Project-based Learning for HL learners

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I. Essential project-design elements check list

KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management. **TIP**: Consider a variety of skills beyond the typical reading + writing or presenting. At the lower levels students can collect, organize, and summarize information, translate into English, make a graphic representation, etc. Also, consider the ACTFL can-do statements (https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf)
CHALLENGING PROBLEM OR QUESTION The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question. **TIP**: The community, parents, and schools are good sources of meaningful problems.
SUSTAINED INQUIRY The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers. **TIP**: To sustain inquiry, provide extensive scaffolding and frequent feedback at every juncture of the process (see III A, B below).
AUTHENTICITY The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities. **TIP**: Meaningful problems or questions are the foundations of authenticity.
STUDENT VOICE & CHOICE The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience. **TIP**: Give students what they need to make the right choices at each juncture of the project.

REFLECTION The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation. **TIP**: Provide opportunities for reflection at each step of the "Gradual Release of Responsibility Model" (see V e)
CRITIQUE & REVISION The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry. **TIP**: Build in opportunities for "controlled failure" and subsequent recovery.
PUBLIC PRODUCT The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom. **TIP**: The intended "public" should inform the design of the project.

From: http://bie.org/object/document/pbl_essential_elements_checklist

II. *What projects are NOT -> What they are*

Not a culminating project or paper to demonstrate learning ->   Rather, it is the means through which learning takes place
Not a task; ->   Rather, it is a prolonged or sustained activity anchored in the real world
Not a nice add on after the "real learning" has been done ->   Rather it is the core of learning
Not work done outside of class- >   Rather, it is the core of class work

Not the result of spontaneous student activity –
        Rather, it is the result of carefully planned student effort under the
        instructor's supervision and direction.

III. *Best practices and strategies in PBL*

A   Project-design steps
Step 1: Decide on a theme for the project – (see IV, 1 below)
Step 2: Determine the final outcome (product) – (see IV, 2 C below)
Step 3: Structure the project (see III B below)

B. Structuring the project

　1. Follow a three-step process

　　a. Information gathering;
　　b. Information processing;
　　c. Information reporting

　2. General strategies

　　a. Give students a choice;
　　b. Aim for a process & product orientation;
　　c. Provide plentiful input and output;
　　d. Aim for authentic integration of skills;
　　e. Be content driven;
　　f. Engage in meaningful language, strategy, and study skill instruction
　　g. Focus on developing topic-related vocabulary and key grammatical structures;
　　h. Provide opportunities for students to reflect on the learning process.

　3. Assessment

　　a. Assess not just the final product, but also the process by making extensive use of formative assessment.
　　b. To assess the product consider the ACTFL Can-do Statements https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf
　　c. Select a small number of language features to grade
　　d. Provide (possibly by co-constructing) rubrics

(Adapted from Fredricka Stoller,
https://www.youtube.com/watch?v=VV1zo3iKy74&t=1460s)

IV. HL-specific considerations in project design

　1. Choosing themes

　Project topics and products should build on HL learners' bilingual and bi-cultural strengths and respond to their goals and motivations vis-à-vis their HL.

Main reasons why college-age HLLs study their HL:

– Professional reasons (Spanish, Chinese, Japanese);
– Finding identity;
– Communicating with family and friends in the U.S.;
– Communicating with speakers of the HL outside the U.S.;
(Carreira and Kagan, 2011)

Also: To deal with the challenges of bilingualism and biculturalism

In addition, consider choosing themes that…

- Are relevant locally

- Are of interest to students

- Can be supported with plentiful print and non-print resources

- Arouse student curiosity

- Motivate students

- Spring from and connect to textbook materials

- Connect to other classes or school activities

- Stimulate pride among students
  (From Fredricka Stoller,
  https://www.youtube.com/watch?v=VV1zo3iKy74&t=1460s)

2. **Language topics**

A. HL learners' linguistic strengths and needs
    More developed > less developed

1. Phonology > vocabulary **>** morphology;
2. Verbal morphology **>** Noun morphology;
3. Within nominal morphology:
   Gender agreement and case, particularly across a distance;
4. Within verbal morphology:
   Tense, agreement **>** aspect, mood
   Aspect: perfective (preterit) **>** imperfective (imperfect)
   Mood: indicative **>** subjunctive, conditional

B. **The From-to principles**

HL Learners			L2 Learners		
listening	➔	reading	reading	➔	listening
speaking	➔	writing	writing	➔	speaking
home-based register	➔	general/academic register	general/academic register	➔	home-based register
everyday "real-life" activities	➔	in-class activities	in-class activities	➔	everyday "real-life" activities
HLL's motivations surrounding identity and group membership	➔	content	motivations?	➔	

ALSO: Encourage students to apply their skills, hobbies, talents, etc. to the project. For example, if students are good at producing a video or creating a webpage have them take use those skills in their project.

C. **Possible oral and written outcomes/products**

Written outcomes	Oral outcomes
Newsletter	Presentation
Web page	Representation of a poem, play, song…
Bulletin Board display	Public service announcement
Scrapbook	Debate
Poster	Role play
Position paper	YouTube video
Letter	Phone call
Survey	Interview

Different products call for different points of language:

> Interview -> questions, requests
> Q&A Poster, pamphlet -> questions, commands, infinitives

V. _Differentiating and scaffolding instruction_

   A. Guiding principle of DT: A Growth mindset – the belief that with dedication, hard work, and proper guidance all students can meet the objectives of instruction.

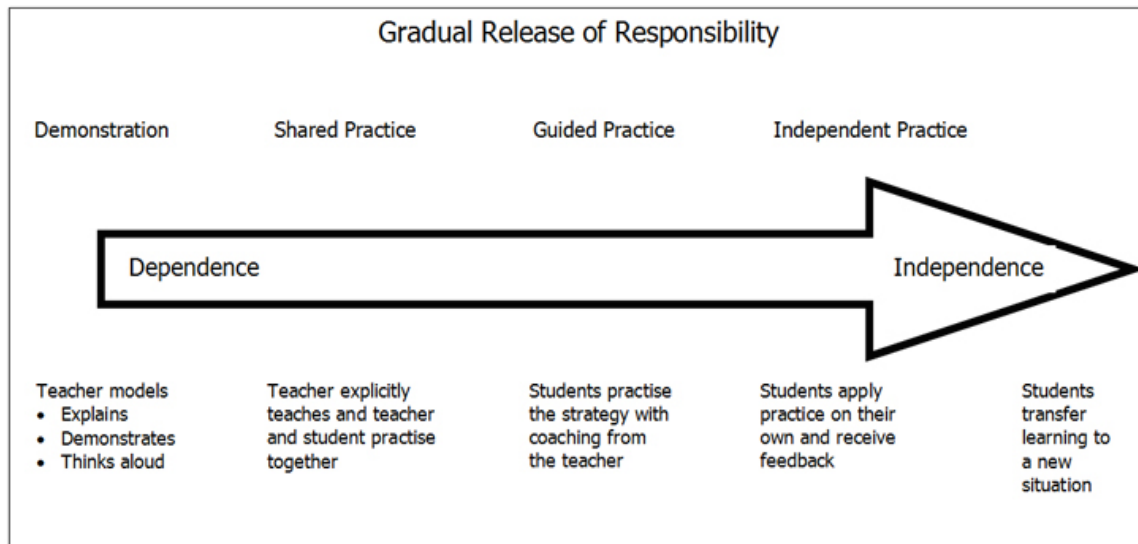   B. Some tools and where they belong in the larger picture

- Flexible grouping
– Mini-lessons
– Agendas

– Centers
– Checks for understanding
– Text-to-x connection
– Exit card
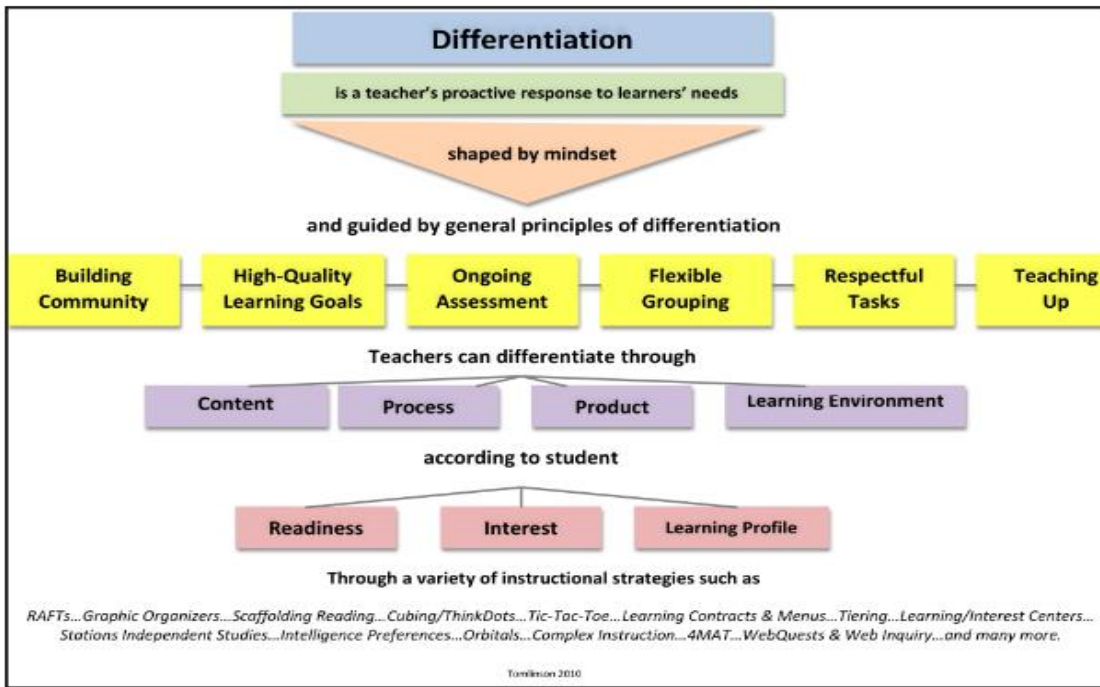
D. **Formative assessment: Assessment** _for_ **learning**

   Ongoing; Low-stakes; Informs teaching, learning, and curriculum design

E. The Gradual Release of Responsibility Model

Gradual Release of Responsibility

| Demonstration | Shared Practice | Guided Practice | Independent Practice |

Dependence ➡️ Independence

Teacher models	Teacher explicitly	Students practise	Students apply	Students
• Explains	teaches and teacher	the strategy with	practice on their	transfer
• Demonstrates	and student practise	coaching from	own and receive	learning to
• Thinks aloud	together	the teacher	feedback	a new situation

VI. Using Authentic Materials and Tasks in a Macro-based Approach

Teaching domains	Macro-based approaches	Micro-based approaches
Vocabulary and grammar	Age-appropriate and integrated. Dictated by function and context.	Carefully controlled and selected. Isolated practice of different aspects of linguistic knowledge.
Reading	Fairly large and complex texts from the beginning. Unaltered authentic texts.	Small texts gradually increasing in volume and complexity. Altered texts to facilitate readability.
Writing	Longer texts from the beginning. Initial emphasis on the content, gradually building toward improving stylistics, grammar, spelling.	Sentence level gradually increasing to paragraph and then longer.
Speaking and listening	Full range of native input (movies, documentaries, lectures, news stories, plays, etc.) and output (discussions, conversations, monologues)	Initially restricted, gradually increasing in length and complexity. Initially restricted to dialogue.
Culture	Full range of topics, integrated.	Initially isolated and decontextualized.

NOTES