



Project-Based Learning

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Project-Based Learning

Project-based learning puts students in the position to use authentic language to communicate and produce a product or solve a problem.

(Fried-Booth, 1997)

In teams students negotiate, plan and organize, practicing skills essential to living successful lives. (Stein, 1995)

Standards and SLOs





Secretary's Commission on Achieving Necessary Skills

RESOURCES

Allocates Materials and Facility Resources

Allocates Human Resources

TECHNOLOGY

Applies technology to task

PERSONAL QUALITIES

Responsibility

Self Esteem

Sociability

Self Management

INTERPERSONAL

Participates as a member of a team

Teaches others

Exercises leadership

Works with diversity

INFORMATION

Organizes and maintains information

Interprets and communicates information

Uses computers to process information

BASIC SKILLS

Reading

Writing

Arithmetic

Listening

Speaking

THINKING SKILLS

Creative thinking

Decision making

Problem solving





Equipped for the Future

COMMUNICATION

- Convey ideas in writing
- Speak so others can understand
- Listen actively
- Observe critically

DECISION MAKING

- Solve problems and make decisions
- Plan


INTERPERSONAL

- Guide others
- Resolve conflict and negotiate
- Advocate and influence
- Cooperate with others

LIFELONG LEARNING

- Reflect and evaluate
- Learn through research
- Use information and communication technology





Comprehensive Adult Student Assessment System

4.8 Demonstrate Effectiveness in Working with Other People

- 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals
- 4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions and motivating and respecting others
- 4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises



Components

- Content
- Student Direction – Students choose with sufficient structure
- Collaboration
- Real-world connection
- Extended time frame – builds an opportunity for students to plan
- Assessment – teacher, self, reflection



Benefits

- Teacher builds better relationships with students as a facilitator, coach, and co-learner
- Students build better relationships with one another
- Students learn to think critically and make decisions
- Students can transfer many skills to the real world
- Student-centered instruction (SCI) is facilitated



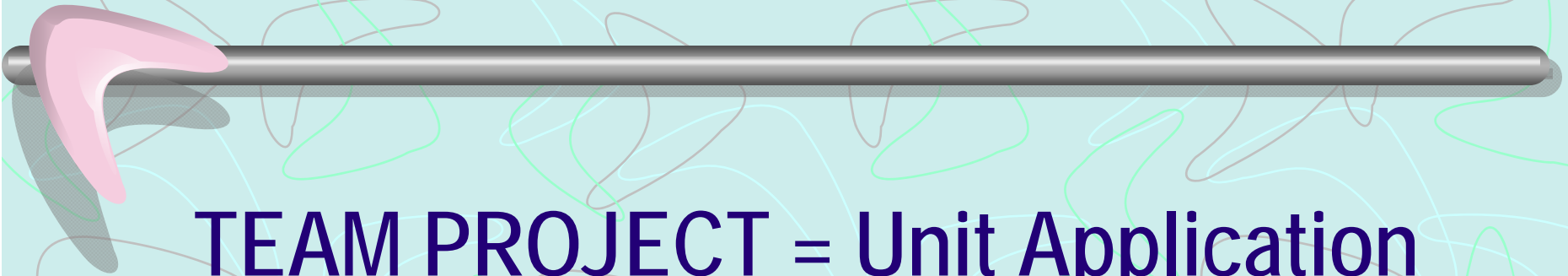
Examples

Extended whole-class projects

- Folktale project
- Class/school newspaper
- Home remedy project
- Student conference

Integrated Individual projects (weekly projects/tasks)

Group or team projects



TEAM PROJECT = Unit Application

What is a Team Project?

- an application of unit objectives.
- task-based activities with a product.
- activities that generate teamwork.



LEVEL: Low Beginning

UNIT : Community



Objective: Create a map and brochure of your city.

1. Choose a name for your city.
2. Make a list of important places in your city and put them in alphabetical order.
3. Make a map of your city and mark where the important places are.
4. Make a brochure with one paragraph about the city, the names of your team members, and a picture.
5. Prepare a presentation for the class.

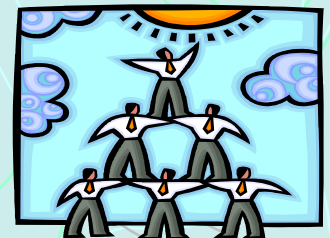


LEVEL: High Intermediate

UNIT : Personal Communication (Goal Setting)

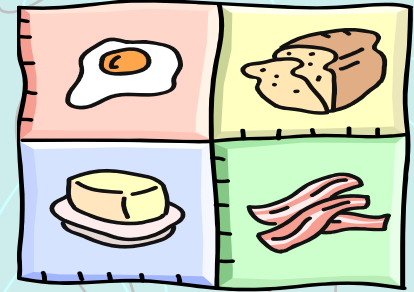
Objective: Create a goal chart of a goal you would like to accomplish in this class.

1. Write down one goal that you would like to accomplish by the end of this class. Be specific! Write down the steps it will take to reach each goal. Write down a completion date for each step.
2. Think of obstacles that might get in the way of your goals and possible solutions for each. Now write down at least one solution for each obstacle.
3. Make a list of 5 time management techniques that will help you reach your goals.
4. Present what you've created to the class.





FOOD & NUTRITION UNIT



OBJECTIVES:

- Read and understand the nutrition pyramid
- Plan meals
- Make a food budget
- Make a shopping list
- Use count and non-count nouns
- Identify containers and quantities



1) SET THE STAGE

- Give an overview.
- Show examples.
- Don't be too specific.



2) FORM TEAMS

LANGUAGE: Avoid same-language teams when possible.

LEVEL: Form by similar level **or** put strong people in each team.

ASSIGN TEAM POSITIONS: (all team members help in every task)

Lower Levels:

- Explain leader position.
- Immediately ask all leaders to stand.
- Repeat for all positions.

Higher Levels:

- Explain all positions.
- Allow students to discuss and assign positions in their teams.
- Ask teams to report.



3) GO THROUGH THE STEPS

- Give a few steps at a time.
(Avoids allowing teams to get too far ahead.)
- Have students keep minutes (agenda/minutes format).
- Have each team share periodically.

(Two-day simulation: Collect work at end of first day with names of team members to be distributed on following day.)



WORK ON THE PROJECT

- Have assigned person lead efforts.
- Make sure all students participate in each task.

FACILITATE

- Walk from team to team.
- Ask questions.
- Help the leader to make sure everyone is participating.

CLASSROOM MANAGEMENT

- Encourage English.
 - Work with the leader.
 - Ask students to evaluate their teams.
- Prepare teams for their presentations.
- Post all or some of the projects in the classroom.



FOOD FOR A WEEK

1. Choose a name for your family.
2. Fill in a calendar with your food for breakfast, lunch, and dinner for 1 week.
3. Make a shopping list. You only have \$100.
4. Make a family presentation to the class.



TEAM PROJECT EXAMPLES

	UNIT	PROJECT
Low Beginning	Clothing	Design a department store.
	Community	Create a brochure of your city.
High Beginning	Health	Create a health pamphlet.
	Employment	Create a company.
Low Intermediate	Consumer Economics	Create a product label and advertisement.
	Employment	Create an employee handbook.
	Civics	Plan and participate in a debate.
High Intermediate	Personal Communication	Create a goal chart.
	Consumer Economics	Create a purchase plan.
	Housing	Create real estate brochure and plan to buy a house.



Contact Information

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