Creating Effective Project-Based Learning

Robin Harvey
New York University
Why project-based learning?

... a lot of education in the past has been taught
In isolation: each student learning by himself, the teacher not having much contact with the students other than through lecturing, the teacher not having much contact with other teachers, the school not having much contact with the city it's in, and, most importantly, the
Know your students
Develop social emotional learning
Educate students’ hearts and minds
Try project-based learning

Daniel Goleman and George Lucas on new demands to teachers (2007)
The New Bloom’s Taxonomy

Create
Evaluate
Analyze
Apply
Understand
Remember
The Learning Pyramid

- Lecture: 5%
- Reading: 10%
- Audio-Visual: 20%
- Demonstration: 30%
- Discussion Group: 50%
- Practice by Doing: 75%
- Teach Others: 90%

Average Retention Rates

National Training Laboratories, Bethel Maine
Research on advantages of Project-Based Learning

- Authentic language learning
- Interactive learning
- Cooperative learning
- Language through content
- High level thinking skills
- High social and emotional skills
- Learning through doing

Students are focused on the project, the meaning, and the interaction with other students and the teacher, and not on language learning. As in conversation, the meaning is what is important.
Thinking out of the box

- Humanistic approach to teaching: Learning community (Stevic)

- Affective factors: Relaxed alertness
  - (Caine & Caine)

- Multiple intelligences
  - (Gardner)

- Social emotional intelligences (Goleman)
Possible Outcome / Products

- Printed materials, such as greeting cards **
- Wall newspaper/display
- Audio-video production
- Power point presentation **
- Webpage/blogs
- Performances (plays, karaoke, songs)
- Language/culture festivals **
- Stories and Poems **
Some Sample Student Projects

- Valentine’s Day cards
- My home
- My school
- My neighborhood
- Dos & Don’ts
- Going to a Chinese Restaurant
- Poems for the Seasons
- The Beijing Olympics
Valentine’s Day

- Incorporate art into projects
- Illustrations provide cues to meaning
- Creative use of Language to express meaningful, personal ideas
- Every-day Language
我姓 Chung 叫 Ashley.
我是韩国人。我家有四个人。我有爸爸，
妈妈，妹妹和我。
我今年十六岁。我属兔。
我的生日是三月二十一号。我会说英语，韩语
和一点儿汉语。我是
学生。我的学校很大。
我上九年级。

我喜欢画画。我不喜欢
钓鱼。我最喜欢打篮球。
我不喜欢跑步。我喜欢吃
中国菜。我喜欢吃烤肉和
吃春卷。我喜欢喝果汁和牛奶。
我不喜欢喝可乐。

我有很多朋友。我喜欢他们。
我和他们同班。他们是韩国人，
中国人和美国人。
我爱我的家。我爱我
爸爸, 妈妈, 哥哥和妹妹。
我爱我国家, 孟加拉。我
也爱美国。我爱我朋友。
我爱哪儿我住住, Queens.
我爱我学校。我也爱
骑自行车。我每天我爱上
学。我爱汉语和想学
日语。我爱吃早饭, 中午饭
和晚饭。我爱看书。

11 6:10PM
我的浴室有厕所，洗脸池和浴缸。

我的家是公寓，公寓共有六间。我的家在五层上面。家有一间卧室，一间客厅，一间饭厅和一间浴室。卧室在浴室左边。客厅在饭厅右边，饭厅在柜子前面。浴室在卧室右边。
### 我的课程表！

<table>
<thead>
<tr>
<th>第</th>
<th>CLASS</th>
<th>TIME</th>
<th>TIME</th>
<th>ROOM NO</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>一</td>
<td>语文</td>
<td>7:50 - 8:34</td>
<td></td>
<td>四六九</td>
<td>MS. HAYDUR</td>
</tr>
<tr>
<td>一</td>
<td>外语</td>
<td>9:40 - 9:23</td>
<td></td>
<td>三六二</td>
<td>MS. XUAN</td>
</tr>
<tr>
<td>二</td>
<td>体育</td>
<td>9:30 - 10:10</td>
<td></td>
<td>四三O</td>
<td>MR. ACHIRON</td>
</tr>
<tr>
<td>二</td>
<td>数学</td>
<td>10:15 - 11:03</td>
<td></td>
<td>六八二</td>
<td>MR. BALLINGER</td>
</tr>
<tr>
<td>三</td>
<td>音乐</td>
<td>11:40 - 11:50</td>
<td></td>
<td>一九二</td>
<td>MS. PURCH</td>
</tr>
<tr>
<td>四</td>
<td>历史</td>
<td>11:55 - 12:38</td>
<td></td>
<td>五八0</td>
<td>MS. DIAZ</td>
</tr>
<tr>
<td>五</td>
<td>午饭</td>
<td>12:45 - 1:20</td>
<td></td>
<td>六二O</td>
<td>LUNCH</td>
</tr>
<tr>
<td>六</td>
<td>英语</td>
<td>1:30 - 2:14</td>
<td></td>
<td>四十七</td>
<td>MS. KELLY</td>
</tr>
<tr>
<td>七</td>
<td>回家</td>
<td>2:30 -??</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**11周**
你好。我是Fernandez。我们应该做作业，参加活动，学习每一门课，多读书。我们不应该说话睡觉，吃东西，逃课，逃学迟到，喝东西打架，听音乐买卖玉元等坏事。我们上课的时候要注意走来走去。我们上课的时候带书。我们应该互相帮助。我们上课不要迟到。我们应该努力学习。我们不应该上课说话。我们不应该上课吃零食。我们应该做作业。
### A successful TBL/PBL Matrix

<table>
<thead>
<tr>
<th>Identifying a theme</th>
<th>Language focus</th>
<th>Planning &amp; structuring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analyzing &amp; compiling materials</td>
<td>Language focus</td>
<td>Determine End product &amp; presentation</td>
</tr>
</tbody>
</table>

**Team work, creativeness, hard work**
Planning and Preparation

- Preparation 备课
- Topics -- 话题
  - 老师决定还是学生选择
- Resources / research
- Language requirements 语言的必要
- Project Guidelines (Presentation Rubric) 活动的要求
- **Organization** 课程构架
- **Time constraints** 时间的局限性
  - Group or Individual Project
  - What Work can be done in class
  - Computer lab time
  - Homework
  - Language constraints 语言的局限性
Monitoring & Assessing Progress

- Meetings with Students
- Intermediate Steps of Project (editing with teacher, reviewing with teacher)
- Feedback to students EVERY STEP very important!

Evaluating/grading 测试评分估量

- Rubric for language, Rubric for content
- Weighting for each
  - Fairfax County Public Schools has great sample rubrics for language teaching and learning (online)
Steps of TBL/PBL (Stoller, 2003)

- 1. Determining a theme
- 2. Identifying the final outcome
- 3. Structuring the project
- 4. Preparing SS for the language needs
- 5. Collecting data/materials
- 6. Preparing SS for language needs
- 7. Compiling and analyzing data/materials
- 8. Preparing SS for language needs
- 9. Present the project
- 10. Evaluating the project
- 11. More language study*
Why Teaming in the Classroom?

• Helps weaker students by providing a resource
• Helps average students by exposing to more viewpoints
• Helps stronger students by allowing them an opportunity to teach and really learn
• Teaming really works (example)
A sample project: Going to a Chinese restaurant

Language objectives:
- Add and subtract
- Language of correction
- “How much?”
- Making change
- Making simple requests, “do you have” and “I want”
- Expressing thanks
The Task -- Part 1
How much money?

- Students are given a big pile of (play) money and are asked to respond to the question:
  - “你有多少钱?”
  - (“How much money do you have?”)

- Students count their money and report back to the group.
- The teacher introduces “How much?” “Too expensive!”, mini-dialogue and then offers students to buy foods.
Task #2: Know Your Food (Reading / Writing)

- Students, working in small groups or individually, place the appropriate food picture on the food it describes.

- Each student moves one seat to the right to look over their fellow students’ work and assist them to “get it right.”
Task #3: Make your Menu

- Once students have worked together to ensure each has the correct name for each food, they design and create menus incorporating picture and labels, including pricing. (Older, more experienced students can write the food names on their menus.)

  • Intermediate, informal (written) assessment.
Feifei’s Menu
Martine’s Menu
Task #4
Grand Opening

• Students set up “booths”; some act as sellers and others as customers while they practice the language learned.
  • Pair stronger students with weaker
  • Encourage “cheating”
  • Students move from booth to booth, also switch roles

• Appropriate as an (oral) assessment and/or culminating activity.
Goals:
- Vocabulary rich
- Pattern-based language
- Creative, engaging, and personal (meaningful)
- Four (or five) skills engaged
Writing Poetry

- Read Poem 读诗
- Introduce Vocabulary 词汇介绍
  - Games & Activities to reinforce/practice
- Introduce New Structures 语法介绍
- Discuss meaning 讨论意思和意义
- Illustrate poem （画画）
  - shows understanding （表示学生能够理解）
春妈妈

- 春，是花的妈妈
- 红的花，蓝的花
- 张开小小的嘴巴
- 春妈妈
- 用雨点喂她。
春妈妈

春，是花的妈妈
红的花，蓝的花，
张开小小的嘴巴，
春妈妈，
用雨点喂她。

春妈妈
BY: Su-Sha

RED

ORANGE

BROWN

YELLOW
Writing Poetry

Final Project

Write poems based on the original

- Group or individual task
- Assessment, shows understanding
- Practices using new vocabulary
- Communicative task
夏爸爸

夏，是棒球的爸爸
Yankees 很棒，红娃子很臭。

我最喜欢棒球！
冬奶奶

- 冬，是雪人的奶奶
- 大的雪人，小的雪人
- 张开小小的嘴巴
- 冬奶奶
- 用热巧克力喂她。
Beijing Olympics 北京奥运会

- Current Events, Culture, Language
- Establish Rubric for All Projects
- Provide basic Vocabulary, Sentence Structures, Important Questions
- Students work individually (essays) and in groups (powerpoint projects and presentations)
奥运选手李小鹏简介

李小鹏是中国奥运体操选手。他是中国湖南省长沙人。
他的生日是1981年7月27日。他今年26岁。家有爸爸跟妈妈，没有兄弟姊妹。他喜欢吃妈妈做的湘菜。他平常喜欢玩电游、打电话和跟朋友逛街。
Olympic Athletes

奥运选手

奥运选手Brady Ellison简介

Brady Ellison是美国奥运射箭选手。Brady Ellison 没有兄弟姐妹。他生日 是1988年十月27日。他爸爸是taxidermist。Brady Ellison 是 2006年全国射箭冠军。
奥运选手 Kurt Angle 简介
他是 Kurt Angle。他是美国奥运摔跤选手。他的生日是 1968 年 12 月 9 日。他今年 40 岁。他的爸爸去世了。他有妈妈和四个哥哥。他比哥哥厉害。他在 Georgia 奥运会赢了金牌。
Guidelines for Report on Olympics

Your final report must include the following:

Report in form of Powerpoint Presentation to class:
Use five questions (五个重要问题) as guidelines, answer at least 3-4
20-30 sentences minimum (至少二十到三十个句子)
Include pictures/images
Glossary
Vocabulary List (单字)
Characters (汉字) & Pinyin (拼音)
Definition (定义) in English
New sentence patterns （语法结构）
Bibliography (websites used, references)

Oral Presentation & Written Presentation will be weighted equally for
your grade. (Rubric based on these expectations.)
<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
<td>Xi la 希腊</td>
</tr>
<tr>
<td>Beijing</td>
<td>Beijing 北京</td>
</tr>
<tr>
<td>London</td>
<td>Lun dun 伦敦</td>
</tr>
<tr>
<td>Paris</td>
<td>Ba Li 巴黎</td>
</tr>
<tr>
<td>San Francisco</td>
<td>Jiu jin shan 旧金山</td>
</tr>
<tr>
<td>Buenos Aires</td>
<td>Bu yi nui si ai li si 布宜诺斯艾利斯</td>
</tr>
<tr>
<td>Dar es Salaam</td>
<td>Dar es Salaam 达累斯萨拉姆</td>
</tr>
<tr>
<td>Canberra</td>
<td>Canberra 堪培拉</td>
</tr>
<tr>
<td>Pyongyang</td>
<td>Pyongyang 平壤</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>Xiang gang 香港</td>
</tr>
</tbody>
</table>
奥林匹克火炬
自行 波少华
它是四十毫米宽
Olympic Athletes

运动员

- 一千一百 男运动选手
  yi dan yi bai nan yun xuan shou
- 九百 女运动选手
  jiu bai nui yun xuan shou
福娃

- 中国爱福娃。
- 中国的福娃热。
这
是
福
娃
笔
这是福娃花园
What the names mean (part 1)

- 贝贝 和 晶晶代表 Beijing。
- 欢欢 和 迎迎 代表 Welcomes。
- 妮妮 代表 You。
What the names mean （part2）

- 贝贝代表鱼。
- 晶晶代表熊猫。
- 欢欢代表火的奥林匹克比赛。
- 迎迎代表西藏的羚羊。
- 妮妮代表燕。
<table>
<thead>
<tr>
<th>Chinese</th>
<th>Pinyin</th>
</tr>
</thead>
<tbody>
<tr>
<td>符号</td>
<td>fúhào</td>
</tr>
<tr>
<td>热</td>
<td>rè</td>
</tr>
<tr>
<td>飞机</td>
<td>fēijī</td>
</tr>
<tr>
<td>钥链</td>
<td>yàoliàn</td>
</tr>
<tr>
<td>花园</td>
<td>huāyuán</td>
</tr>
<tr>
<td>鞋</td>
<td>xié</td>
</tr>
<tr>
<td>代表</td>
<td>daibiao</td>
</tr>
<tr>
<td>鱼</td>
<td>yú</td>
</tr>
<tr>
<td>熊猫</td>
<td>xióngmāo</td>
</tr>
<tr>
<td>羚羊的西藏</td>
<td>xīzàngde yàn</td>
</tr>
</tbody>
</table>
My students’ reaction to these projects

- Very enthusiastic, motivated
- Learned and used “Real life” language and communication skills
- Took responsibility for their own learning
- Can be tailored to students of many age groups and levels:
  - Younger students, simpler language, less money.
  - Older students can use more complex language, more money (!) and more written language.
Engage the student’s whole brain!
Foster real communication and learning among your students.

- TBA/PBA works. Try it.
- THANK YOU!

Robin Harvey
Project for Developing Chinese Language Teachers
New York University
Project Developing Chinese Language Teachers (DCLT)

Project DCLT
New York University
Frank Lixing Tang, Director
Frank.tang@nyu.edu
Robin Harvey, Coordinator
reh245@nyu.edu
(212)992-9367