

PBL in EFL

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What is PBL?

What makes PBL different from just P?

Summary Project vs Mind-Engaging Inquiry

"What *really* is project-based learning?"

THE SHORT VERSION

"PBL is the act of learning through identifying a real-world problem and developing its solution. Kids show what they learn as they journey through the unit, not just at the end."

THE LONGER VERSION

PBL is the ongoing act of learning about different subjects simultaneously. This is achieved by guiding students to identify, through research, a real-world problem (local to global) developing its solution using evidence to support the claim, and presenting the solution through a multimedia approach based in a set of 21st-century tools.

Kids show what they learn as they journey through the unit, interact with its lessons, collaborate with each other, and assess themselves and each other. They don't just take a test or produce a product at the end to show their learning.

Why engage in PBL? ADAPTABILITY!

Differentiated by

proficiency level

student/group interest

language emphases

length

content/theme

Variety of input and output

Authentic integration of skills

Content driven

Engagement in meaningful language

WHAT CAN WORK?

Themes/Questions that ...

- are relevant and of interest to students
- can be supported with print and non-print resources
- engage students' curiosity
- motivate students
- are connected to textbook materials
- create pride among students

Possible Outcomes

Written

- ✓ summary
- ✓ synthesis
- ✓ poster
- ✓ newsletter, wall newspaper, web page
- ✓ bulletin board display
- ✓ scrapbook
- ✓ brochure

Oral

- oral presentation
- oral PowerPoint using notes
- play/role play
- poster - question and answer

8 ESSENTIALS of PBL

1. Significant Content
2. Need To Know
3. Driving/Essential Question
4. Student Voice And Choice
5. 21ST Century Competencies
6. In-depth Inquiry
7. Critique and Revision
8. Public Audience

**John Larmer
John R. Mergendoller, PhD.
Buck Institute for Education**



Primary Steps

- Step 1: Determine the Essential Question
- Step 2: Determine the final outcome
- Step 3: Structure the project

Step One: Form an Essential Question

A good essential question...

- ❖ Is *open-ended*; that is, it typically will not have a single, final, and correct answer.
- ❖ Is *thought-provoking* and *intellectually engaging*, often sparking discussion and debate.
- ❖ Calls for *higher-order thinking*, such as analysis, inference, evaluation, prediction. It cannot be effectively answered by recall alone.
- ❖ Points toward *important, transferable ideas* within (and sometimes across) disciplines.
- ❖ Raises *additional questions* and sparks further inquiry.
- ❖ Requires *support and justification*, not just an answer.
- ❖ *Recur*s over time; that is, the question can and should be revisited again and again.

Wiggins

STEP TWO: EXPLORE

What do you know about the problem ?

What do you need to know?

What secondary questions can be raised? KWL charts!

State the problem in your own words (but be prepared to revise and re-edit!)



STEP THREE: LIST!

List possible solutions

List actions with timeline

List resources (print, experts, websites)

List who does what and by when

Step Four: Write

Write out your findings/solutions

include:

the problem statement

questions

data gathered

analysis of data

and solutions or recommendations based on the data

Review Your Performance

This applies both to individuals and the group
Take pride in what you have done well
Learn from what you have not done well

Thomas Edison took pride in unsuccessful experiments as part
of his journey to successful outcomes!

Celebrate your work!



The EFL Classroom

Scaffolding

Provide Sources (authentic but selective)

Questionnaires

Surveys

Writing process

Presentation

Critical Thinking

Collaboration