Project Based Learning

Tasnim Al-Naimi
Department of English Language and Literature
“Taking this course has changed my way of learning a lot. the method of teaching is different, you have to explore the topics by yourself but of course by the help of your instructor.

Also there are no exam papers. This course is project-based learning, which means that you will learn by doing projects. Even though it will be a little bit harder and more challenging than having a traditional exam paper but this is the most thing I liked in this course, because you will learn a lot of new things while you are doing your projects. In my opinion, it is better than already having the exam material and just memorize it and go to the exam write what you memorize then go home!

The concept of the course is a little bit new for us compared to the other courses that we take, that is why I had some difficulties like the number of assignments that we have. It is challenging and more harder only because we did not use to it I think that by time everything will be better.”
“No pupil in the history of education is like today’s modern learners. This is a complex, energetic, and tech-savvy individual.”

-Lee Crockett
Agenda

- What are the 21st Century Skills?
- What’s Project Based Learning?
- What makes PBL unique?
- How can I effectively design and assess projects?
21ST CENTURY SKILLS

HOW TODAY'S STUDENTS CAN STAY COMPETITIVE IN A CHANGING JOB MARKET

- Learning Skills
- Critical Thinking
- Creativity
- Collaboration
- Communication

- Literacy Skills
- Information
- Media
- Technology

- Life Skills
- Flexibility
- Leadership
- Initiative
- Productivity
- Social
Assessment Formats

Traditional Assessment Tools
- Multiple Choice Test
- True/False Tests
- Short Answers
- Essay

Alternative Assessment Tools
- Problem solving
- Hands-on projects
- Student portfolios
- Experiments
What is project-based learning?

Project Based Learning is an alternative assessment tool to standardized tests. With Project Based Assessment, students can gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.
What makes PB unique?

- Oriented to Product
- Focus on the right answer

Traditional Assessment vs. PB Assessment

- Oriented to Process
- Open-ended creative answers

What makes PB unique?

Traditional Assessment vs. PB Assessment

Decontextualized Standardized Tests

Contextualized, communicative tasks

What makes PB unique?

Fosters **extrinsic** motivation

Fosters **intrinsic** motivation

What makes PB unique?

Traditional Assessment vs. PB Assessment

Scores for Feedback

Criterion-referenced Feedback
Write a clear Trip Itinerary that includes:

- Flight details
- Hostel reservations
- Visa requirements
- Travel insurance details
- London Trip & nearby cities
- Public transportation

See the scenario below that describes the trip in detail.
In-class Activity
Assessment Breakdown at UJ

Coursework 30%:
- Class participation
- Quizzes
- Projects
- Mini projects

Midterm Exam 30%:
- Exam
- Project
- Exam + Project

Final Exam 40%:
- Written Exam
Step-by-step to design a project

Plan
- Set a goal
- Setup project components
- Set a deadline and assign points
- Design a grading rubric

Share
- Use classroom management tool
- Have Q&A session

Assess
- Use the grading rubric
- Give interactive feedback
Project Design

Business and Professional Writing

Computer-assisted Language Learning
Student’s Website

Individual Work: Research Paper

Group Work: Film
Learning Management Tools

- Moodle: [Elearning Portals](#)
- Edmodo
- Canvas
Final Project

Turned In (25)  Due: December 29, 2016 10:00 pm

Important Notes

**Using this assignment link, you can share all the materials of the Final Project as a backup. Just click on the blue button 'Turn in' and share the following:

1. Weebly Link
2. All the documents you created (attach the essay, the quiz as a link, the slides, and the CV)

**This should be competed and submitted by Thursday midnight (29.12.2016)

** I told you before that I'll be waiting for you in my office till 4.00 to receive the hard copy of your project, but unfortunately...
Evaluation Criteria

- Moodle: Elearning Portals
- Edmodo
- Canvas
The Rubric and Badging Platform for Teaching and Learning

FREE FOR TEACHERS
Get Started

SCHOOL & DISTRICT ADMINISTRATORS
Learn More
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Activity</th>
<th>Score</th>
<th>%</th>
<th>Assessor</th>
<th>Options</th>
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<tbody>
<tr>
<td>Raghad Abu Gammous</td>
<td>05/01/2017</td>
<td>12/30</td>
<td>40%</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Rawaa Abu Mahfouz</td>
<td>04/30/2017</td>
<td>20/30</td>
<td>66%</td>
<td>Teacher</td>
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<tr>
<td>Deema Abu Salha</td>
<td>05/01/2017</td>
<td>16/30</td>
<td>53%</td>
<td>Teacher</td>
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<td>Ola Agha</td>
<td>05/01/2017</td>
<td>22/30</td>
<td>73%</td>
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<tr>
<td>Alaa Ahmad</td>
<td>04/30/2017</td>
<td>21/30</td>
<td>70%</td>
<td>Teacher</td>
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<tr>
<td></td>
<td>The purpose or intention of this personal statement clearly conveyed</td>
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<tr>
<td></td>
<td>Introduction has a clear thesis that addresses the prompts.</td>
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<tr>
<td></td>
<td>Body paragraphs have topic sentences that are logical and fully developed</td>
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<tr>
<td></td>
<td>Content offers significant information about the writer. Examples (cited accomplishments, talents, qualities, etc. are clearly supported by concrete examples.)</td>
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<tr>
<td></td>
<td>Writing has a clear voice/presence through detailed focus on experience, activities, background, etc; topics show originality/insights/personality.</td>
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<td></td>
<td>Memorable conclusion</td>
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**Comment:** I really enjoyed reading your letter and got so excited to know your interests (designing a modern model for teaching English). It seems that we are on the same page. Hope we work together in the future to accomplish this goal.

FYI: The statement ‘if you believe that I am qualified for...’ makes you look reluctant and not confident enough about your potentials.

<p>|   | Writing represents consistent command of spelling, capitalization, punctuation, grammar, usage, and syntax.  |</p>
<table>
<thead>
<tr>
<th>Items</th>
<th>Beginning (1 Point)</th>
<th>Developing (2 Points)</th>
<th>Accomplished (3 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion</td>
<td>The questions were not all answered.</td>
<td>Some answers were incomplete.</td>
<td>The questions were all answered and complete.</td>
</tr>
<tr>
<td>Score = 3 / 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of Reflection</td>
<td>The student demonstrated limited ability to reflect on performance</td>
<td>The student demonstrated varying degrees of depth and sophistication in their ability to reflect on performance</td>
<td>The student demonstrated the ability to reflect with detail and depth on performance</td>
</tr>
<tr>
<td>Score = 2 / 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Use</td>
<td>The grammatical or typographical errors are so numerous they distract from the meaning and impede reader comprehension.</td>
<td>English is comprehensible with some distracting errors and typos. The meaning is occasionally, but not seriously, affected.</td>
<td>English is so clearly written that the reader can easily follow the meaning and is not overly distracted by typos.</td>
</tr>
<tr>
<td>Score = 2 / 3</td>
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## CALL RESEARCH ESSAY

**Assessed On:** 04/30/2017  
**Assessed By:** Tasnim Al Naimi  
**Score:** 21 / 30

<table>
<thead>
<tr>
<th>Items</th>
<th>Beginning (1 Point)</th>
<th>Developing (2 Points)</th>
<th>Accomplished (3 Points)</th>
<th>Exemplary (4 Points)</th>
<th>Exemplary (5 Points)</th>
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<tbody>
<tr>
<td>Task Response (Focus)</td>
<td>barely responds to the task; does not express a position may attempt to present one or two ideas but there is no development</td>
<td>responds to the task only in a minimal way; presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</td>
<td>some parts of the may be more fully covered than others; presents relevant main ideas but some may be inadequately developed/unclear</td>
<td>sufficiently addresses all parts of the task; presents a well-developed response to the question with relevant, extended and supported ideas</td>
<td>fully addresses all parts of the task; presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</td>
</tr>
</tbody>
</table>

**Comment:** The general structure of this task is present (except the Intro to CALL), however, this essay lacks to explain the language skills and lacks connecting descriptions of those skills to the specific tech tools chosen. The lack of support made the response accomplished but underdeveloped.

| Content Development & Cohesiveness | Score = 3 / 5 | does not organise ideas logically; may use a very limited range of cohesive devices, and those used may not indicate a logical progression in the response; uses some paraphrasing | presents information and ideas coherently and there is a clear overall progression; uses cohesive devices effectively, uses paragraphing sufficiently and accurately | sequences information and ideas logically; manages all aspects of cohesion well; uses paragraphing sufficiently and accurately | sequences information and ideas logically; manages all aspects of cohesion skillfully |
### CALL ELECTRONIC PRESENTATION

**Assessed On:** 04/30/2017  
**Assessed By:** Tasnim Al Naimi  
**Score:** 9 / 10

<table>
<thead>
<tr>
<th>Items</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Slides appear professional with use of color choice, background, &amp; text size.</td>
<td>✔️</td>
</tr>
<tr>
<td>Slides appear easy to read (not cluttered with information + include relevant visuals)</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Comment:</strong> The link to the CALL in Classroom video did not add anything to your presentation, to be honest. Perhaps a lead-in to it or choosing another way to illustrate what it looks like would have been more effective.</td>
<td>✔️</td>
</tr>
<tr>
<td>Content provides a general overview of CALL and an example(s) of a tech tool(s) used to improve language skills</td>
<td>✔️</td>
</tr>
<tr>
<td>Content is understandable to an audience that is NEW to CALL</td>
<td>✔️</td>
</tr>
<tr>
<td>Content is logically sequenced (information builds on subsequent slides; info feels connected)</td>
<td>✔️</td>
</tr>
<tr>
<td>Slides include proper in-text citation of information taken from sources</td>
<td>✔️</td>
</tr>
</tbody>
</table>
Thank you for your kind attention!