Project-based Learning in the Digital Age

Teacher Training Course

This course is for language teachers who are interested in project-based learning (PBL) and wish to further develop their digital competencies for project-based teaching in the digital age.

Project-based teaching promotes learning across a broad spectrum of knowledge, skills and competencies. Students engaged in project work are given the opportunity to develop their 21st skills of inquiry, critical thinking, problem solving, creativity, self-direction, flexibility and leadership. They learn important communications skills of negotiation, mediation, information exchange, and goal-oriented cooperation. The right project is motivational and supports students in self-directed learning.

This course is practical and explores a variety of digital tools to facilitate collaborative online learning, using a project-based methodology. Teachers will learn how to successfully organise and manage a project, from the initial project idea to the final student output. Throughout the course, teachers will look at ways of using technology as a tool in project-based learning, fostering digital literacy skills in their students. The course also focusses on ways teachers can monitor and feedback on language use and work on language development during a project cycle.

Project Work

Teachers are set assigned project work which they carry out after their lessons. They are set a maximum of 10 hours of project work per week, which they carry out over the week. On Day 1 teachers work in pairs or small groups to choose a project outline and consider its main components. They then choose a small 'slice' of that project to develop into a final artifact for presentation. The aim of the project work is to encourage teachers to explore the digital tools looked at in the lessons and use them to work on their project slice, which they will present on their final day. Teachers will also be asked to take this time to record their reflections on their work, and on the processes involved.
Teachers should bring a laptop or tablet, and a pair of headphones.

English Level:
Applicants to this course must have a minimum B2 level of English, as outlined in the Common European Framework of Reference for Languages.

Format:
In-person training carried out in our Dublin City Centre school, delivered by our experienced teacher trainers.
International classes for the dates below. Closed group can be offered at any date through the year.

Course Length:
20 hours in-person training
+ 10 hours project work

Course Duration:
Full time - 30 hours over 1 week.
Course may be in the mornings or afternoon.

Final Certificate:
30 certified hours per week

For dates and fees chart please click here -
ATC Courses for Teachers.

THE MAIN AIM OF THIS COURSE IS TO HELP TEACHERS:

Plan and implement a successful project using digital technologies

Support students in using technology to acquire, organise, store, demonstrate, and communicate information

Support students in their language development during a project cycle

Project-based Learning in the Digital Age
Teacher Training Course

Sample 1 Week Course Overview

Day 1	• **The case for PBL -** exploring the benefits of project-based learning. • **Planning a project -** from idea to output. • **Digital Portfolios -** creating digital project portfolios. • **Creating Project Walls -** digital tools for project planning. • **Project Planning -** planning a project for a group of learners.
Day 2	• **Acquiring content -** supporting students in their research. • **Project Planing Continued -** planning a project for a group of learners.
Day 3	• **Language in PBL -** techniques for helping students to acquire and develop new language. • **Spoken Output -** supporting students in delivering oral project presentations with 'Idea Talks'. • **Podcasts -** creating professional sounding podcasts.
Day 4	**Feedback and Reflection in PBL** • formative assessment in PBL (teacher assessment / peer assessment / self-assessment) • assessing language • assessing 21st Century Skills • developing success criteria and assessment rubrics • providing feedback • encouraging reflection
Day 5	• **Project Workshop -** Teachers work on finalising their projects and portfolios • **Project Presentations -** teachers present their projects and portfolios, recieving feedback from their trainer

Learning Objectives

By the end of the course teachers should be better able to:

- Create authentic, motivating project topics with real-world contexts relevant to their students' interests and identities.
- Set clear learning objectives and success criteria for projects.
- Consider the role of language instruction in PBL.
- Help students to consider a challenging problem to solve or question to answer.
- Create strong driving questions to initiate and focus projects.
- Create project checklists to support the successful implantation of projects.
- Support students digitally to research and acquire information.
- Support students to create digital content and digital project artifacts.
- Support students digitally to organise and store project artifacts and to present project output.
- Encourage and foster reflection, providing students with opportunities throughout a project cycle to reflect on what and how they are learning.
- Encourage and foster student autonomy by supporting students to make choices about what they create, and how they work collaboratively and individually.
- Include processes in the project design to enable students to give and receive feedback on their work.