# Project-Based Learning (PBL) for Arabic Educators

By: Layali Eshqaidef - ليالي اشقيدف
Founder & President of Kalimah Programs

# 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
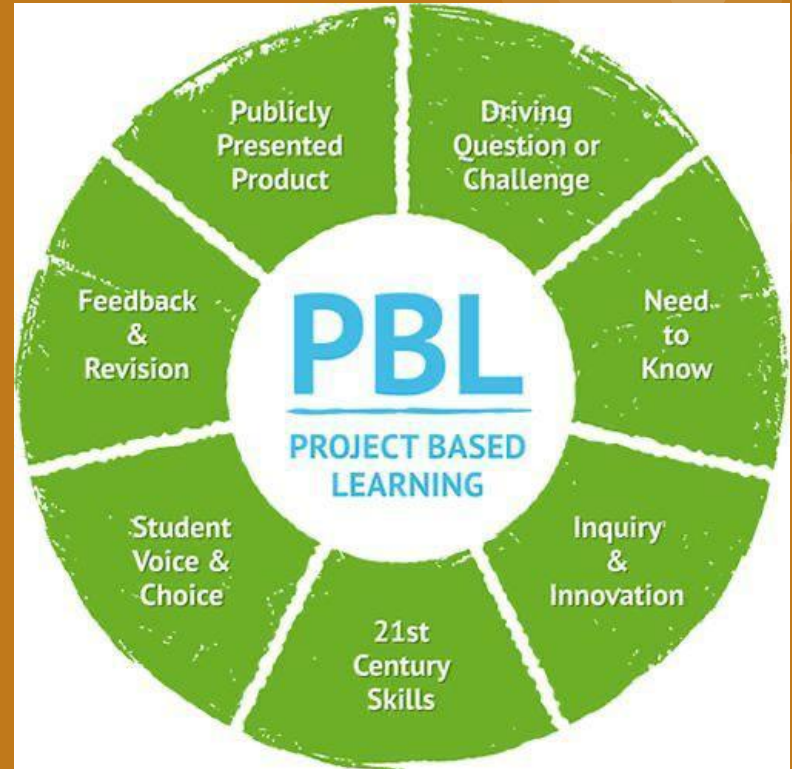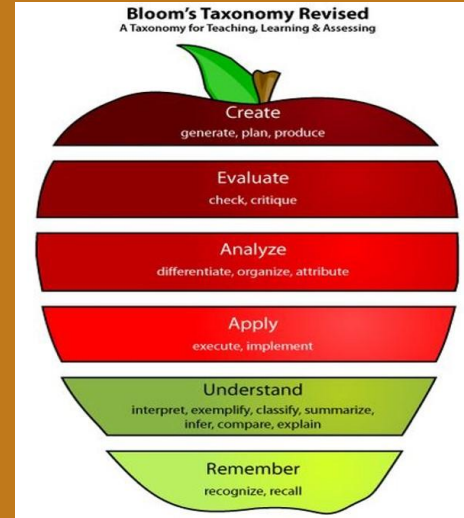
# Why PBL?

- Learning through the language, not about the language
- Sense of purpose, agency, voice & choice
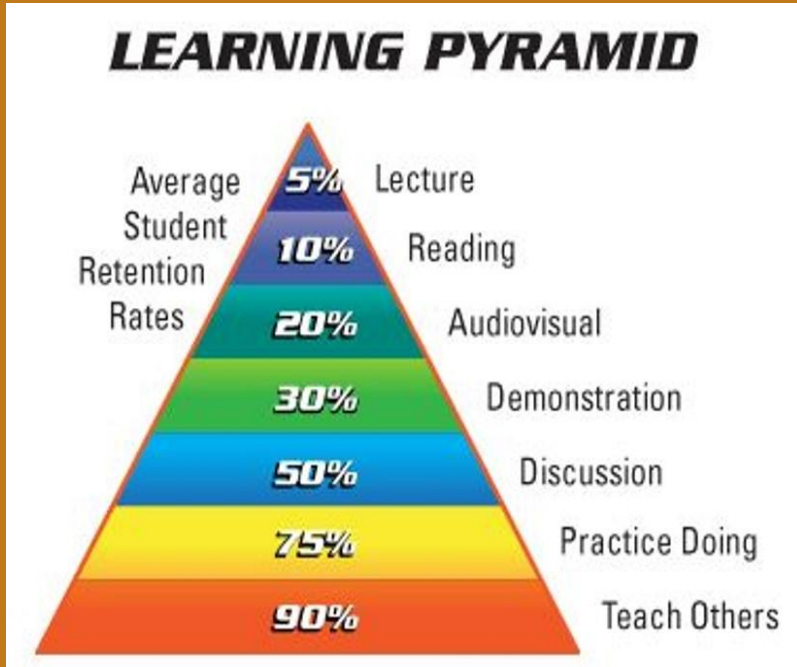- Increases engagement and retention
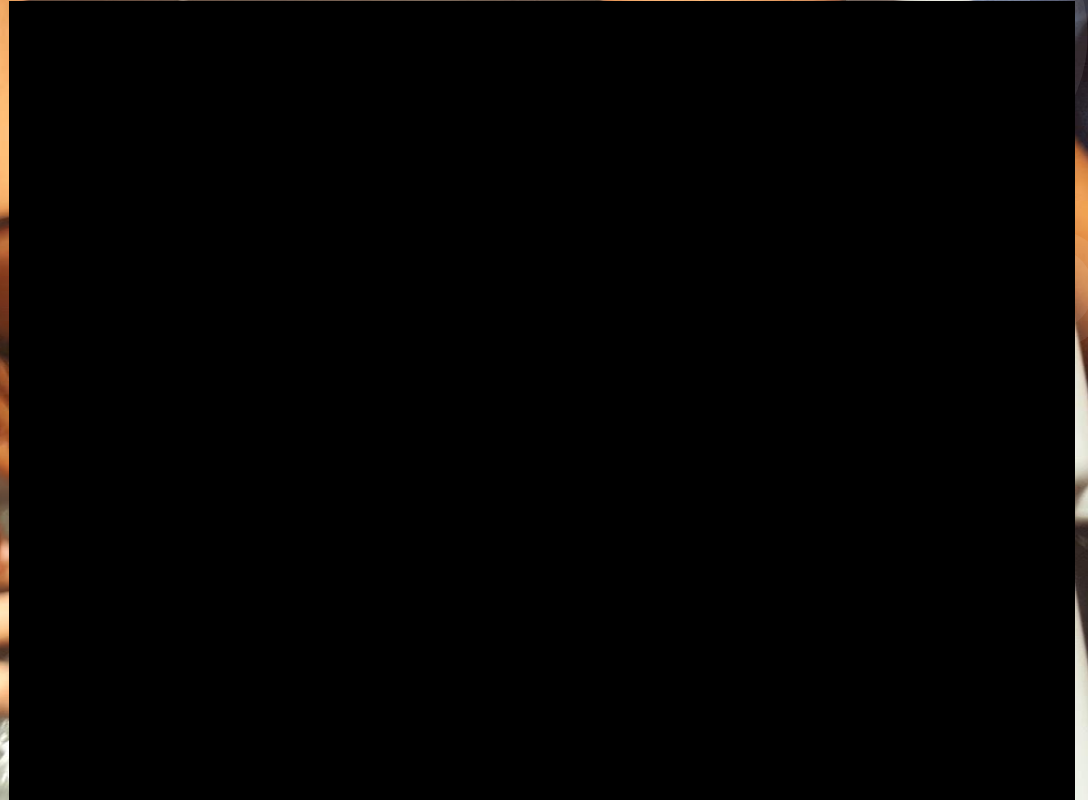
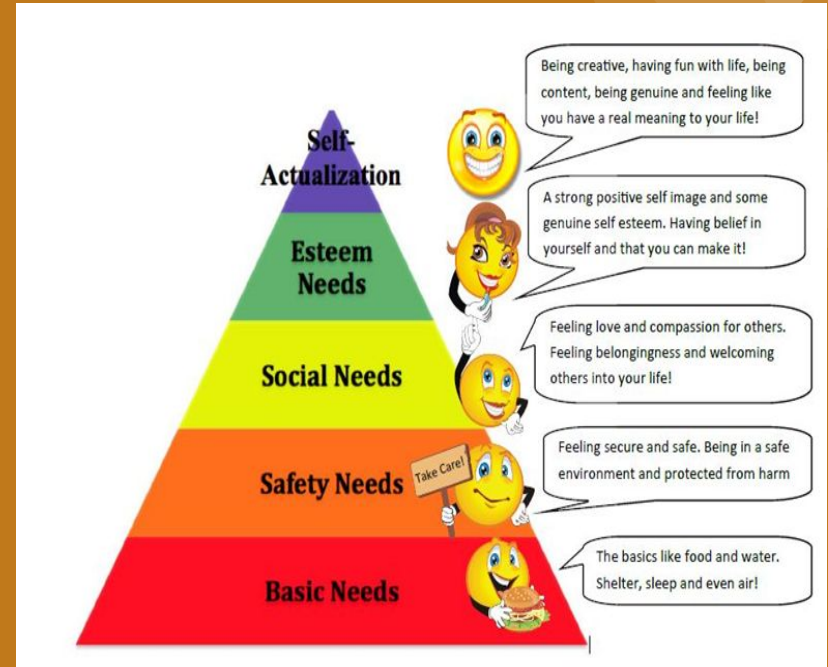# Teachers educate all other jobs





*"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*

# Meeting students' needs



Source: National Training Laboratories, Bethel, Maine



https://sites.google.com/a/dcsdk12.org/cse-school-psychologist/social-and-emotional-learning

# What project-based learning is and is not:

- One lesson/day
- Introducing completely new concepts
- Single discipline
- Stand-alone proficiency or summative assessment

- Multiple lessons/days
- Reviewing, making connections
- Integrates many disciplines
- May include assessments for different parts of a project
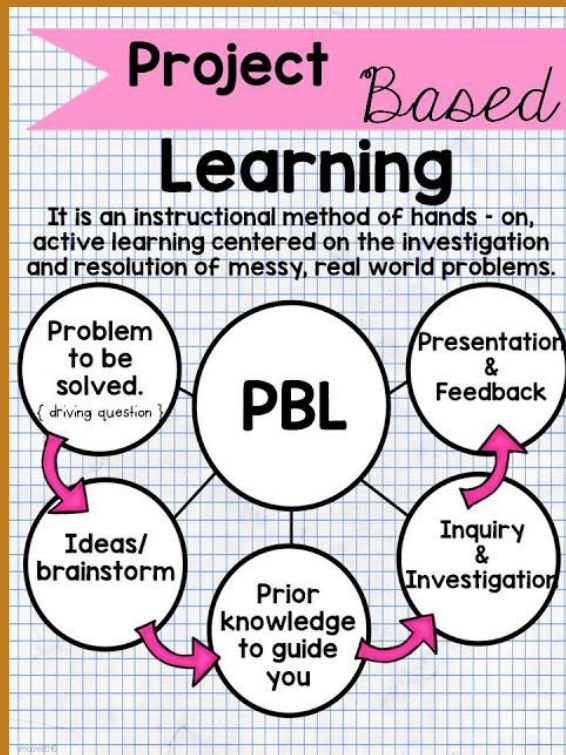
# Doing Projects vs. Project Based Learning

## Traditional Unit with Culmination Project

Lecture › Activity › Quiz › Lecture › Activity › Quiz › Review › Exam + **Project**

## Project Based Learning Unit

**Project Launch**

Engaging and authentic task designed to provide the context for learning

Activities
Workshops
Lectures
Homework
Research
Labs

**BENCHMARK**

**REFLECTION**

Simulations
Discussions
Modelling
Reading
Interviews
Quiz

**BENCHMARK**

**REFLECTION**

Creating
Feedback
Building
Writing
Preparing
Drafts

**Culminating Event and Presentations**

Authentic demonstration of deeper learning

**REFLECTION**

# PBL Simplified

# Key Ingredients of PBL



The Framework for High
Quality Project Based Learning

INTELLECTUAL CHALLENGE
AND ACCOMPLISHMENT

AUTHENTICITY

PUBLIC PRODUCT

COLLABORATION

PROJECT MANAGEMENT

REFLECTION

https://hqpbl.org/

# Sample PBL unit

# Projects with a purpose

# Projects with a purpose

## Kalimah Soufra Recipe Book

**Kalimah**
Arabic Culture & Arts

*Inspiring All to Love Everything Arabic!*
www.KalimahPrograms.org

By: Muhammed & Adam Binjaloun, Mira Abunasser, Lamma El-Shawahin, Gianna Thebaud, Alezza Sadiq

Designed By: Yusuf Mahmoud

Camp counselor: Khulud Khudur

Camp Director: Layali Eshqaidef

www.KalimahPrograms.org

---

All of these recipes that are written down below were all made by the campers at the Kalimah Academy program. They each were assigned one type of cuisine. With the cuisine given to them, they did research to educate themselves about the different breakfasts, lunches, and dinners. The camp was from 7/1/19-7/19/19 and was located at Sandy Spring Museum in Olney, MD.

❖ **Sudanese**
- Breakfast: Foul
- Lunch: Batatis Bel
- Dinner: Aseeda

❖ **Maghrebi**
- Breakfast: Khlea with Eggs
- Lunch: Tajine
- Dinner: Couscous

❖ **Shami**
- Breakfast: Kebbeh
- Lunch: Man' Oushe and Stuffed Grape Leaves
- Dinner: Chicken Mansaf and Tabouli

---

padlet
Kalimah: Arabic Culture & Arts • 1yr
**Sofrah: Arab Food For All**
Recipes, history, nutrition, and more

---

**Foule Mudammes**                    Print Recipe

### Ingredients

.75 cup Beans, fava
0.5 cup Cheese - shredded mozzarella cheese
2 tbsp Extra Virgin Olive Oil
.25 cup Parsley, chopped
1 clove Garlic
1 Onions, raw, chopped
2 tbsp Lemon juice
.25 cup, chopped or diced Hot Chili Peppers
1 tsp Cumin seed/powder

**Nutrition Info**
Calories: 262.9
Fat: 19.7g
Carbohydrates: 14.9g
Protein: 11.7g

### Directions

Boil fava beans until soft, then drain, add other ingredients, cook for 2 minutes on low heat, serve hot.

# 2020 Workshop Projects

**Group 1:**

Design an "allergy--conscious" 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.
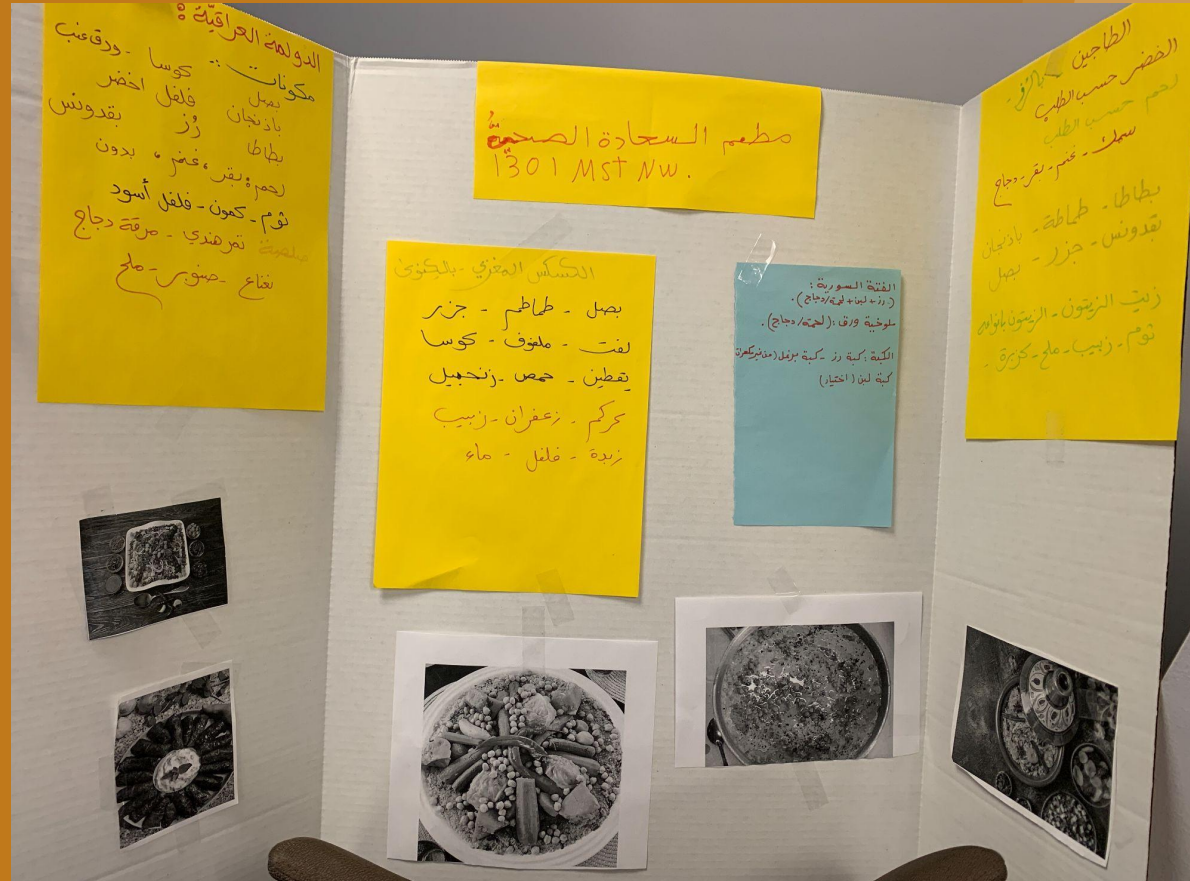
Minimum requirements:

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

# 2020 Workshop Projects

**Group 1:**
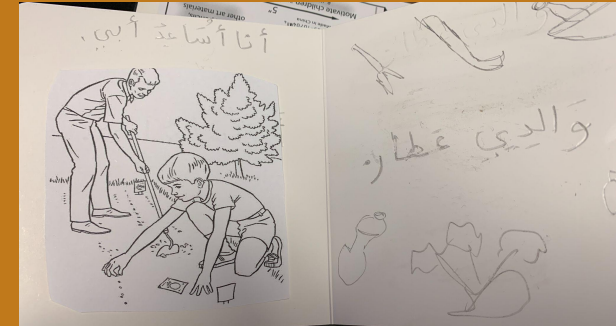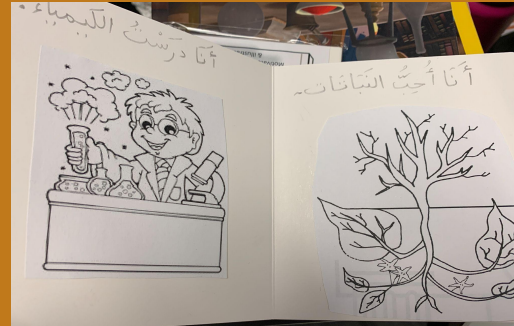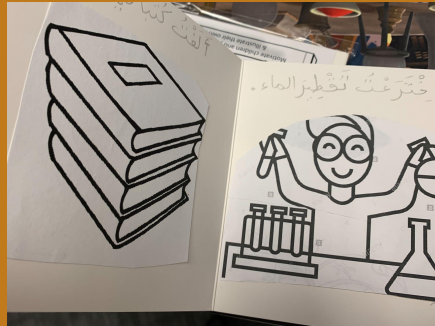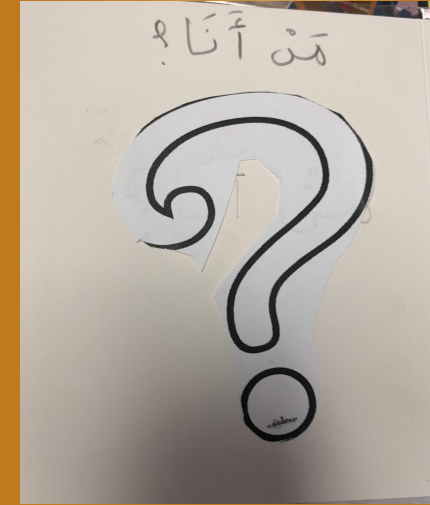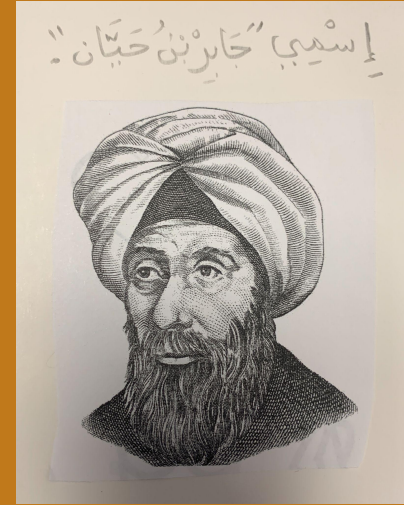
An "allergy-conscious" restaurant menu

# 2020 Workshop Projects

Group 2:
A children's book about an Arab scientist
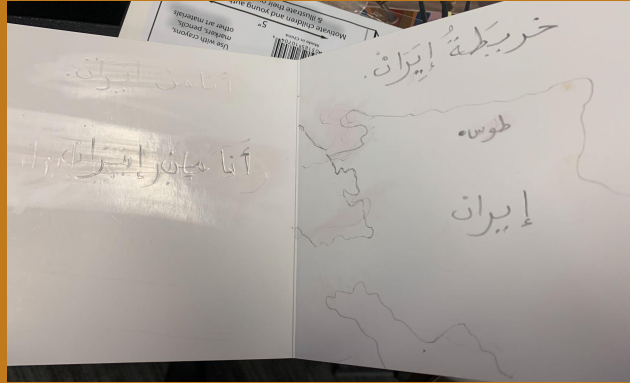
# Let's Brainstorm

What authentic, real life problems, issues, or challenges can we design project-based learning units to solve in the Arabic classroom?

https://jamboard.google.com/d/1NSHQl0LIbLu2WH2q1pS_9Zg9sw4W9tf2-hF88sXAQoc/edit?usp=sharing

**Driving Question**

OUR DQ

☐ Is open-ended.

☐ Gives a challenge to tackle.

☐ Pinpoints the audience.

**10:00**

# Action Time: Let's Design Projects

**Group 1:**

**How can we encourage the use of masks at schools and public places during a pandemic?**

**https://docs.google.com/document/d/1a87E1VBDClmCfVzfM2Ppk5r2nG8--eXrEouP5H59bqA/edit?usp=sharing**

**Group 2:**

**How can we reduce food waste at festive occasions such as Ramadan gatherings, etc.?**

**https://docs.google.com/document/d/1P5qx_Xmko9Z-vAe5sgiziYXSFRwFEb1Lw0_TfsAQRuQ/edit?usp=sharing**

**Group 3:**

**How do we help ourselves and each other achieve more healthy, balanced lifestyles?**

**https://docs.google.com/document/d/1TLMElx4TezuYTv-lTtoVJE90cwzYjNI154cmFLuPUJU/edit?usp=sharing**

Group 4: _____
https://docs.google.com/document/d/1nsXFSWipVDeA__JHR1iFpn3h3Y3VAJQcKqOnJ3k0zgM/edit?usp=sharing

Group 5: _____
https://docs.google.com/document/d/1eL0KIe1b-HTZa4RdvJrXM0sDnxbpn0OSaJUaRnSGPZY/edit?usp=sharing

# Action Time: Let's Plan Projects

**Suggested 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?

30:00

# References and Resources

- Project Blueprint template: https://docs.google.com/document/d/1AFJEBuAdZ_L6Cduz-F-X3Kpw437Cflsr5ysltjbf8Gw/edit?usp=sharing

- 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/vac/CreateUnit/unit_examples.html

- Doehla; The Menu Project; https://docs.google.com/document/d/1MstIzS5bDuy8v0k-a_dSdf6_8I_JaQObBdEdbd-24gc/edit

- Khallina; Learning Modules on Arab Culture; https://khallina.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/view/80/

- http://nflrc.hawaii.edu/projects/view/2014A/

- Sevilla, M. (2016); Problem-Based Learning in the 21st Century Classroom.