E-Teacher Professional Development Workshop
University of Maryland, Baltimore County and
University of Oregon, Summer 2012

Workshops on Project-Based Learning for EFL Teachers in Japan
Hiroko Sakaguchi, Japan

Face-to-face workshops on Project-Based Learning will be offered to 14 EFL teachers teaching at Kasumigaoka Senior High School in Fukuoka, Japan, September 18-20, 2012. A two-hour workshop will be conducted each day. The workshops will be implemented as a result of the online course: E-Teacher Methods II: Project-Based Learning, hosted by the University of Oregon, and the E-Teacher Professional Development Workshop, conducted at the University of Maryland, Baltimore Country. The workshops will cover the following topics: Introduction of PBL, ABCD method, rubrics and design of PBL projects. The goal of the workshops is to promote learner-centered and content-based learning in the Japanese educational context through PBL. The workshops will be conducted with the support of Fukuoka Prefectural Kasumigaoka Senior High School and the U.S. Embassy in Japan.

Host: Fukuoka Prefectural Kasumigaoka Senior High School and the U.S. Department of States
Participants: 14 EFL teachers at Fukuoka Prefectural Kasumigaoka Senior High School, Japan
Program: Workshops on Project-Based Learning for EFL teachers in Japan
Schedule: Three two-hour workshops from August 18 - 20, 2012
Goals: The goals of this workshop are:

- Introduce participants to principles of Project-Based learning through pair and group discussion.
- Enable participants to create ABCD objectives and rubrics for existing classes in groups.
- Enable participants to start designing PBL projects in groups.
**Problem Identification**

In Japan, it is estimated that the population will decrease dramatically over the next 100 years and Japan will have no choice but to be more dependent on other countries to sustain the economy. It means that English is no longer just one subject for study but an inevitable communication tool for our students. In order to let students use English as a tool, the new Course of Study will be implemented in 2013. “When taking into consideration the characteristics of each English subject, classes, in principle, should be conducted in English in order to enhance the opportunities for students to be exposed to English, transforming classes into real communication scenes. Consideration should be given to use English in accordance with the students ‘level of comprehension’” (Original in Japanese in MEXT 2009a: 92, English version in MEXT 2010: 7). The new Course of Study requires teachers to get students to be exposed to real communication scenes by the use of original and authentic materials in order to make classes more communicative. However, few teachers are accustomed to making such authentic materials to provide students with opportunities to output their ideas because they conduct classes following the flow of the textbook in a preset curriculum sequence through a traditional grammar translation method (GTM). Furthermore, a lecture-style class leads to students who are less engaged in class because they are not given any clear roles they have to take on.

**Contextual Analysis**

Three two-hour workshops will be implemented at Fukuoka Prefectural Kasumigaoka Senior High School in Fukuoka, Japan, September 18 – 20, 2012, focusing on project-based learning. Kasumigaoka Senior High School was designated as Super English High School (SELHi) by the Ministry of Education from 2003 to 2005 in order to develop innovative teaching methods that could be used in other senior high schools all over Japan. There are three courses at Kasumigaoka Senior High School: the General Course, the Math and Science Course and the English Course. After the designation of SELHi expired, the school has since been designated as Super Science High School (SSH) by the Ministry of Education. One of the aims of SSH is to train students, especially students in the Math and Science Course, to become professionals of scientific fields who can use English as a tool for their research. At schools designated as SSH, demonstration classes and teacher-training workshops are held frequently to share new approaches with teachers of other schools. Therefore, if teachers at Kasumigaoka Senior High School are familiar with PBL, multiplier effects outside the school can be expected. In terms of constraints, the teachers have extra classes early in the morning and after school every day, so it is not easy to set up chances of teacher-training programs. The best time is expected to be during the mid-term exam, from September 18th to 20th, when there are no classes.

**Learner Analysis**

The workshops will be conducted for 14 in-service EFL teachers, including two native speakers of English, teaching at Kasumigaoka Senior High School. Most of the teachers, except for one Japanese English teacher who was employed last April and two native speakers of English who came to Japan as assistant language teachers two years ago, have more than ten years’ teaching experience and have been transferred from public school to school all over Fukuoka Prefecture.

**Content Analysis**

In PBL courses, students can learn problem-solving strategies and disciplinary knowledge with engagement in real problems. PBL is based on authentic materials and gives students more chances to acquire learning skills by giving each of them a role, which means that all of the students can be more involved in class. The main point of this workshop is to introduce teachers to PBL. In order to let students use English as a tool and become independent learners, PBL will give participants ideas on new methods other than GTM and a lecture-style class. The content and materials are based on the U.S. Department of State E-Teacher Scholarship Program online course E-Teacher Methods: Project-Based Learning, hosted by the University of Oregon (October-December, 2011), and the E-Teacher Professional Development Workshop conducted at the University of Oregon.
Maryland, Baltimore County (July 20 - August 12, 2012). The materials include handouts, an online video, reading materials and a wiki produced by the instructor.

**Delivery Analysis**
The workshops will include pair- and group-discussion and group-work. Participants will share their impressions on PBL, make ABCD objectives and rubrics and design outlines of their PBL projects in pairs and groups. Materials will include an online video, reading materials, wiki on endangered species and a model called “Friends and flags”. Participants will be able to have clear ideas on principals of PBL and start designing a PBL class that could be incorporated into their classes.

**Project Plan**
September 18, 2012 - What is PBL? - 2 hours
September 19, 2012 - ABCD method and rubrics - 2 hours
September 20, 2012 - Models of PBL projects and project design - 2 hours

**Design**
PBL is one of the new approaches that is not familiar to Japanese English teachers. The workshops focus on introduction of PBL including ABCD method and rubrics and group-work aimed at designing PBL projects, which facilitates participants to incorporate what they will learn in the workshops into their classes.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. By the end of the 1st workshop, participants will be able to explain key words of PBL accurately given an online video and a reading material.</td>
<td>Basic principles of PBL.</td>
<td>Talk about how participants usually teach English in groups. Watch an online video <a href="http://www.youtube.com/watch?v=LMCZvGesRz8">http://www.youtube.com/watch?v=LMCZvGesRz8</a> Share impressions on differences between participants’ usual methods of teaching English and PBL in groups and present them to class. Read online material. <a href="http://www.gsn.org/web/pbl/whatis.htm">http://www.gsn.org/web/pbl/whatis.htm</a> Discuss what key words of PBL are in groups and in class.</td>
<td>Oral presentation of key words of PBL</td>
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<td>2. By the end of the 2nd workshop, participants will be able to create at least one ABCD objective and one rubric to an existing class in groups after mini-lecture.</td>
<td>ABCD method Rubrics</td>
<td>Pair-work and group discussion with PowerPoint of ABCD method and handouts on rubrics</td>
<td>Group demonstration of ABCD objectives and rubrics</td>
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</tbody>
</table>
3. By the end of the 3rd workshop, participants will be able to write outlines of their PBL projects successfully in groups, given models of PBL projects.

A PBL project, “Friends and flags”, which could be incorporated into classrooms in Japan.

Wiki on endangered species.

Watch PowerPoint of “Friends and flags”
http://www.friendsandflags.org/

Check wiki on endangered species, the instructor’s final action plan project
http://endangeredspecieshiroko.wikispaces.com/

Group demonstration of outlines of their PBL projects.

Rationale for Sequence
The suggested sequence will be effective because:
• It starts with introduction of PBL
• It teaches participants ABCD method and rubrics, both of which are not familiar enough to Japanese English teachers but very significant in conducting PBL projects.
• It aims to give participants an opportunity to start their PBL project.

Development

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Gagne’s Nine Events of Instruction

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<th>1. Gain attention</th>
<th>The instructor will use cards to match groups. The instructor will prepare cards, so all participants with the same number will be in one group.</th>
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<td>2. Inform learners of objectives</td>
<td>The instructor will inform participants of the objectives for this workshop. “By the end of the 1st workshop, participants will be able to explain key words of PBL accurately, given an online video and a reading material.”</td>
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<td>3. Stimulate recall of prior learning</td>
<td>The instructor will ask participants how they taught English in English I and English II classes last week.</td>
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<tr>
<td>4. Present the content</td>
<td>Participants will watch an online video.</td>
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E-Teacher Summer Institute, http://umbc.uoregon.edu/eteacher/
Sakaguchi, Page 4
5. Guided learning
Participants will share impressions of PBL, filling in a T-chart on a big piece of paper in a group. In the T-chart, participants will list their usual teaching methods on one side and then list their impressions of PBL on the other side.

6. Elicit performance (practice)
Participants will present the results of their group discussion to class that will include a presentation of key words of PBL.

7. Provide feedback
The instructor will give participants feedback, emphasizing how engaging students in PBL would be more effective.

8. Assess performance
Participants will present the key words of PBL within 30 seconds in the context of the online video material as appropriate.

9. Enhance retention and transfer
The instructor will summarize the key words of the workshop emphasizing their application in the PBL project outlines they will develop.

**Implementation Checklist**

**Items**
- Cards
- Handouts
- Stationery
- Projector
- Large pieces of paper

**Tasks**
- Copying handouts
- Checking whether computers and a projector work well
- Arranging the computer room

**Evaluation**
Evaluation will be conducted by the instructor and participants to see the effectiveness of the workshops. The components of the evaluation will be formative as well as summative.

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<tr>
<th>Outcomes</th>
<th>Formative Evaluation</th>
<th>Summative Evaluation</th>
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<tr>
<td>Satisfaction with the workshops</td>
<td>End-of-course questionnaire</td>
<td>End-of-workshop evaluation</td>
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<tr>
<td>Learning as a result of the workshops</td>
<td>• Discussion participation</td>
<td>End-of-workshop evaluation</td>
</tr>
<tr>
<td></td>
<td>• Presentation to class</td>
<td>Outlines of PBL projects</td>
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<tr>
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<td>• ABCD objectives</td>
<td></td>
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<td></td>
<td>• Rubrics</td>
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<tr>
<td>Changes in behavior as a result of the workshops</td>
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**References**
Project Based Learning: Explained, from http://www.youtube.com/watch?v=LMCZvGesRz8
Harnessing the Power of the Web: a Tutorial for Collaborative Project-Based Learning, from http://www.gsn.org/web/pbl/whatish.htm
Wiki, from http://endangeredspecieshiroko.wikispaces.com/