Transcript for DRGC Training Video #4

I welcome everybody to the Developing Responsible Global Citizens project-based learning running community projects. So really, you're trying to incorporate project-based learning and community-based projects into English language courses, which gives the students a really meaningful hands-on experience, helps deepen their language skills while making positive tangible impact on their local communities. Projects are great for promoting collaborative student-centred processes where teachers can empower their students to take ownership of their learning and apply language skills in a real-world context whilst developing those 21st century skills.

So how do you go about that? Well, first of all, choose the topics, make sure they're relevant to your students, make sure they're relevant to your language curriculum and that hopefully they're going to include things like environmental issues, social challenges, cultural heritage. On the DRGC software, the topics there are generic enough to apply to all the learners, but make sure that they're aligned with the students' interests and their ability to actually conduct that project. There's a project management cycle, use that.

It's broken down into four manageable parts, research, planning, implementation and reflexion. So where do you start? Well, start off by selecting your project teams, divide them into groups based on their interests and skills, have a look at preferred roles, look for a leader, look for a secretary who's going to be making notes, etc like that, and then they're going to be researching together as a team. Stage one is conducting research and enquiry.

At this stage, it's really important that your students keep an open mind. Don't start discussing the design or solution yet, they're just basically focussing on researching, exploring, analysing, prioritising ideas. The taxonomy that's involved here is explaining, justifying, identifying, prioritising, analysing and developing ideas.

It's a good idea to introduce your students to creative and critical thinking models, using mind maps, using the six W's, who, what, why, how, where. De Bono's six thinking hats is very useful, picture association, and they may very well be using their own devices or laptops at this stage in order to conduct the research. At the end of this stage, they will have designed a brief, indicated what materials they need, and what will be designed in line with the requirements, and then what are they going to be doing at the next stage.

Stage two is developing ideas. So, at this stage, the students are thinking critically, analysing their research findings and identifying gaps and problems. They're basically evaluating solutions at this point.

They'll be using the taxonomy of develop, design, propose, modify, adapt and present. At this stage, you want to encourage your students to collaborate, get across the importance of teamwork, effective communication, negotiation, conflict resolution. There

is more information about that in the teacher's handbook, and you want to get the students to work together to contribute to the team's success.

At the end of this stage, the learners should have a diagram of their chosen design, where the sketch forms the blueprint of their solution. Stage three of the projects is creating the solution. This is where they're showcasing their projects through, say, presentations, exhibitions, maybe publications.

They may even be inviting guest speakers and experts to share insights. The aim of this stage is to create the solution around their chosen design, and then to present these findings. And students should be able to feel free to change the design if necessary, but they'll probably have to justify why.

Taxonomy here, modify, justify, follow, construct, demonstrate and present. And at the end of this stage, learners should have presented their final product and received feedback. Stage four of the projects is evaluating.

This is where the students are reflecting on their activities and their final product, looking for areas to improve for the next time. They may be looking back and assessing their language proficiency, critical thinking skills, the impact of their project on, say, their local community. So the aim of this stage is to judge the success of their solution, both in terms of the process and in terms of the product.

Taxonomy here is evaluate, explain, reflect. They may ask themselves, how did we get here? And how can we improve the next time? At the end of this stage, learners should have completed a process of product evaluation, self-reflexion form, which is available in the teacher's handbook.