

Project-Based Language Learning (PBL) for Arabic Educators

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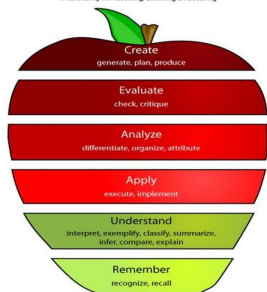
Problems with common teaching practices

"Students have not been taught adequate critical thinking and problem solving skills...our younger generations are not given enough novel and relevant experiences and real world situations with which to deal."

- Sevilla

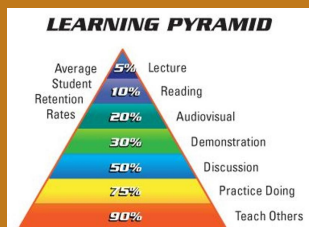
Bloom's Taxonomy Revised

A Taxonomy for Teaching, Learning & Assessing



- staying in the comfort zone
- focus on correct answers & sound language
- instruction & assessments based on memorization
- lower levels of Bloom's Taxonomy: easier to plan for & assess

Problems with common teaching practices



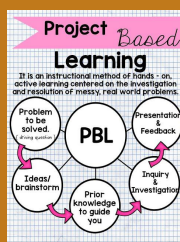
Source: National Training Laboratories, Bethel, Maine

What is PBL?

- Contextualized, relevant, applicable learning pertaining to real-world issues
- Students collaborate on meaningful projects to construct public products
- Requires critical thinking, creativity, and communication
- Goal: answer challenging questions or solve complex problems; share authentic answers/solutions with audience beyond class
- Assesses purposeful mastering of state-required skills and content concepts
- Provides opportunities to develop real life skills for success in today's world



PBL Simplified



<http://www.teachingandmuchmore.com/2016/03/project-based-learning.html?m=1>

Why PBL?

- Learning through the language, not about the language
- Sense of purpose, agency, voice & choice
- Increases engagement and retention

Meeting students' needs

Self-Actualization: Being creative, having fun with life, being centers, being genuine and feeling like you have a real meaning to your life!

Esteem Needs: A strong positive self image and some genuine self esteem. Having belief in yourself and that you can make it!

Social Needs: Feeling love and compassion for others. Feeling belongingness and welcoming others into your life!

Safety Needs: Feeling secure and safe, being in a safe environment and protected from harm.

Basic Needs: The basics like food and water, shelter, sleep and even air!

<https://sites.google.com/a/coudy17.org/see-school-psychologist/social-and-emotional-learning>

What project-based learning is and is not:

- One lesson/day	- Multiple lessons/days
- Introducing completely new concepts	- Reviewing, making connections
- Single discipline	- Integrates many disciplines
- Stand-alone proficiency or summative assessment	- May include assessments for different parts of a project

Let's sort...

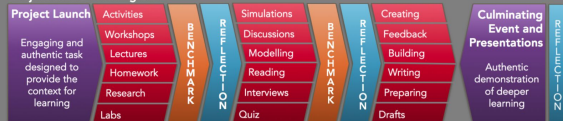
coloring sheet
sing a song
flashcards
collect ingredients of a recipe
Kahoot!
cut & paste
word search
draw a portrait of...
upcycle an empty milk carton

Doing Projects vs. Project Based Learning

Traditional Unit with Culmination Project

Lecture → Activity → Quiz → Lecture → Activity → Quiz → Review → Exam → + Project

Project Based Learning Unit



Projects with Stories

- My curiosity almost killed me (مفضولي كاد يقتلني)
- Write a 3-sentence story (beg. mid. end) about what you imagine the story would be...
- Write your own (OMG) story with this or a similar title



Teachers educate all other jobs



"The educator's part in the enterprise of education is to furnish the environment which stimulates responses and directs the learner's course". - John Dewey

Sample PBL unit



Action Time: Let's Make Projects

Group 1:

Design an "allergy-free" restaurant menu that includes meals, entrees, and sides from a particular Arab region (Sham, Gulf, Maghreb, etc.)

Minimum requirements:

- 3 choices per meal; 3 meal times

- Include main ingredients & allergen substitutes
- Include pictures, prices, name & location of restaurant

Group 2:

Make an Arabic children's book about an Arab scientist from the Golden Age of Islam who contributed to modern sciences and technology.

Minimum requirements:

- 8 pages; 1 short, full sentence/page

- Include credits & references
- Include images, important dates, & why we all need to know her/him

Group 3:

Write and perform a song about the experiences and dreams of an Arab refugee resettled in the US after years of displacement.

Minimum requirements:

- 12 lines; mostly full sentences

- Include name, age, gender, etc. of subject
- Bonus points for background music/beatboxing, true story, and rhyme

Action Time: Let's Make Projects

Roles:

- Timekeeper
- Speaker
- Historian
- Tech support
- Artist
- Resource coordinator
- Fact-checker

Outcomes:

- 3-minute presentation of final product
- Reflection on process: what went smoothly, what challenges did you face individually & as a group?
- Ideas, questions?

All about PBL

National Foreign Language Resource Center (NFLRC)
University of Hawaii
<http://nflrc.hawaii.edu/projects/view/2814/>

Webinars, MOOCs, Project Samples, Rubrics, etc.

Project Blueprint template:
https://docs.google.com/document/d/1AEJEBuAdZ_L6Cduz-F-X3Kow437CflarFyaltb1b8Gw/edit?usp=sharing

References and Resources

- Al Masdar, an online resource database: <https://www.teachalmasdar.com/>
- Annenberg Learner website; Teaching Foreign Languages K-12: A Library of Classroom Practices: <https://www.learner.org/series/teaching-foreign-languages-k-12-a-library-of-classroom-practices/>
- Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota; Examples of Teacher-Developed Standards-Based Integrated Performance Assessments (IPA): http://carla.umn.edu/assessment/var/CreateUnit/unit_examples.html
- Doebla; The Menu Project: https://docs.google.com/document/d/1Mstz55bDuy8y0k-a_d5df6_8L_JaQObBdEdhd-24qc/edit
- Khallina; Learning Modules on Arab Culture: <https://khalina.org/>
- National Foreign Language Resource Center, University of Hawaii; 2016 Online Symposium: Project-Based Language Learning: Inspiring Teachers, Transforming Learning: <http://nflrc.hawaii.edu/events/inspired9/>
- Sevilla, M. (2016); Problem-Based Learning in the 21st Century Classroom.
