



Project Based Learning


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Student's Review

“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



Applied

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.

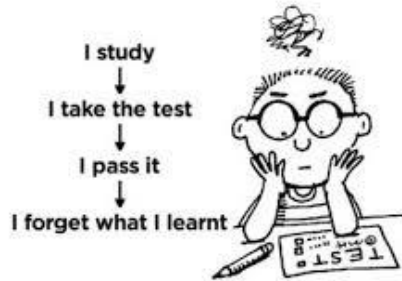
PB Assessment



- ❑ Oriented to Process
- ❑ Open-ended creative answers

Adapted from Armstrong (1994) & Bailey (1998).

What makes PB unique?



Decontextualized
Standardized Tests

Traditional
Assessment
vs.
PB Assessment



Contextualized,
communicative tasks

What makes PB unique?

Fosters **extrinsic**
motivation



Fosters **intrinsic**
motivation

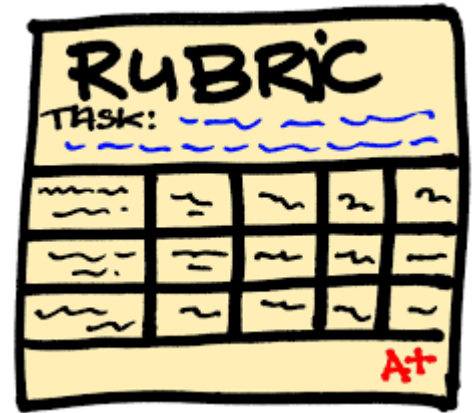
Adapted from Armstrong (1994) & Bailey (1998).

What makes PB unique?



Scores for Feedback

Traditional
Assessment
vs.
PB Assessment



Criterion-referenced
Feedback

English for Tourism

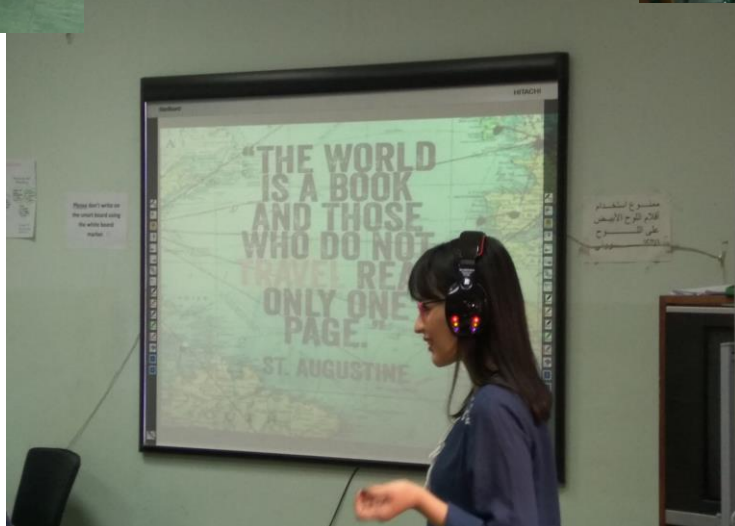
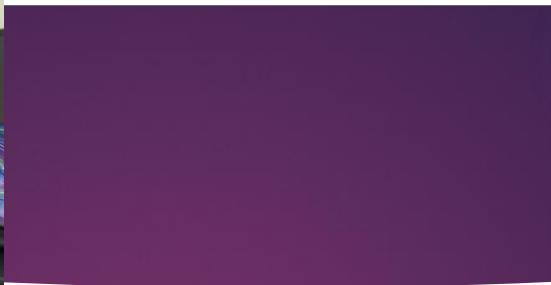
Write a clear Trip Itinerary that includes:

- 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 ۳۰%

- ❑ Class participation
- ❑ Quizzes
- ❑ Projects
- ❑ Mini projects

Midterm Exam ۳۰%

- ❑ Exam
- ❑ Project
- ❑ Exam + Project

Final Exam 4۰%

- ❑ Written Exam

1



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

Sample

Project Design

Business and Professional Writing

Computer-assisted Language Learning

Sample

Students' Work

Student's Website

Individual Work: Research Paper

Group Work: Film

Learning Management Tools

- Moodle: Elearning Portals
- Edmodo
- Canvas



Me to  Old one-CALL

Final Project

Turned In (25)

Due: December 29, 2016 10:00 pm

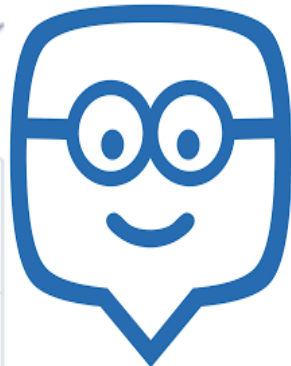
Important Notes

****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 completed 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 [More...](#)**



Evaluation Criteria

- Moodle: Elearning Portals
- Edmodo
- Canvas

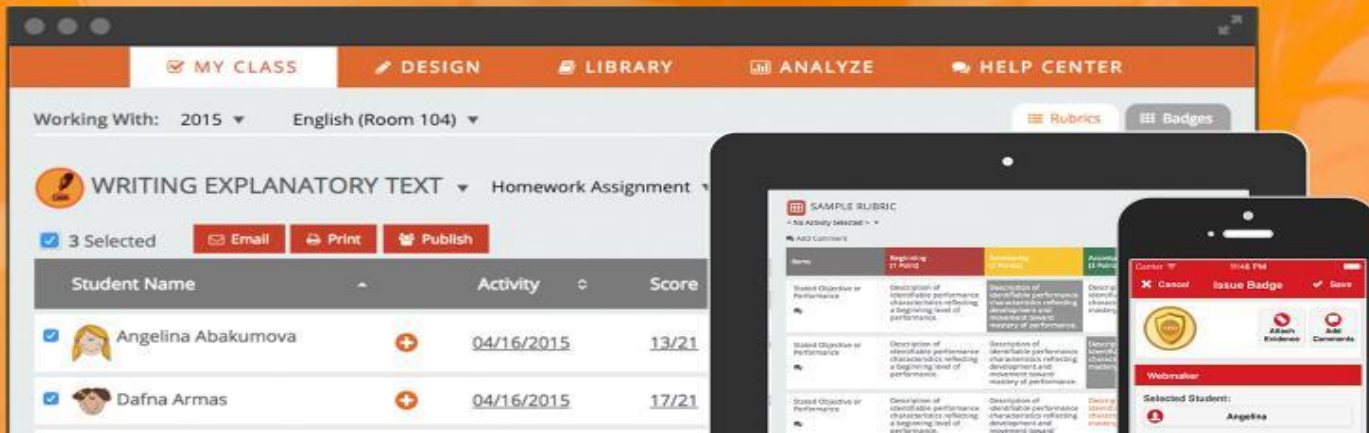
The Rubric and Badging Platform for Teaching and Learning

FREE FOR
TEACHERS

Get Started

SCHOOL & DISTRICT
ADMINISTRATORS

Learn More






































The screenshot displays the ForAllRubrics web application interface. The top navigation bar includes tabs for MY CLASS, DESIGN, LIBRARY, ANALYZE, and HELP CENTER. Below the navigation bar, the user is working with the 2015 English (Room 104) class. The main content area shows a list of students with their names, activities, and scores. A sample rubric is also visible, showing a table with columns for Rubric, Beginning (1 Point), Developing (2 Points), and Proficient (3 Points). The rubric table lists three rows of performance characteristics. A sidebar on the right shows a 'Selected Student' section with the name Angelina.

Rubric	Beginning (1 Point)	Developing (2 Points)	Proficient (3 Points)
Student Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.
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Student Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.


Student Name	Activity	Score
Angelina Abakumova	04/16/2015	13/21
Dafna Armas	04/16/2015	17/21

☐ Select All

[All Results](#) | [Most Recent](#)

Student Name		Activity	Score	%	✓	Assessor	Options
<input type="checkbox"/>  Raghad Abu Gammous		05/01/2017	12/30	40%	✓	Teacher	    
<input type="checkbox"/>  Rawaa Abu Mahfouz		04/30/2017	20/30	66%	✓	Teacher	    
<input type="checkbox"/>  Deema Abu Salha		05/01/2017	16/30	53%	✓	Teacher	    
<input type="checkbox"/>  Ola Agha		05/01/2017	22/30	73%	✓	Teacher	    
<input type="checkbox"/>  Alaa Ahmad		04/30/2017	21/30	70%	✓	Teacher	    

HOW WOULD YOU LIKE TO SCORE?


SAMPLE RUBRIC

Done


< No Activity Selected >

Add Comment

SCORE: 0/20

Items	Beginning (1 Point)	Developing (2 Points)	Accomplished (3 Points)	Exemplary (4 Points)
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.
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RUBRIC


SAMPLE CHECKLIST

Done

< No Activity Selected >

Add Comment

SCORE: 0/7

Items
<input type="checkbox"/> Enter checklist item description here.
<input type="checkbox"/> Enter checklist item description here.
<input type="checkbox"/> Enter checklist item description here.
<input type="checkbox"/> Enter checklist item description here.
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<input type="checkbox"/> Enter checklist item description here.

CHECKLIST

ISSUE BADGE

Issue Cancel



Sample Badge

Class: English (Room 104)

Student: Angelina

Description: This is the description of my open badge! These badges can be sent to the open badges backpack!

Criteria: This is the criteria needed to earn this badge. Once a student is issued a badge, they will be automatically notified via email or sms!

Evidence:

Attach File
Attach Award

Comments:

BASIC BADGE

Letter of Motivation: (adopted from: www.simeonca.org)



The purpose or intention of this personal statement clearly conveyed



Introduction has a clear thesis that addresses the prompts.



Body paragraphs have topic sentences that are logical and fully developed



Content offers significant information about the writer. Examples (cited accomplishments, talents, qualities, etc. are clearly supported by concrete examples.)



Writing has a clear voice/presence through detailed focus on experience, activities, background, etc; topics show originality/insights/ personality.



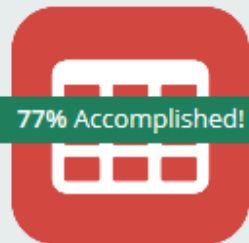
☐ Memorable conclusion

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



Writing represents consistent command of spelling, capitalization, punctuation, grammar, usage, and syntax.



77% Accomplished!

CALL SELF REFLECTION

Assessed On: 05/01/2017

Assessed By: Tasnim Al Naimi

Score: 7 / 9

Edit

Print

Done

Items	Beginning (1 Point)	Developing (2 Points)	Accomplished (3 Points)
Completion Score = 3 / 3	The questions were not all answered.	Some answers were incomplete.	The questions were all answered and complete.
Depth of Reflection Score = 2 / 3	The student demonstrated limited ability to reflect on performance	The student demonstrated varying degrees of depth and sophistication in their ability to reflect on performance	The student demonstrated the ability to reflect with detail and depth on performance
Language Use Score = 2 / 3	The grammatical or typographical errors are so numerous they distract from the meaning and impede reader comprehension.	English is comprehensible with some distracting errors and typos. The meaning is occasionally, but not seriously, affected.	English is so clearly written that the reader can easily follow the meaning and is not overly distracted by typos.

Edit

Print

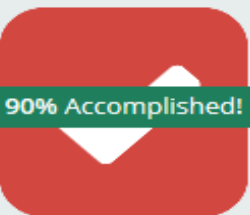
Done



CALL RESEARCH ESSAY

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

Items	Beginning (1 Point)	Developing (2 Points)	Accomplished (3 Points)	Exemplary (4 Points)	Exemplary (5 Points)
Evaluation Criteria					
Task Response (Focus) Score = 3 / 5	barely responds to the task;does not express a position may attempt to present one or two ideas but there is no development	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	some parts of the may be more fully covered than others ; presents relevant main ideas but some may be inadequately developed/unclear	sufficiently addresses all parts of the task; presents a well-developed response to the question with relevant, extended and supported ideas	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
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	presents information and ideas but these are not arranged coherently and there is no clear progression in the response; uses some	arranges information and ideas coherently and there is a clear overall progression; uses cohesive devices effectively,	sequences information and ideas logically; manages all aspects of cohesion well; uses paragraphing sufficiently and	sequences information and ideas logically; manages all aspects of cohesion skilfully



CALL ELECTRONIC PRESENTATION

[Edit](#)[Print](#)[Done](#)

Assessed On: 04/30/2017

Assessed By: Tasnim Al Naimi

Score: 9 / 10

Items

☒ Slides appear professional with use of color choice, background, & text size.

☐ Slides appear easy to read (not cluttered with information + include relevant visuals)

Comment: 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.

☒ Content provides a general overview of CALL and an example(s) of a tech tool(s) used to improve language skills

☒ Content is understandable to an audience that is NEW to CALL

☒ Content is logically sequenced (information builds on subsequent slides; info feels connected)

☒ Slides include proper in-text citation of information taken from sources



Thank you for your kind
attention!

Sources

- Brown, H.(2007). Teaching by Principles(1st ed.). New York: Pearson.B
- Shohamy,E.(1997)Critical language testing and beyond. Paper presented at the American Association of Applied Linguistics, Orlando, FL.
- What is PBL? / Project Based Learning / BIE.* (2017). *Bie.org*. Retrieved 10 April 2017, from https://www.bie.org/about/what_pbl