

Teaching Practice of Project-Based Learning in a Vocational High School

By

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HINATA Miyazaki, 2018/10/20



ICE BREAKING ACTIVITY – SUPER DESCRIBING GAME

How can we improve the activity for your students?

BACKGROUND

- Previous School:
 - Izumi Technical High School, Izumi City, Kagoshima, from Apr 2010 to Mar 2018
 - Courses: Architecture, Mechanical Engineering
- Teaching English to Pre-teens and Teens (E-Teacher Scholarship Program by US embassy), 2015
- Present School:
 - Oshima High School, Amami City, Kagoshima, from Apr 2018 to present

ABOUT PROJECT-BASED LEARNING (PBL)

DEFINITIONS

"a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic (real-life) questions and carefully designed products and tasks."

(English and Kitsantas, 2013)

8 ESSENTIALS OF PBL

- | | |
|--------------------------|-------------------------------|
| 1. Significant Contents | 2. A Need to Know |
| 3. A Driving Question | 4. Student Voice and Choice |
| 5. 21st Century Skills | 6. Inquiry and Innovation |
| 7. Feedback and Revision | 8. Publicly Presented Project |

(Larmer and Mergendoller, 2012)

CRITICAL COMPONENTS OF PBL

1. A driving question or problem
2. the production of one or more artifacts as representations of learning

(Blumenfeld et al., 1991)

FINAL OUTCOMES OF PROJECT

→ See **Appendix 1**

BENEFITS OF PBL

- (1) Authenticity of experience
- (2) Improved language and content knowledge
- (3) Increased metacognitive awareness
- (4) Intensity of motivation and engagement
- (5) Improved social skills
- (6) A familiarity with target language resources

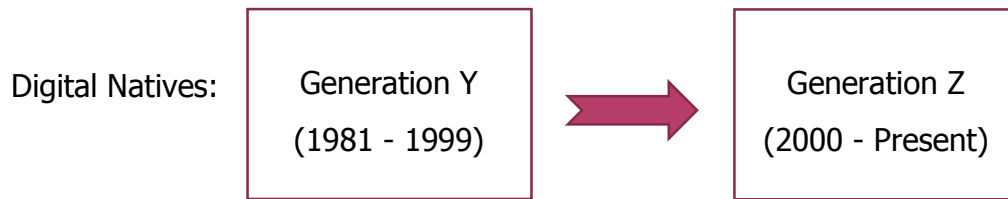
(Alan and Stoller, 2005)

SUCCESSFUL PBL

- (1) focuses on real-world subject matter.
- (2) requires students collaboration and students autonomy and independence.
- (3) can accommodate a purposeful and explicit focus on form and other aspects of language.
- (4) is process and product oriented.

(Alan and Stoller, 2005)

WHO ARE OUR STUDENTS?



[Generations Y]

1. Tech Savvy
2. Balances personal and work lives
3. Kinesthetic and Visual
4. Feedback-dependent
5. Academically dishonest
6. Prefers entertainment and games
7. Customizes tasks
8. Redefines respect
9. Seeks a purpose and a passion
10. Reads less and less well



(Reilly, 2012)

Two Important Things:


1. To pursue an understanding of the nature of Students
2. To adopt teaching strategies that respond to their academic needs.

TEACHING PRACTICES OF PBL


VIDEO PROJECT WITH OTHER SCHOOLS

→ See **Appendix 2**

ACTIVITY TO ENHANCE CRITICAL THINKING SKILLS

- The use of online questionnaires: Google form & *Surveymonkey*
- Example URL:  Ex) Types for your lover/sweetheart
- Procedures: Students
 - (1) learned how to make good questions for questionnaire.
 - (2) made some questions related to their topic of the video.
 - (3) made questionnaire online.
 - (4) distributed the URL to other students and ask participation.
 - (5) collected and analyzed data
 - (6) had a presentation of the survey result with their analysis.
 - (7) gave feedback about the result and evaluated presentation each other.

ASSESSMENT AND RUBRICS

- Holistic Rubrics and Analytic Rubrics
- → See **Appendix 3 & 4**
- *rubistar* : 

FINDING INTERNATIONAL PARTNERS

- Online course, E-teacher Scholarship Program by US. Embassy:

→ <https://americancenterjapan.com/>



- Storypal: <https://www.storypal.co/>



OTHER PRACTICES OF PBL

CREATING A POSTER TO INTRODUCE COMPANIES

- The use of job posting for high school students.
- Summarize and analyze the information of a company using job-posting.
- Search more information using websites.
- Create a poster with Word, and present it, including evaluation.
- Finally, put on the posters in the hallway that company visitors walk through so that they can see the posters.
- Present the poster to company visitors.
- One of the career developments – 1st grade students



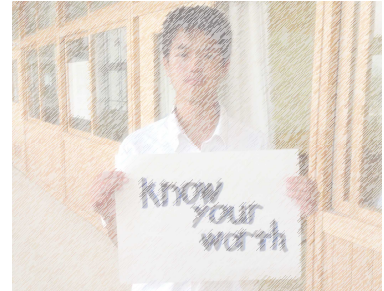
POSTER AND PRESENTATION – USING TEXTBOOK

- 3rd-year students:
English Conversation "Which country would you like to visit in the future?"
- Search information of a country they want to visit in the future.
- Create a poster with Word, and present it, and evaluate it each other



VIDEO PROJECT – WHAT WE CAN DO FOR WORLD PEACE

- Lesson about Michael Jackson: We Are The World.
- Students:
 - (1) watched a movie clip about poverty, and learned the message of Michael Jackson's song.
 - (2) thought what they can do for world peace.
 - (3) thought the message for the people in hard time.
 - (4) took pictures with the message, and compiled in one video.



SUMMARY

BENEFITS OF PBL

- (1) Authenticity of experience → Clear purpose to use English
- (2) Improved language and content knowledge
- (3) Increased metacognitive awareness → Student-centered
- (4) Intensity of motivation and engagement → Showing Evaluation Criteria
- (5) Improved social skills
- (6) A familiarity with target language resources (Alan and Stoller, 2005)

CHALLENGES

- (1) There isn't enough time.
- (2) Students speak a lot in their mother tongue.
- (3) It can be very noisy.
- (4) It's hard to plan what students need to do.
- (5) Teachers doesn't know what skills are being practiced.

(From onestopenglish.com)