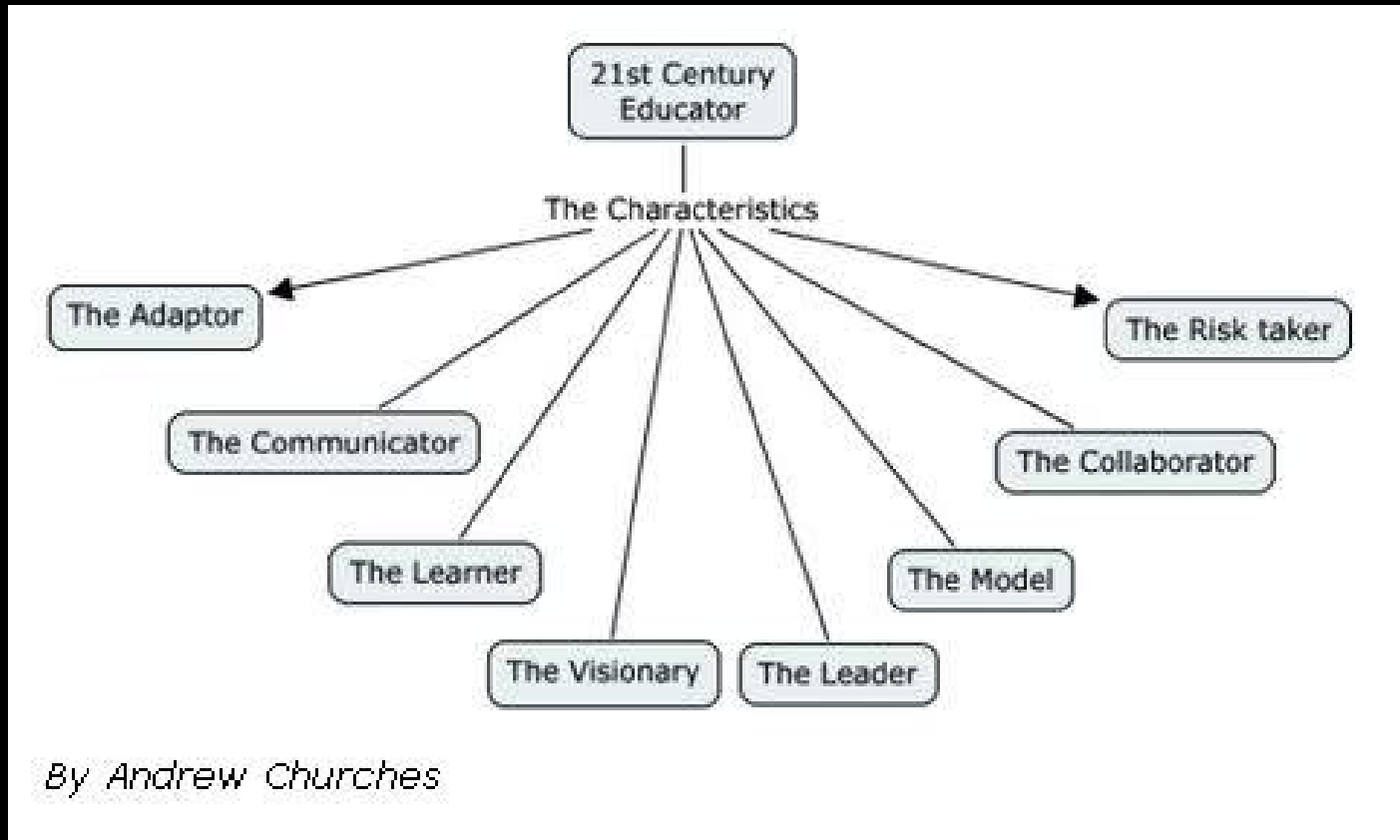
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21st Century Learning



infographic from
TeachThought.org

What is the role of the teacher in a 21st Century Classroom?



infographic by
Andrew Churches at [http://www.
masternewmedia.org](http://www.masternewmedia.org)

What is PBL?



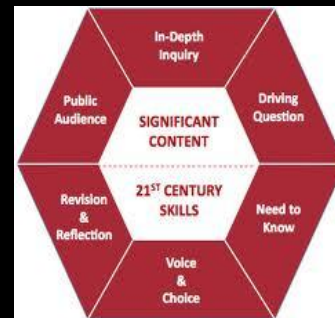
- a video from BIE



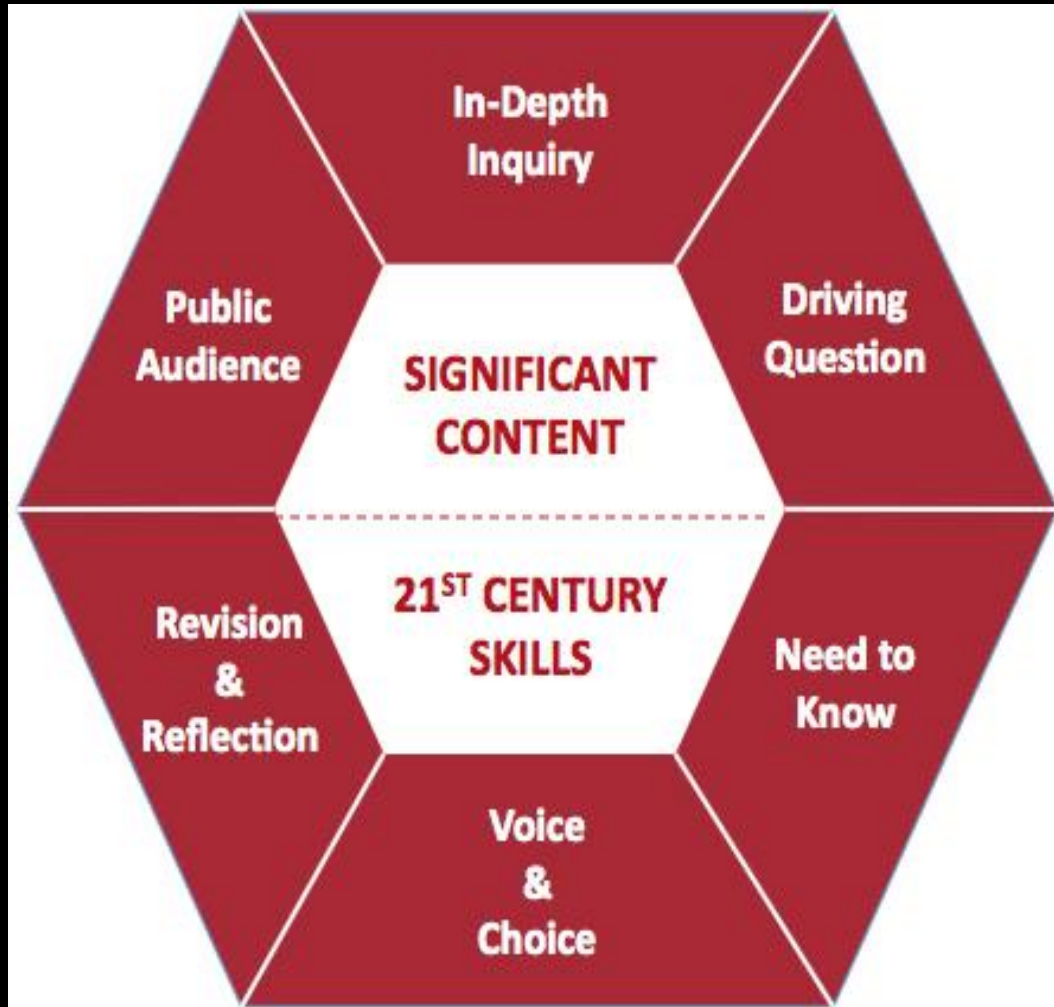
- a video from Edutopia



- the 8 elements of PBL



BIE's 8 Elements of PBL



infographic from
[http:// BIE.org](http://BIE.org)

A driving question



These questions need to be carefully crafted !

- open ended
- give direction for inquiry
- cultural questions about deeper cultural viewpoints and values are often great!
 - For example: what do "target culture" individuals/people groups believe is important about _____ ?
 - *"What do French-speaking Canadians believe about their own distinct cultural identity within Canada? How are their values expressed in their literature, their institutions, and the ways they express their identity to each other and to the rest of Canada? What means do they use to express these distinctives?"*
- students can rise to the challenges presented with such questions!

A need to know



This naturally flows out of the driving question if it is crafted correctly.

- Students should have some sense of where they are going with their inquiry.
- They need coaching to think it through, to look for good sources, and to manage their time and work.
- The teacher's role: coach, guide, reflective questioner
- It is a challenge to remain in the target language,
- Promethean board to demonstrate search techniques, vocabulary to use.
- I keep favorite links on a class wiki: on-line dictionaries, language tools and videos
- The wikispace supports our collaboration, another 21st Century skill

Student voice and choice

I like to give students the opportunity to choose the platforms they want to use to demonstrate their learning.

- a video
- a slide show
- a wiki
- I want them to demonstrate both written and spoken French in response to what they have read and heard in their research.
- choice within a framework



Inquiry and Innovation



This is one of the most important outcomes of the PBL model

- as they work together, students will need to learn:
 - how to solve problems
 - where to look for good information
 - how to distinguish good information from bad
 - how to confirm their hypothesis before coming to conclusions
 - how to test those conclusions
 - and more
- It is a big help to pair a class with another one in the target language culture. This adds another dimension to learning which is of inestimable value

Feedback and Revision

Students need help to develop critical thinking and the ability to offer constructive criticism for improvement of their group's project.

- They will need a protocol for scaffolding their discussions, such as *Critical Friends*
- Teach students how to offer critique - it is not intuitive
- Provide sentence starters in the target language to help them stay in L2 as much as possible.



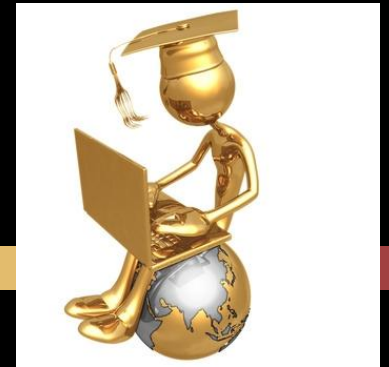
A Publically Presented Product

For the PBL model to be complete, students must actually produce something that can be viewed and understood by another group, an audience, a community member, and understands the target language

- we have access L2 communities nearby and online
- I like to include parents when possible
 - when parents do not speak the L2, students provide an outline in their parents' language, so they can follow the presentation
- Parents and community members have the opportunity to offer feedback and comments on the outline which they return to the students.
- This approach has been well received by parents and students



21st Century Skills



Since we live in the 21st Century, this makes sense, doesn't it?

- students use technology to do their research,
- opportunities to use technology to demonstrate what they have learned
- however, we're not using technology simply to use technology!
- technology is a great support to learning, and can be great fun to show acquired learning and skills, but the tech is not the end point in itself.
- I let the kids be as creative as they want, but the standards for the course are based on linguistic proficiencies and cross-cultural competencies, not technological prowess

Significant Content



The PBL model allows much room for the incorporation of language and culture!

- language-based outcomes are shaped by the need to know
- the target culture lies at the heart of the project
- students learn the language of study in connection with the cultures of the people who speak the language they are studying
- vocabulary and linguistic structures are authentically acquired as students listen and read in the other language whilst doing their research and inquiry.
- students practice speaking and writing as they interact with their group, the teacher and others
- it is especially useful to pair our class with one in the target culture

A project can be authentic in four ways, some of which may be combined in one project:

1) The project meets a real need in the world beyond the classroom, or the products that students create are used by real people. For example:

- Students propose designs for a new play area in a nearby park.
- Students plan and execute an environmental clean-up effort in their community.
- Students create a website for young people about books they like.
- Students write a guide and produce podcasts for visitors to historic sites in their county.
- Students serve as consultants to local businesses, advising them on how to increase sales to young people.
- Students develop a conflict resolution plan for their school.

The project focuses on a problem, issue or topic that is relevant to students' lives -- the more directly, the better -- or on a problem or issue that is actually being faced by adults in the world students will soon enter. For example:

- Students create multimedia presentations that explore the question, "How do we make and lose friends?"
- Students learn physics by investigating the question, "Why don't I fall off my skateboard?"
- Students form task forces to study possible effects of climate change on their community and recommend actions that could be taken.
- Students decide whether the U.S. should intervene in a conflict inside another country that is causing a humanitarian crisis.

The project sets up a scenario or simulation that is realistic, even if it is fictitious. For example:

- Students are asked by the Archbishop of Mexico in 1818 to recommend a location for the 22nd mission in California. (This happens to be a featured project on [BIE's](#) new online program, [PBLU.org](#).)
- Students act as architects who need to design a theatre that holds the maximum number of people, given constraints of available land, cost, safety, comfort, etc.
- Students play the role of United Nations advisors to a country that has just overthrown a dictator and needs advice about how to start a democracy.
- Students recommend which planet in our solar system ought to be explored by the next space probe as they compete for NASA funding.
- Students are asked to propose ideas for a new TV reality show that educates viewers about science topics such as evolutionary biology and the geologic history of the earth.

The project involves tools, tasks or processes used by adults in real settings and by professionals in the workplace. (This criterion for authenticity could apply to any of the above examples of projects.) For example:

- Students investigating the physics of skateboarding test various surfaces for speed, using the scientific method and tools scientists use.
- Students exploring the issue of how we make and lose friends conduct surveys, analyze data, record video interviews, and use online editing tools to assemble their presentations.
- Students acting as U.N advisors to an emerging democracy analyze existing constitutions, write formal reports, and present recommendations to a panel.

- adapted from What does it take for a project to be 'authentic' by John Larmer at: <http://www.edutopia.org/blog/authentic-project-based-learning-john-larmer>

6 Steps to planning a project

Step 1: Develop a compelling topic that covers standards, has an authentic connection to the real world, and provides opportunities for every student to do meaningful research.



Step 2: Develop or design a final product that each student will have a role in creating.



Step 3: Involve organizations from the community to connect the academic study with the real world.



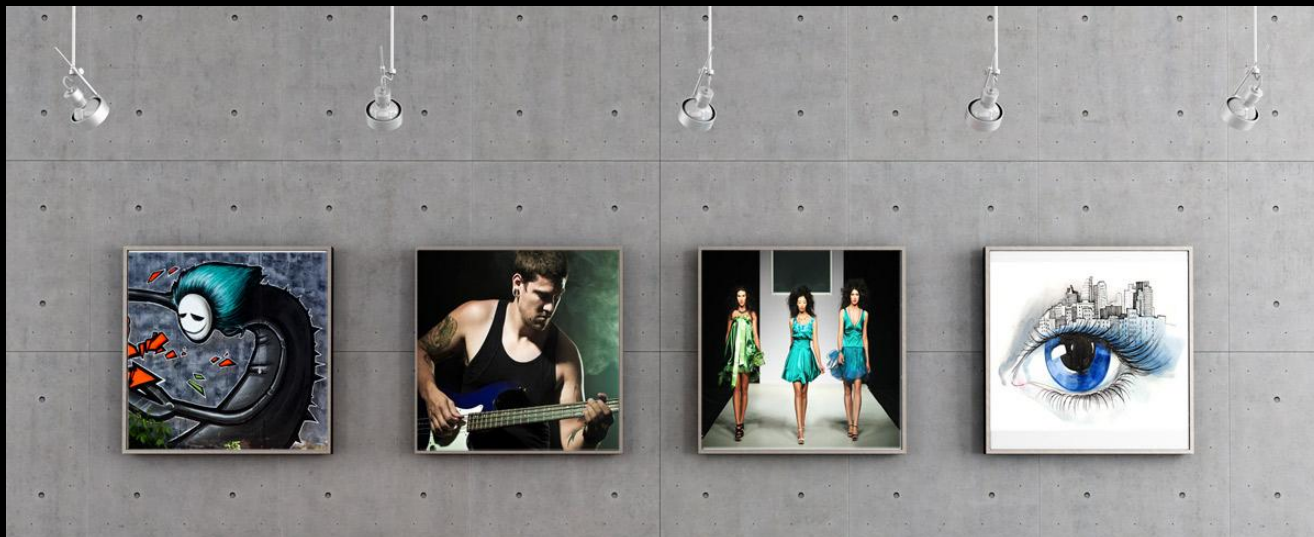
Step 4: Identify and organize the major learning resources for the project, and make sure they're available.



Step 5: Calendar the sequence of learning activities.



Step 6: Plan a final experience or culminating event. Showcase student work to the public or outside of school.



- Adapted from 6 Steps for planning a successful project by Kathy Baron at:
<http://www.edutopia.org/stw-maine-project-based-learning-six-steps-planning>

Significant Content: Our Documents

- ACTFL Proficiency Guidelines
- ACTFL National Standards
- ACTFL 21st Century Skills Map
- P21 Documents
- California WL Framework and Standards
- Common European Framework for
Languages
- Common Core State Standards
- ISTE Standards

Linguistic Content

Communication: interpersonal, interpretive, presentational - oral and written

Control: vocabulary, syntax, structures, grammar

Concepts: how language works, its purposes, its nature...

Cultural Content

Contexts for communication

Control: the information needed to understand the cultural contexts...

Concepts: how people relate to one another in various cross-cultural settings and why...

PBL-WL Template

PBL WL Instructional Planner <i>An American Student in France - French 3</i> Don Doehla, MA, NBCT, Vintage HS, Napa, CA EB World Team, CWLP, UC Berkeley Language Center Moderator - WL Community Forum @Edutopia		
Name of Project:		Duration:
Class(es):		Semester:
Cross-curricular link(s)		
Project Idea (scenario)		
Entry Event / Document		
Driving question(s)		

Example Projects

Les Pirates (A1)

Family Album (A1)

La cuisine de... (A1)

La revue de mode (A1)

Les poèmes illustrés (B1)

Mon abécédaire québécois (B1)

An American in France - movie project (B1)

Un Guide touristique de l'Afrique francophone
(B2)

Others in time...

Other examples and resources

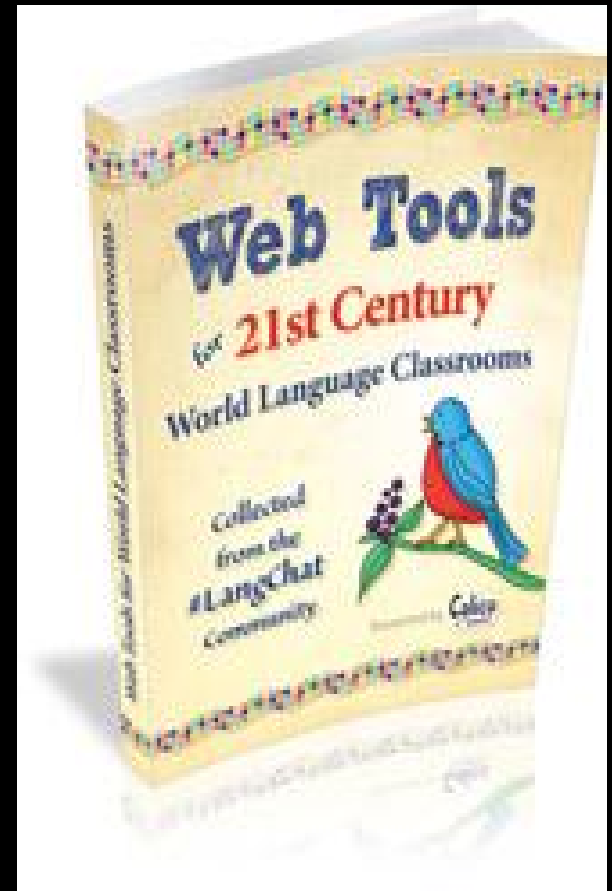
Digital storytelling

Global PBL

Using Technology

- Edmodo
- Wikis
- Web 2.0 tools

<http://pbl-wl.wikispaces.com>



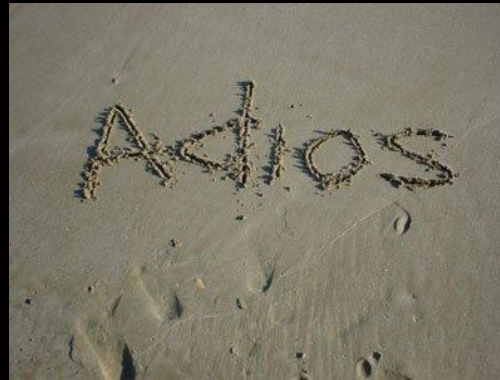
**And now - let's
take some time
to begin
making your
own project.**

Working in pairs, choose a level and language, a cultural context, linguistic content, a product, then build from there using the template.

fin

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SAYONARA



bye
bye.

再见



ciao!

