

Workshop 1 Goals

- Discuss role of projects in participants' teaching experience.
- Explore and define project-based pedagogy and its characteristics
- Present phase 1: final project presentation
- Connect phase 1 to key elements of the learning process: individualization, contextualization and anticipation

Workshop 1 Plan

- Participate in the Reflect-Share-Discuss activity on project-based learning
- Watch phase 1 (final project presentation) on the DVD and complete (while viewing) an organizational chart of the various final project components
- Participate in a discussion of important elements of final project
- View final projects on the DVD to identify components
- Brainstorm a possible project and components based on an organizational chart

Examples of Authentic Writing Projects



Final Project Components

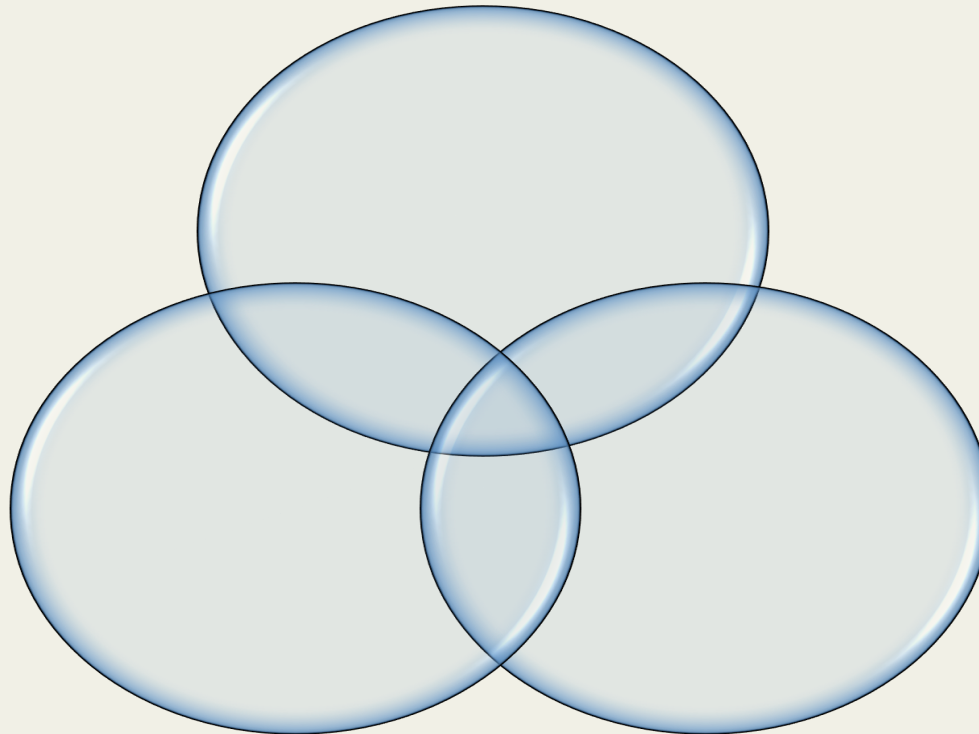
Final writing project



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Type of text: _____

Oral components



visual components

written components

⇒ choice of subjects
(optional)

Phase 1 Post-Viewing Questions

- a. How does the teachers, Jill and Tina, individualize, contextualize and anticipate the final project?
- b. What is the project's role in motivating students? In your opinion, which final project elements will motivate them?
- c. Why is it important to offer students choices?
- d. What oral component could be added to Quotable Quotes final project?

Final Project Viewing Questions

- a. What were the genres and types of texts being studied?*
- b. What was the written component?*
- c. What was the visual component?*
- d. What was the oral component?*
- e. Why is it important to incorporate these different components into second-language teaching/learning?*

Reflect-Share-Discuss

- a) What roles do projects play in your teaching?*
- b) In your opinion, what are the advantages and disadvantages of project-based pedagogy?*

Additional Examples of Final Project



Second Language Research Institute of
Canada/ L'Institut de recherche en langues
secondes du Canada