**SYLLABUS**



**Introduction to Global Project-Based Learning for Teaching World Languages**

**GLOB 5905 Summer Session 2017**

**Hutchinson Hall J 305**



1. **Course Description**: This course offers contemporary theories of learning as the framework for project-based instruction and the development of global competencies, as well as the opportunity to connect theory with practice through field-based observations and micro-teaching.
2. **Timeframe and Topics:** The 3-week course consists of coursework in face-to-face class sessions during Week 1, followed by opportunities for clinical observation during Week 2 and engagement in micro-teaching during Week 3.

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| **GLOB 5905 Class Sessions Coursework** | |
| **Week 1 Topics** | **Instructor** |
| **Day 1**: Setting the Context: Learner-centered Pedagogy/Inquiry-based Approaches and  Global-Project-based Language Learning  **Day 2**: ACTFL World Readiness Standards/Alignment of the Three Communicative Modes  with the Global Competence Matrix for World Languages  **Day 3**: Purpose and Use of Professional Resources for instructional planning/lesson design  Connecting Linguistic, Intercultural and Global Competence  **Day 4:** Integrated Performance Assessments: Making a seamless connection between  instruction and assessment  **Day 5:** Designing age-, interest- and proficiency-level appropriate Communicative Tasks  with the “end in mind” supported and enhanced by technology integration | Janis Jensen  [jjensen@kean.edu](mailto:jjensen@kean.edu) |
| **Clinical/Field-Based Observations** | |
| **Week 2 Topics** | Instructor/  Language Specialists |
| * Connecting Theory and Best Practices for Teaching Learners of Hindi/Urdu using Global-Project-based Learning through Field-based observations * Analysis and reflections | |
| **Clinical Practice: Microteaching** | |
| **Week 3 Topics** | Instructor/  Language Specialists |
| * Application of Theory and Best Practices for Teaching Learners of Hindi/Urdu using Global-Project-based Learning through Microteaching * Self and peer analysis/feedback and reflections | |

1. **Course Learning Outcomes**
2. Demonstrate understanding of the theoretical framework for Project-Based Learning (PBL) and the development of Global Competencies.
3. Analyze the extent to which Global-PBL addresses the World Readiness Standards goal areas (5 Cs) and the modes of communication in authentic cultural contexts.
4. Demonstrate understanding of the purpose and use of key professional resources for application in instructional planning and lesson design.
5. Differentiate and analyze the relationship between linguistic, intercultural and global competence.
6. Create age, interest- and proficiency-level appropriate Communicative Tasks for mixed ability and mixed background non- heritage/heritage learners using a range of technologies.
7. Conduct Field-based Observations of Hindi/Urdu language learners in classroom settings and analyze the relationship between theory and learner-centered instructional/assessment practices/outcomes; engage in Micro-teaching and analysis.
8. **Required Texts**

**Adair-Hauk, B., Glisan, E., & Troyan, F. (2013*). Implementing integrated performance***

***Assessment.* Alexandria, VA. American Council on the Teaching of Foreign Languages. (For immediate purchase online)**

**Boix-Mansilla, V., & Jackson, A. (2011*). Educating for global competence: Preparing***

***our youth to engage the world.* New York: Asia Society. (Available online)** [**http://asiasociety.org/files/book-globalcompetence.pdf**](file:///C:\Users\Janis\AppData\Roaming\Microsoft\Word\%09http:\asiasociety.org\files\book-globalcompetence.pdf)

**National Standards in Foreign Language Education Project (NSFLEP). (2014). *World-***

***Readiness standards for learning languages* (W-RSLL). Alexandria, VA: Author. Retrieved from:** [**http://www.actfl.org/publications/all/world-readiness-standards-learning-languages**](http://www.actfl.org/publications/all/world-readiness-standards-learning-languages) **and [http://www.actfl.org/publications/all/world-readiness-standards-learning-languages#sthash.5ZMgBnhz.dpuf](http://www.actfl.org/publications/all/world-readiness-standards-learning-languages" \l "sthash.5ZMgBnhz.dpuf)**

**(For immediate purchase online)**

1. **Course Methodology:** *Focusing on the Learner*

* **Learners** listen, view or read assigned material independently prior to class sessions and complete a specific task(s) to provide evidence of understanding **(Interpretive Mode).**
* **Learners** are engaged during class sessions in speaking and/or writing *transfer of learning* tasks (based on materials previously listened to, viewed or read) that require application, problem-solving and analysis, robust discussion and active participation in hands-on activities to provide evidence of understanding **(Interpersonal Mode).** During this time, learners have multiple opportunities to apply knowledge and demonstrate their ability to use it. Any gaps in understanding become visible to both themselves and the instructor who will provide timely feedback and guidance.
* **Learners** work collaboratively in pairs or groupsin and/or outside of class tocreate and present a specific product related to the targeted learning topic to provide evidence of “new” learning for review by and feedback from other learners and instructors **(Presentational Mode).**

1. **Course Requirements: Learners will:**

* Complete all assigned interpretive listening, viewing and reading tasks **PRIOR TO CLASS** to enable participation in class discussions and activities. **This is essential!**
* Actively engage in class discussion and collaborate on completion of assigned activities in pairs/small groups.
* Complete all assigned presentational performance tasks during class, outside of class and for clinical observation/practice according to the rubrics provided.

**WEEK 1: Coursework**

**Day 1: PRE-READING/VIEWINGS**

1. **Project-Based Learning**

* **Buck Institute Website Materials**
  + What is PBL? **https://www.bie.org/about/what\_pbl**
  + Why PBL?[**https://www.bie.org/about/why\_pbl**](https://www.bie.org/about/why_pbl)
  + Gold Standard PBL: **http://www.bie.org/blog/gold\_standard\_pbl\_essential\_project\_design\_elements**
* **Edutopia Web materials**: Read information and watch video clips in each section

(Overview ~History ~Experts ~Research) [**https://www.edutopia.org/project-based-learning**](https://www.edutopia.org/project-based-learning)

* **Teaching for Meaningful Learning** (Article)

[**https://www.scribd.com/document/76703407/Edutopia-Teaching-for-Meaningful-Learning**](https://www.scribd.com/document/76703407/Edutopia-Teaching-for-Meaningful-Learning)

1. **Understanding By Design (UBD)**

* **Understanding by Design Framework** [**http**](file:///F:\STARTALK%20Infrastructure%202017\GLOB%205905\http)[**://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\_WhitePaper0312.pdf**](http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

1. **Global Competency**

* ACTFL. (Boix-Mansilla, V., & Jackson, A. (2011*).* ***Educating for global competence.***Retrieved from**:** [**http://asiasociety.org/files/book-globalcompetence.pdf**](http://asiasociety.org/files/book-globalcompetence.pdf)
* Preface by Howard Gardner, x-xii.
* Chapter II: Understanding the World through Disciplinary/Interdisciplinary Study, 11-19

*Read Carefully: Memorize the definition and Dimensions of Global Competence*

* Chapter VII :Teaching for Global Competence, 53-70
* Generic Global Competence Matrix, 102
* (ACTFL 2014**). *Global competence position statement***. Retrieved from [**http://www.actfl.org/sites/default/files/GlobalCompetencePositionStatement0814.pdf**](http://www.actfl.org/sites/default/files/GlobalCompetencePositionStatement0814.pdf)

**Day 1 Learning Outcome**: Demonstrate understanding of the theoretical framework for Project-Based Learning (PBL) and the development of Global Competencies.

**Day 1 I Can Statements:**

* I can explain the difference between inquiry-based and traditional approaches to learning and the advantages of using inquiry-based methodology in 21st century classrooms.
* I can explain how Project-Based Learning (PBL) and Understanding by Design (UBD) are compatible for use in planning, instruction and assessment.
* I can provide the rationale for the development of global competencies through Project-based Learning.

**DAY 2: PRE-READING/VIEWINGS**

1. **World Readiness Standards for Learning Languages (2014)**

*Read Carefully. Memorize the five goal areas and be able to explain related standards.*

* Statement of Philosophy p. 5
* Introductory Information pp. 9-24
* Organizing Principles (Learn appropriate terminology p. 37) pp. 27-40
* Communication and modes of communication pp. 43-59
* Cultures pp. 67-76
* Connections pp.79-86
* Comparisons pp.89-95
* Communities pp. 99-107

1. **Hindi Learning Standards (PDF)**

* Readings pp. 1-21
* Scenarios (Novice-Superior Level) pp. 22-34

1. **ACTFL Proficiency Guidelines (2012)**

* Readings pp. 3-14 (Speaking and Writing Novice-Distinguished Levels)

1. **21st Century Skills Map** (2011, ACTFL and Partnership for 21st Century Skills-P21)

* Readings pp. 1-20

**Day 2 Learning Outcomes**:

* Demonstrate understanding of the underlying philosophy and organizing principles of the World Readiness Standards.
* Analyze the extent to which Global-PBL addresses the World Readiness StandardsGoal Areas (5 Cs) and the modes of communication in authentic cultural contexts.

**Day 2 I Can Statements:**

* I can explain the underlying philosophy and organizing principles of the standards (5Cs) and the framework of Communicative Modes.
* I can differentiate between and demonstrate in depth understanding of each of the 5 Goal Areas/ standards therein.
* I can demonstrate basic understanding of language proficiency levels and what learners can reasonably do at each level.
* I can explain the relationship between the World Readiness Standards and Global Competencies and how the Dimensions of Global Competence address the Interpretive, Interpersonal and Presentational Modes of Communication in authentic cultural contexts.

**DAY 3: PRE-READING/VIEWINGS**

1. **Exploring Essential Professional Resources** (Also available in binders distributed in class)
   * NCSSFL/ACTFL Can Do Statements(Linguistic)

<https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>

*Read introductory matter carefully and preview Can Dos at various proficiency levels.*

* + NCSSFL Interculturality Can Do Statements (*Latest Version developed in conjunction with ACTFL available August 2017)*

<http://www.bsd405.org/api/wp-content/uploads/sites/32/2015/10/Intercultural-Can-Do-Statements.pdf?x49552> *Read introductory matter carefully,* ***memorize three Learner Benchmark Category Headings*** *and preview sample learning targets at various proficiency levels.*

* + Asia Society Global Competency Can Dos (Generic)

<http://asiasociety.org/education/leadership-global-competence>

*Read introduction for Grade 3. Compare Grades 3 and 12 Can Do statements*

* + ACTFL Performance Descriptors <https://www.actfl.org/sites/default/files/CAEP/AppendixN-ACTFLPerformanceDescriptorsLanguageLearners.pdf>

*Read 1-13 and preview 14-19*

1. **Readings on Interculturality**

* From Fact to Function How Interculturality is Changing Our View (Van Houten, 2014)

<https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Jan14_Article.pdf>

* Building Intercultural Competence in the Language Classroom (Moeller & Nugent, 2014)

<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1160&context=teachlearnfacpub>

* Developing the Intercultural Dimension in Language Teaching (Byram et Al, 1997)

<http://lrc.cornell.edu/rs/roms/507sp/ExtraReadings/Section0/Section0/uploads/File1235272745204/InterculturalDimensionByram.pdf>

**Day 3 Learning Outcomes**:

* Demonstrate understanding of the purpose and use of key professional resources for application in instructional planning and lesson design.
* Differentiate between and analyze the relationship between linguistic, intercultural and global competence.

**Day 3 I Can Statements (Professional Resources)**

* I can explain the difference between the purpose and use of the following documents for application and effective utilization in my teaching practice.
  + World Readiness Standards,
  + Asia Society Global Competencies
  + ACTFL Proficiency Guidelines
  + ACTFL Performance Descriptors
  + NCSSFL/ACTFL Can Do Statements (Linguistic)
  + NCSSFL/ACTFL Intercultural Can Do Statements
  + Asia Society Global Competency Can Do Statements

**Day 3 I Can Statements (Interculturality)**

* I can define interculturality and explain its relevance to language learning to education stakeholders.
* I can explain the relationship between linguistic proficiency levels and intercultural competencies.
* I can explain the relationship between intercultural and global competencies
* I can site both similarities and differences between intercultural and global competencies.
* I can justify how Global PBL addresses the development of intercultural competencies
* I can recognize communicative tasks that foster the development of interculturality and global competence.
* I can identify various assessments of interculturality based on targeted program learner outcomes.

**DAY 4: PRE-READING/VIEWINGS**

1. **Integrated Performance Assessments**

* Adair-Hauk, B., Glisan, E., & Troyan, F. (2015*). Implementing integrated performance assessment.* Alexandria, VA. American Council on the Teaching of Foreign Languages.
* Chapters 1-5 pp. 1-41 *Read very carefully and preview related Appendices. Be prepared to address I Can statements below for this lesson.*

**Day 4 Learning Outcomes**: Demonstrate understanding of the design features of Integrated Performance Assessments (IPAs) and the tools needed for effective implementation in order to create IPA tasks for use in instructional practice.

**Day 4 I Can Statements:**

* I can provide the rationale for the use Integrated Performance Assessments in language instruction, that includes alignment aligned with the standards, proficiency guidelines and Backward Design.
* I can describe the design features of Integrated Performance Assessments and cite research that shows the efficacy of this multi-task assessment prototype.
* I can explain the importance of using comprehension checks, modeling and feedback in the IPA model and in language instruction in general.
* I can evaluate exemplar IPAs and the extent to which they address targeted linguistic, intercultural and global competencies.

**DAY 5: PRE-READING/VIEWINGS**

1. **Integrated Performance Assessments**

* In preparation for the final task for this part of the course and for idea generation purposes, preview [Sample IPAs that integrate technology](http://www.livebinders.com/play/play?id=1504217) from the Ohio Department of Education Website.

**Day 5 Learning Outcomes**: Create age, interest and proficiency-level appropriate IPA Communicative Tasks for mixed ability and mixed background non- heritage/heritage learners using professional resources, and a range of technologies. *Class time will be used to for planning and design of your IPA project with feedback from instructor/peers.*

**Day 5 I Can Statements:**

* I can apply what I have learned about Integrated Performance Assessments in the design of IPA tasks that are standards-driven and address targeted linguistic, intercultural and global competencies.
* I can design interpretive tasks using authentic listening/reading/viewing texts about a real world topic for a targeted age- interest-and proficiency- level.
* I can design a variety of interpersonal tasks that provide multiple opportunities for learners to engage in exchanges to obtain information needed for completion of the presentational task.
* I can design a presentational task that enables learners to communicate a relevant message in the form of a product or performance to a real world/authentic audience of readers/listeners/viewers.
* I can utilize IPA generic interpretive, interpersonal and presentational rubrics to evaluate performance and can add specific task criteria based on the IPA created.

**WEEK 2: Clinical Observations**

**(Days 6-10)**

**Pre Readings/Viewings**

1. **Reflective Teaching/Reflective Journal Writing**

* Reflective Teaching And Its Impact On Foreign Language Teaching <http://www.redalyc.org/pdf/447/44720504006.pdf>

1. **Observations**

* Teacherfolio Observation and Note Taking Tool <https://startalk.umd.edu/public/resources/teacherfolio?st=1>

**Learning Outcomes**

* Make the connection between content, theory and best practices when conducting observations of the teaching and learning Hindi and Urdu in a variety of classroom settings.

**I Can Statements**

* I can record observations of classroom practices in a coherent and logical manner using the instructional “look fors” provided.
* I can provide an analysis of the relationship between theory and learner-centered instructional/ assessment practices and student outcomes citing evidence obtained during observations.
* I can write an insightful **reflection summary about classroom observations** that occurred during the week based on rubric guidelines.

**WEEK 3: Microteaching and Clinical Observations of Peers**

**(Days 11-15)**

**Pre Readings/Viewings**

1. **Articles on Reflective Teaching/Reflective Journal Writing**

## Reflection of Teaching Experience by Deena Sallomy

[Http://People.Ucalgary.Ca/~Egallery/Sallomy.Html](http://people.ucalgary.ca/~egallery/sallomy.html)

**Learning Outcomes**

* Engage in micro teaching events using Kean/STARTALK Lesson Plans
* Make the connection between content, theory and best practices when conducting *peer observations* of the teaching and learning Hindi and Urdu in a variety of classroom settings.

**I Can Statements**

* I can record observations of classroom practices *during microteaching events* in a coherent and logical manner using the instructional “look fors” provided
* I can provide an analysis of the relationship between theory and learner-centered instructional/ assessment practices and student outcomes citing evidence obtained during observations.
* I can engage in professional discussions about my microteaching and that of my peers based on my observations
* I can self assess my performance during my microteaching events.
* I can write a **reflection summary about microteaching segments** (mine and those of my peers) that occurred during the week.

1. **Additional Resources:**

**Instruction/Assessment**

**Ohio Department of Education**

* [http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign- Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies\_Assessment\_Guidance\_MCwebsite.pdf.aspx](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-%20%20Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Assessment_Guidance_MCwebsite.pdf.aspx)
* [Sample IPAs that integrate technology](http://www.livebinders.com/play/play?id=1504217)
* [Rubric samples for writing and speaking](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Assessment_Guidance_MCwebsite.pdf.aspx)
* [Rubrics from ACTFL - interpretive, interpersonal, presentational](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics)
* [Making interpretive reading and listening tasks - ACTFL template](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Assessment-Guidance-and-Sample-Rubrics)
* [Interpretive Communication - ideas for reading, listening and viewing](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpretive_MCwebsite.pdf.aspx)
* [Interpersonal Communication - ideas for speaking, writing and signing](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpersonal_MCwebsite.pdf.aspx)
* [Presentational Communication - ideas for speaking, writing and signing](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Presentational_MCwebsite.pdf.aspx)
* <http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework> (Excellent!)

**Kean STARTALK Student Program Curriculum and Lesson Plans (2015**)

* <https://sites.google.com/a/kean.edu/startalk2015/>

**Annenberg Learner: Teacher Resources/Foreign Language. Teaching foreign languages k-12**

* A library of classroom practices (video library, guide and resources) <http://learner.org/resources/series185.html>

**Proficiency**

* Child, James R. (1998). Language Skill Levels, Textual Modes, and the

Rating Process. *Foreign Language Annals*, *31*, (3), 381-91.

* Gambhir, V. (1996). Developing reading proficiency in modern South Asian languages."

In Vijay Gambhir (Ed.), *Teaching and acquisition of South Asian languages*. Philadelphia: University of Pennsylvania Press.

* Ilieva, G. N. (2012). Hindi heritage language learners' performance during OPIs:

Characteristics and pedagogical implications. *Heritage Language Journal*, *9* (2).

* Hindi/Urdu OPIs: Student Performance during Oral Proficiency Interviews. <https://startalk.umd.edu/resources/OPI>
* National Foreign Language Center. Introduction to Passage Rating. <http://www.nflc.umd.edu/projects/language/pr#.VUAqNWRViko>

**Technology Integration**

* <http://pbl-wl.wikispaces.com/Tech+Tools+for+Education>
* **SAMR Model** <https://sites.google.com/a/msad60.org/technology-is-learning/samr-model> The SAMR Model is designed to help educators infuse technology into teaching and learning. Popularized by Dr. Ruben Puentedura, the **model** supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology. See also: <http://www.educatorstechnology.com/2013/06/samr-model-explained-for-teachers.html>
* A Communications Technology Module for the Foreign Language Methods Course <http://web.cortland.edu/flteach/methods/main.html>
* Toni Theisen (ACTFL Teacher of the year/past president) presentations (Excellent) <http://tonitheisen.wikispaces.com/Theisen+Presentations+Archives+2012-2014http://tonitheisen.wikispaces.com/SCALTC+Jan+18.+2015><http://gwl2013.wikispaces.com/home> **Excellent!**
* NOVASTARTALK. (2010). STARTALK multimedia workshop:

NOVASTARTALK online: Technology-enhanced language instruction. STARTALK Multimedia Workshop Collection. Retrieved from <https://startalk.umd.edu/teacher-development/workshops/2009/NVCC>

1. **Assessments/Grading/Due Dates** (*Late submissions will not be accepted*)

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| --- | --- | --- |
| **Summative Assessments (See Rubric Guidelines)** | **Grading**  **(100 pts)** | **Due Dates** |
| **Week 1 (Coursework):**  **1.** Justification Essay on GPBL/Inquiry-based Learning      **2**. Integrated Performance Assessment Project | 20 pts  50 pts | Mon. July 31  Fri. Aug. 4 |
| **Week 2 (Observations)**  Reflection Summary: Classroom Observations | 15pts | Mon. Aug 7 |
| **Week 3 (Observations and Microteaching)**:  Reflection Summary: Self and Peer Microteaching Events | 15pts | Fri. Aug. 11 |

**Grading Scale**

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| --- | --- |
| **A 93-100** | **C+ 77-79.9** |
| **A- 90-92.9** | **C 73-76.9** |
| **B+ 87-89.9** | **C- 70-72.9** |
| **B 83-86.9** | **D+ 67-69.9** |
| **B- 80-82.9** | **D 63-66.9** |
| **F 0-62.9** | |

1. **Plagiarism**

Students may not submit written material extracted from secondary sources without quoting and attributing the material to its original author. Failure to quote and bibliographically cite these secondary sources in students’ written assignments will be identified as plagiarism and will be subject to academic sanctions as called for in University Policy, see [http://www.kean.edu/admin/uploads/pdf/AcademicIntegrityPolicy.pdf](http://www.google.com/url?q=http%3A%2F%2Fwww.kean.edu%2Fadmin%2Fuploads%2Fpdf%2FAcademicIntegrityPolicy.pdf&sa=D&sntz=1&usg=AFrqEzfVP8hfIHHWUZ1-gHHUWPjKTRKaDQ)

1. **Conduct**

Since the classroom will be our community, it is expected that all members of this community will show **respect, compassion and courtesy** for each other to foster the development of a ***collaborative, learning-focused culture*.** See also*:* <http://www.kean.edu/KU/Code-of-Conduct>.