2017 NFLRC

Project-Based Language Learning (PBLL) Intensive Summer Institute: Pathways to PBLL

Evaluation Report
August 2 - 9, 2017

Yao Hill

National Foreign Language Resource Center

CONTENTS

EXECUTIVE SUMMARY

The 2017 NFLRC Intensive Summer Institute (ISI) entitled Pathways to Project-Based Language Learning (PBLL), was conducted from August 2-9, 2017 at the University of Hawai'i at Mānoa. In total, sixteen K-16 language educators participated in the six-day institute, representing six different priority languages: Chinese, Japanese, Korean, Russian, Spanish, and Vietnamese. They were guided by a group of language experts with backgrounds in project-based learning, language pedagogy, instructional technology, teacher development, and assessment. This report serves as a summative evaluation through the participants' End-of-Institute Evaluation Survey with a 100% response rate.

Major findings:

- o All participants reported a very positive transformative impact of the ISI on their work as educators and 94% planned to share and disseminate their knowledge with peers. Seven (44%) participants provided specific dissemination plans (e.g., workshop, conference presentation, publication)

- o The reported learning outcomes achievement is generally positive. Participants reported a very high level of achievement in learning scaffolding and technology in particular.

- o Participants gave high ratings on closed-ended questions that indicate positive experiences and high-level satisfaction with all aspects of the ISI. Adequate facilities/technical support, helpful staff, and relevance to professional development received the highest ratings from all participants.

- o Participants provided overwhelming positive comments. In particular, participants appreciated the Hawaiian Plantation Village mini-project, ISI instructional activities, the opportunity to share with and receive feedback from the participants and facilitators, the wonderful facilitators, and the format of the ISI.

- o Participants provided specific comments and suggestions for improvement, including:
  - o More coverage on assessment (Page 8).

- Better integration of the ISI theme (e.g., career pathways in 2017) into the existing instruction structure with more specific examples (Page 8).
- Receive information (daily schedule) and expectations of the final product sooner. (Page 13).
- Form better connections between the learning in the online institute and the ISI (Page 13).
- Provide an opportunity to internalize and contextualize what they observe (teleconferencing, film, and group planning activity) within their own educational contexts. (Page 16).
- Participants desired to work on their own project sooner and have a clear understanding of the PBLL big picture in the beginning (Page 18).
- Purposefully form groups. For example, form core groups based on commonalities, such as language taught, school settings, and language proficiency levels (Page 18).

INTRODUCTION

To evaluate the effectiveness of the 2017 NFLRC PBLL Summer Institute, an evaluation survey was sent out to all participants. All 16 participants replied (100% response rate). Fifty percent of the participants have over 10 years' of teaching experience. Over half teach either Spanish (n = 5) or Chinese (n =4). The rest of the participants teach Japanese (n = 3), Russian (n = 1), Vietnamese (n = 1), and Korean (n = 1).

INSTITUTE IMPACT AND ACHIEVEMENT OF LEARNING OUTCOMES

Impact: Very positive

Participants reported a **very positive impact** of the ISI: 100% agreed that the ISI would have a transformative impact on their work as an educator (Item B10) and all but one participant (94%) planned to share insights gained with their colleagues (Item B9).
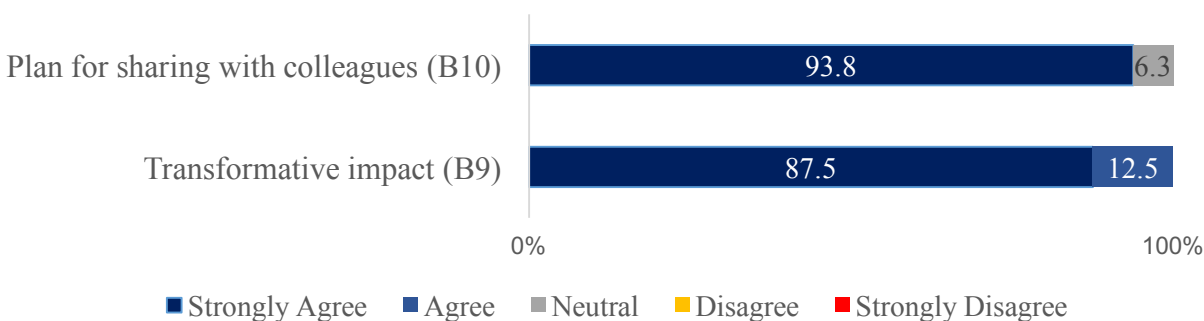
Figure 1. All participants agreed with the transformative impact of the ISI and 94% had a plan to share insights with colleagues.

One participant described his transformative learning experience as follows: "*Project-based language learning has been my long -term interest. I am inspired and motivated, just like any fish, even if I am not a big fish, that can get the chance to swim in the water. The Ocean is enormous, but that is how much for me to explore, and I am eternally inspired and motivated.*" Another participant said that: "*My approach to this semester is completely different than in years past!*"—another testimony of transformative impact of the ISI.

Seven (about half) participants wrote specific plans to share their learning with colleagues, including offering workshops and training, sharing with the language teaching support center on campus, sharing resources with colleagues on campus and beyond, and blogging. One participant planned to reach out to other teachers from other universities, and one planned to publish in one of the leading SLA journals.

Learning: Positive overall with some variation
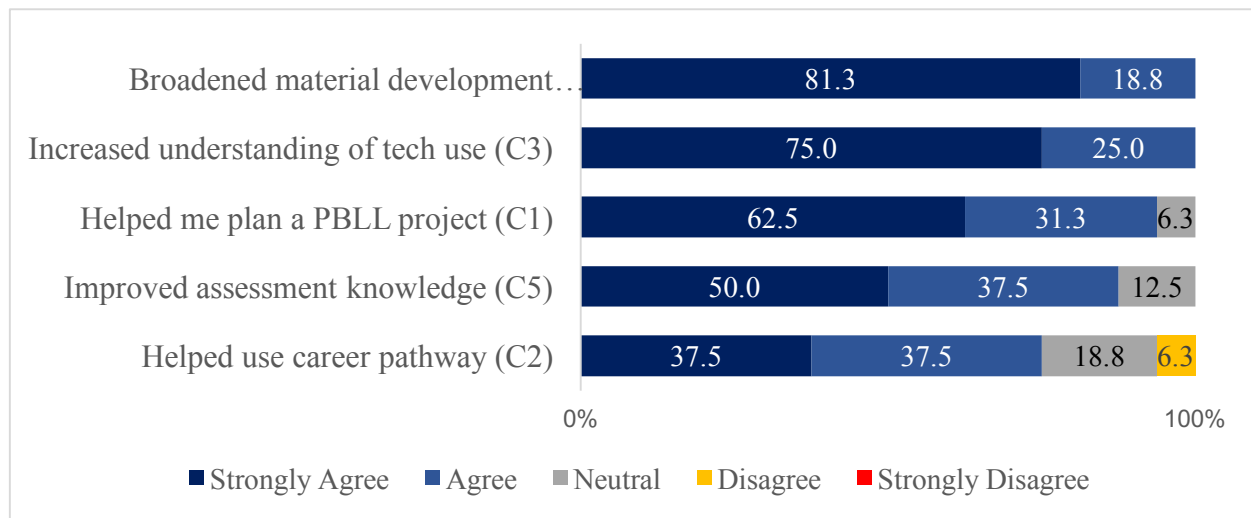
Figure 2. Highest percentage reported learning in material development and integrating technology and lowest in using career pathways.

Scaffolding and technology: Very positive

In terms of learning acquired in the ISI, most participants reported positive learning. *Material development for scaffolding* and *technology use* are two areas in which the highest percentage of participants reported positive learning. All participants agreed that the ISI broadened their knowledge and skills for developing and scaffolding PBLL materials and that the ISI increased their understanding of integrating technology in PBLL. Seven (about half) participants positively commented on the learning experience related to scaffolding. One participant said: "*Scaffolding the activities have been so enlightening because we had to think about the minimum detail to help the students to put it together.*" Six (38%) positively commented on technology learning. One participant "loved the technology session !!!!!" and another considered using online tools to be the most useful and practical part of the ISI.

PBLL gold standards: Positive

About 94% agreed that the ISI helped them plan a project that includes the essential elements of Gold Standard PBLL. Three participants explicitly commented on the learning of PBLL elements and gold standards. Two recognized that it might be challenging to implement all gold standards in all projects but, as one participant commented, "it certainly helped" strengthen their projects. One participant reported learning to identify essential elements.

Assessment: Mostly positive and participants desire more

Eighty-eight percent agreed that the ISI improved their assessment knowledge. One participant expressed a negative experience with the clarity of the assessment presentation (SLOs and Rubrics), while two people mentioned benefiting from the assessment presentation ("*Yes, definitely, I will apply more rubrics during assessment.*") and personal one-on-one guidance. Four participants desired more coverage on the topic of assessment, including a step-by-step guide to implement and assess a PBLL project.

In future Institutes, the organizers may wish to consider integrating assessment topics throughout the ISI, especially on the first or second day.

Career pathway connection: Varied learning

Seventy-five agreed that the ISI helped them understand how to use career pathways to craft a more compelling project. Among the six participants who explicitly commented on the career pathway connection, two did not feel the career pathways were "entirely necessary" for the project or for the age group (MS students) that s/he was teaching. One participant still needed "more time to work on the document." Two people desired either more examples or more specific, rather than, general approaches to professional skills. One participant expressed that s/he expected more on the career pathway connection. It seems that the ISI can either improve through better integration of the career pathway connection into the existing PBLL instruction structure, or better management of the participants' expectations. Should the participants consider the career pathway connection to be the main course of the ISI or dessert?

PARTICIPANTS EXPERIENCE AND SATISFACTION—HIGHLY POSITIVE RATINGS
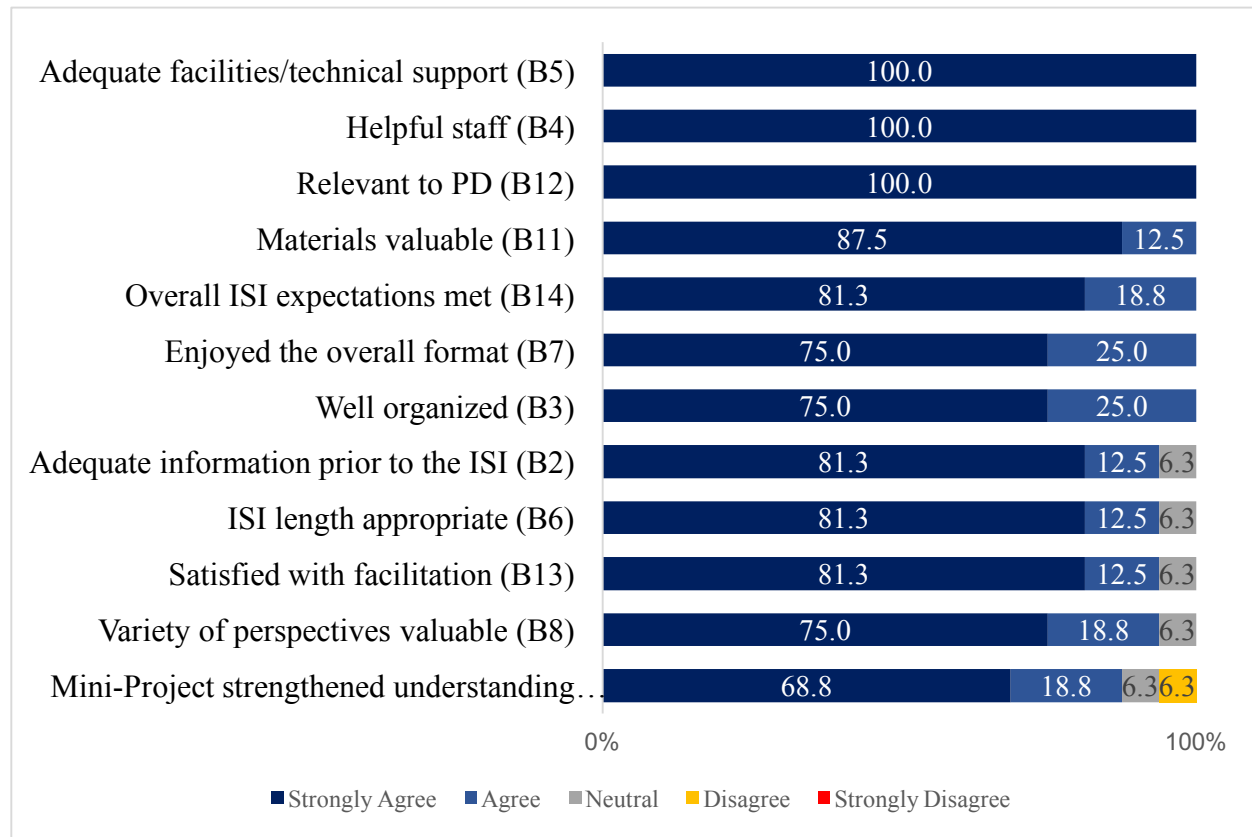
Figure 3. *Almost all participants provided positive ratings to all aspects of the ISI.*

Respondents reported positive experiences and high-level satisfaction with all aspects of the ISI. Almost all the participants positively rated all aspects of the ISI. In particular, 100% strongly agreed on adequate facilitates/technical support, helpful staff, and relevance to their professional development. The only negative rating is from one participant who disagreed that the Hawaiʻi's Plantation Village (HPV) community-based mini-project experience strengthened his/her understanding. This participant reported "*I could not connect them (HPV and other project) to what you are trying to instruct us very well.*" However, 14 out of 16 participants (88%) reported a positive experience with the HPV mini-project, as explained in the section below. Overall, the closed-ended ratings demonstrate a high-level of satisfaction from the participants. See results from the closed-ended questions in Figure 3.

PARTICIPANTS PROVIDED OVERWHELMING POSITIVE COMMENTS AND SPECIFIC SUGGESTIONS FOR IMPROVEMENT

All 16 participants provided open-ended responses to one or more of the 23 open-ended questions. All comments from each participant were consolidated and then categorized into different themes. Respondents reported overwhelming overall positive experiences with the ISI. They also shared insights on individual challenges and many offered specific suggestions for improvement.

Most positive aspects of the ISI

Participants provided most positive comments on the following themes in Table 1, including what the participants considered the most valuable experiences, what they thought worked well, and positive comments to the other open-ended questions. Many comments exhibited high levels of satisfaction with the ISI: "*Beautifully executed;*" "*Everything is perfectly arranged;*" etc.

Table 1. Themes with positive comments from three or more participants

Theme	Number of participants	Number of comments
Mini-Project	14	14
Activities	12	22
Sharing with and feedback from participants and facilitators	10	10
Facilitators	10	10
Format	8	9
Plan to disseminate	7	7
Staff support	7	7
Scaffolding	7	7
Organization	7	7
Overall	6	6
Technology	5	5
Impact	4	4
Facilities/Tech Support	4	4
Materials	4	4
Food	3	3

The most challenging and/or negative experiences

There are four areas in particular where the participants expressed challenging or negative experiences. They are related to the specific Institute format (number of comments = 7), specific activities (number of comments = 6), and (lack of) career pathway connection, content integration, and specific examples (number of comments = 4), and information prior to the ISI (number of comments = 3).

Most suggestions are specific ways to improve the format of the activities, mostly related to the desire to have clear expectations prior to and at the beginning of the ISI and to have the big picture framework of PBLL in the beginning of the ISI.

CATEGORIZATION AND DESCRIPTION OF COMMENTS

Participants' comments fall into the following six general categories: (1) learning and impact of the ISI, (2) logistical support, (3) organization, format, and activities, (4) support/feedback from facilitators, staff, and participants, (5) other, and (6) overall.

Table 2 shows the number of participants who provided comments that fall into different sentiment categories (e.g., positive, suggestions, or challenging/negative experience)

Theme	Positive	Mixed	Positive/ suggestion	Suggestion	Challenge /suggestion	Challenging experience
Learning and impact of the ISI						
Plan to disseminate	7					
Scaffolding	7					
Technology	5	1				
Impact	4					
Learning	2					
Assessment	2	1		2		1
PBLL fundamental principles learning	1	1				1
Career pathway connection		1		1	1	
Logistical support						
Facilities/Tech Support	4					
Food	3					
Information prior to Institute	1	1		1	1	

Organization, format, and activities						
Mini-Project	14	1				1
Activities	12			1	1	2
Format	8	2	1	8	3	3
Organization	7		1			
Materials	4	1		1		
Content						1
Form groups				1	2	
Support/Feedback from facilitators, staff, and participants						
Facilitators	10	1		1		
Sharing with and feedback from participants and facilitators	10			1		
Staff support	7					
Idea exchange and collaboration	2					1
Other						
Refining project						1
Overall						
Overall	6					

Table 2 classifies the themes into these six categories and orders the theme within the category from most positive to least. The section below explains the themes and provides sample quotes from participants' comments.

Learning and impact of the ISI

As reported earlier, most of the comments related to the impact and learning through the ISI as being positive. Seven participants reported plans to share and disseminate their knowledge through various means, such as workshops, conference presentations, and publications. The most positive area of learning reported through the open-ended responses are scaffolding and technology and the least is the career pathway connection.

Logistical support

The comments related to facilities/tech support (n = 4) and food (n = 3) are all positive. Respondents mentioned the website being organized and resourceful and the room, facilities, and the technical support being appropriate and "wonderful." One participant even said: "*I would*

want to work there myself if I could!" Participants loved the food. One participant described the food as "*irresistible!!!*"

The only area that deserves attention for improvement purposes is the information sent to the participants, which received mixed views, listed as follows:

Positive	*I could get the foundation to develop my work*
Mixed	*It was adequate. I just did not know we were not going to revisit the project blueprint.*
Suggestion	*I wish we were given a daily schedule in advance.*
Challenge with suggestion	*I would have liked to know how to upload my project to the repository earlier in the week. It was challenging not to know what we were building toward (in format and project elements) until the last day.*
Negative	*I didn't particularly know what to expect in terms of working on one final project.*
Negative	*...Though it would have been nice to start the process sooner. I felt like we received information relatively late.*

It seems that participants desired to receive the information (e.g., daily schedule) earlier, know the expectations of the final project or the final product (inputting in project repository) sooner, and know how to connect what they had done before the ISI (e.g., Blueprint) with the learning in the ISI.

Organization, format, and activities

Most of the positive comments and suggestions occur in the general category of organization, format, and activities. The report provides a detailed account of the specifics of what worked and what needs attention through participants' comments in this category.

1.   Mini-Project

The effect of the HPV mini-project on the participants is profound and positive, evidenced by the fact that all 16 participants commented on this activity. Except for one participant who did not see the connection of this activity with the learning in the ISI, the overall reaction of 15 participants to this activity is overwhelmingly positive. The participants appreciated the "common immersive" experience in the shoes of a student to go through the entire project process, seeing how to engage students and scaffold learning, which serves as a model for them to aspire toward. Through the mini-project, the participants witnessed the power of PBLL to

engage novice level learners in meaningful ways that contribute to the local community. Sample comments are below:

- *(Most valuable) I was really impressed with the way our workshop facilitator, Stephen Tschudi, led the workshop and the mini-project, with Chinese language experience. It has been the great example of how we could execute and teach language through our project-based learning. I could see how the teachers should use the target language and keep students practice and work together in the target language. I particularly found the mini-project helpful and very educational... (B1) I found it the perfect way to learn how to keep close to the community and turn the learning experience into a useful product to the community.*

- *To me, the best possible way to start off ISI was the way you did: with a project-based language learning project. It makes total sense to me. The best way to understand PBLL, after all, is to actually do it. I really, really enjoyed this activity. I thought the scaffolding was great, the Jia Jia story became a referent that we could all use throughout ISI (and have a good laugh) and it immediately connected us to the Hawaiian community. ...I covered this in the previous page, but it greatly (and positively) influenced my learning in the ISI.*

- *It really helped self-experiencing a PBLL project. Now I know what makes a project a good project... Mini-Project...It was the perfect example how projects can work even if they are small.*

One participant with a mixed-feeling comment shared that he/she felt uncomfortable at the idea of speaking Chinese on the bus and "being treated like a child" initially. "*In the end, it was a great immersion experience to learn what PBLL is about.*"

2.   Activities

Respondents provided **overall very positive comments on various activities** offered by the ISI. The following activities received all positive comments. "n" in the parenthesis indicates the number of participants who provided the comments.

- Hands-on/engaging activities (n = 3)
    - Sample quote: "*There were many engaging activities that were instrumental in my understanding of PBLL and its application to my own teaching situation.*")
- Critical Friends/Structured Feedback (n = 3)

- o Sample quote: "*The critical friends protocol was extremely helpful.*"
- Rapid prototyping (n = 2)
  - o Sample quote: "*I've learned so much for the workshop. Here are a few things that particularly benefited me: ... all the rapid fire challenges, prototyping.*"
- Project Management (n = 2)
  - o Sample quote: "*If I would pick one, I would say the last session, "Project Management," is a very useful session because it walked me through all the steps again and really helped me organize my thoughts and understand significance of each design components.*"
- Structured project development time (n = 2)
  - o Sample quote: "*The structured activities designed to help us think through our projects were also useful...I liked the structured activities.*"
- Overall (n = 1)
- Product square and infographic (n = 1)
  - o Sample quote: "*My most valuable experience was being able to share my product square infographic with my peers and then being able to receive feedback for my thought process, final product and audience…*"
- Facilitators making their thinking explicit (n = 1) (Also mentioned as something valuable when describing Cherice as a great facilitator)
  - o Sample quote: "*Watching Cherice and Cindy teach and scaffold things for us or make their thinking explicit helped me realize how helpful those things are for students.*"
- Bird watching story to demonstrate how collaboration works (n = 1)

Some activities received mixed views, namely, teleconferencing, the film "Most Likely to Succeed", and leading/planning collaborative group work.

- Teleconferencing. Three participants felt very positive about the opportunity to hear how others implemented the projects through the Skype/Google online interviews. (e.g., "*Moreover, talking via Google Hangout with a school representative about how they implemented a semi-PBL project came in handy, as to be able to know and hear first-hand about their experiences, pitfalls and final product.*"). One participant reported

having trouble connecting the "Boat" project with learning in the ISI, and one enjoyed the two teleconferencing activities (one with a high school teacher and one with a Gonzaga administrator) less than the film.

- The "Most Likely to Succeed" film received two very positive comments (e.g., "*I really, really enjoyed the film that we watched.*") However, one participant did not like the movie mostly because he/she did not think the educational practice illustrated in the charter school from the film can be replicated in other educational contexts.

- Regarding leading/planning collaborative group work, one participant reported learning *"how to lead collaborative works,"* while another considered "one segment devoted to planning group work was" not useful because he/she couldn't see how it can apply to his/her class situation.

- Some of the challenging experience and negative comments on the teleconferencing, film, and group planning activities likely mean that **participants need more opportunities to internalize and contextualize what they observe within their own educational context.**

There are two negative comments and one activity suggestion.

- One participant commented that some activities were rushed and another felt that the participants were not encouraged to ask questions during presentation.

- One participant suggested to "*have a session focusing on different language proficiency, novice, intermediate, and advanced, e.g. what activities we can do to help students at different levels to sustain and improve.*"

3.   Format

Format is a category where the participants provided most of their suggestions. Main findings are as follows:

- The most noteworthy finding is that the participants really liked the weekend in between (n = 5).
  - Sample quote: "*I absolutely loved having a weekend included and strongly recommend keeping that format next year.*
  - *It was great to have the weekend to do a brain break.*

- Length: two participants expressed the desire to stay longer (e.g., "*I know everyone would wish we could stay longer.*"), indicating high level of enjoyment of the ISI. One wished that the ISI could be shorter and ended before the weekend. In terms of daily time schedule, one participant wished that each day could end earlier.
- There are many suggestions to structure the beginning of the ISI so that participants understand the big picture of PBLL, know final product expectations, firm their project ideas/focus through product square and critical friend protocol activities, and have more time to know each other.
    - *I felt that perhaps we could have spent more time focused on our own projects in those early days, and particularly on getting alignment in our product squares.*
    - *Evaluating the protocol discussion on August 9. I wish we had the first round in the very beginning of the institute and then the second one on the last day to see what changes we might have made and why.*
    - *If you had showed me the final product expected of us on day one of the workshop, I think I would be more confident to venture into new topics instead of playing safe.*
    - *It would have been helpful if in the beginning of the workshop we had a brief overview of PBLL and help us map out how each activity we did in class fit into the bigger picture of PBLL;*
    - *It would have been helpful if in the beginning of the workshop. (1) we had a chance to introduce ourselves to the entire cohort. The ice-break activity (tell someone what my professional interest, hobby, and strength) limited me to get to know only few people on the Day One; (2) we had a brief overview of PBLL and help us map out how each activity we did in class fit into the bigger picture of PBLL; (3) we had more time in each group/pair sharing so we were not significantly cut off in the middle of a conversation or didn't have the chance to hear everyone in the group.*
- In terms of activity structure, two participants described challenging experiences switching between specific activities and general work time and desired more structure. (e.g., "*it was somewhat disorienting to rapidly switch back and forth between specific activities and general 'work time.'* "*the experience sometimes felt jumbled between general activities and individual project time.*") One of them suggested to have the days "more themed and structured, and not just have free work time." One of them suggested introducing general

activities/resources in the morning and blocking the afternoon for individual worktime. This participant also recommended to discuss daily agenda in the beginning of each day. It is worthwhile to point out that both of them felt positive about the overall structure of the ISI. A third participant suggested the opposite idea, which is to integrate new lessons with project time, "*so that participants could know how to use resources better.*"

- The next related theme is about activity time, especially related to the time for individual project work time. Three participants felt that time could be used more wisely and if so, they could have achieved more on individual projects. One participant felt that there were too much "your own" time. Yet two people said that they did not have enough time to complete tasks or their project. One participant desired more time to work on a new project.

- A lot of the responses related to structuring the beginning of the ISI, activity sequencing structure, and activity time expressed the participants' desire for more structure so that they better structure their mental attention and work on their project more purposefully.

- Other suggestions include:
  - Opportunity to interact with people (e.g., from UH) who successfully implemented PBLL
  - Offer [maybe additional] optional class on technology, gold standard, career pathways to give more instructions for those who need it.
  - More one-to-one sessions with an instructor to discuss the blueprint in the beginning.
  - Organize an extracurricular excursion activity.

- One participant reported being interrupted in the break time being asked about her work by the instructors. He/she expressed the need to keep the break as uninterrupted non-work time.

4.   Forming Groups

Three participants provided very insightful comments about forming groups in group sharing activities. Two participants in particular recommended forming core team groups based on commonalities, such as from the same educational settings (college/high school), same language, same proficiency level, similar projects, or at the same stage in the project. Sharing within core groups would offer participants the opportunity to seek multiple perspectives, while "dig[ging] deeper" with their projects. As discussed earlier, sharing with and getting feedback from participants is greatly valued by the participants. One participant complained about too many "*turning to the person sitting next to you*" prevented his/her "*get[ting] feedback from multiple*

people." This participant recommended having people sit in different seats or "limit the '*turn to your partner*' activities."

5.   Material and Content

Respondents commented on the overall usefulness of the resources and their plan to use many of the materials provided (n = 4). One participant felt that material was valuable most of the time. While one participant felt that the materials can be better adapted to this year's theme "career pathways" and adding something new from previous years, another participant's experience is that there is "too much" content, and "*topics like marking career connections or assessment…felt like too much to take in*".

6.   Organization and Overall Format

- Seven participants expressed great satisfaction and highly positive evaluative comments about the organization of the ISI. (e.g., "*Beautifully executed*" "*Everything is perfectly arranged.*" "*Good planning and pacing of activities; the schedule was intensive, but reasonable. I felt tired, but not exhausted every day…Five stars - see my comment above.*"). The only suggestion is that "*some of the activities we participants were tasked to do could have been planned out more in advance so that they could be run more seamlessly.*" In terms of overall scheduling and format, four participants gave positive comments.

Support/Feedback from facilitators, staff, and participants

Support/Feedback from facilitators, staff, and participants received almost all positive comments. It is one of the most valued aspects of the ISI and an area that many participants considered worked well.

Ten participants reported benefiting from sharing their project ideas and receiving feedback not only from the facilitators but from the other participants in the ISI.

- *Time to collaborate with other teachers was particularly useful. Conversations with facilitators and participants helped shape my ideas for future projects.*
- *I particularly enjoyed and learned from … discussing my ideas with my colleagues from various language units and educational institutions. Discussing a college level project*

with a middle school teacher turned out to be the most insightful experience at the Institute.

- *It has been helpful to share our ideas with other participants and facilitators.*

The opportunity to collaborate and generating ideas for one's own projects and others' projects are other forms of interaction recognized as beneficial to two participants.

Ten participants offered highly positive comments about the ISI facilitators. In particular, Cherice, Stephen, and Cindy were praised for their feedback, helpfulness, and expertise.

- *I truly appreciate the support and restless feedback from Stephen Tschudi and I hope that Stephen can continue his support at his convenient time.*
- *Another valuable experience was the opportunity to sit down with our wonderful facilitators and brainstorm ideas for my project. Excellent facilitators - both bringing something unique to the Institute.*
- *All instructors/facilitators responded quickly and thoroughly (both in person and via email) throughout the ISI experience.*
- *Presenters definitely showed their expertise.*

Only one participant felt that "*some perspectives were more valuable to me than others.*" **One** participant **suggested to have an SLA specialist on the team for added team expertise**.

In addition to the positive comments about the facilitators, **six participants highly commended the ISI support staff**, some including the facilitators. Respondents considered the staff caring, offering "incredibly" useful feedback, and willing to help and go "the extra mile" to accommodate their needs. The following staff names were mentioned in particular: Cherice, Jim, Julio, Hui-Ya, and Stephen.

- *Cherice is organized and affirmative. I also love how Jim efficiently and effectively took care of the logistics. Cindy is very kind in supporting us, and Stephen is sharp and intelligent. Julio is friendly in giving us a warm welcome and learning experience. Hui-Ya is very caring and makes sure that we have what we need. The whole faculty/staff team is just great.*
- *I felt like I was supported all the way by faculty and colleagues….The teamwork of the faculty and staff was outstanding. You complemented each other so well to give us such*

an amazing experience academically, leisurely, and in every sense of it. Thank you so much for making this possible. You guys rock!

- *I cannot stress enough how helpful the staff was. They were always willing to help and offered incredibly useful feedback.*

- *JIM IS FANTASTIC! and the food was excellent and the personal attention he gave each of us during the Institute was phenomenal. His friendly demeanor and his willingness to speak with us and provide information about various places in Oahu made this Institute twice as great it would have been if Jim were not there for us. Same applies everyone else at NFLRC. They truly went the extra mile to accommodate our needs in all possible ways. Not only did I learn a LOT, but I also felt at home for the entire duration of the Institute.*

Overall

Six participants provided highly positive comments about the ISI. See sample quotes below:

- o *"Every activity during the Intensive Summer Institute offered with great learning experience."*
- o *"This was the most valuable professional workshop I have participated in to-date."*

CONCLUSION

The 2017 NFLRC PBLL Summer Institute received overall highly positive evaluation from the participants, both in terms of their self-reported learning and transformative impact and in terms of their satisfaction and positive experience.

APPENDIX I. RESULTS OF RATINGS ON CLOSED-ENDED QUESTIONS

Item	Mean	Standard Deviation	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	% Agree/ Strongly Agree
B1) The Hawaii's Plantation Village community-based mini-project experience strengthened my understanding of PBLL.	4.5	0.89	0%	6%	6%	19%	69%	**88%**
B2) The information about the Summer Institute that I received prior to attending the sessions was adequate for my needs	4.8	0.58	0%	0%	6%	13%	81%	**94%**
B3) The workshop was well organized and well run	4.8	0.45	0%	0%	0%	25%	75%	**100%**
B4) The staff was helpful	5.0	0.00	0%	0%	0%	0%	100%	**100%**
B5) The workshop facilities and technical support were adequate	5.0	0.00	0%	0%	0%	0%	100%	**100%**
B6) The length of the workshop (6 days) was appropriate	4.8	0.58	0%	0%	6%	13%	81%	**94%**
B7) I enjoyed the overall format of the workshop (mini-PBLL project experience, lectures, Quickfire tasks, scaffolding sessions, project work, videoconference, etc.)	4.8	0.45	0%	0%	0%	25%	75%	**100%**
B8) I found the variety of perspectives represented by workshop leaders, facilitators, and participants valuable	4.7	0.60	0%	0%	6%	19%	75%	**94%**
B9) Participating in this Intensive Summer Institute will have a transformative impact on my work as an educator	4.9	0.34	0%	0%	0%	13%	88%	**101%***
B10) I plan to share the insights I have gained in this Intensive Summer Institute	4.9	0.50	0%	0%	6%	0%	94%	**94%**

with my colleagues (specify your specific plans for sharing in the Comments field)								
B11) I found the materials provided or created to be valuable	4.9	0.34	0%	0%	0%	13%	88%	**101%***
B12) I found the process of learning about, developing, and discussing PBLL projects relevant to my professional development	5.0	0.00	0%	0%	0%	0%	100%	**100%**
B13) I was satisfied with the facilitation of the summer institute	4.8	0.58	0%	0%	6%	13%	81%	**94%**
B14) Overall, my expectations of the summer institute were met	4.8	0.40	0%	0%	0%	19%	81%	**100%**
C1) The summer institute helped me to plan a project that includes the essential elements of Gold Standard PBLL.	4.6	0.63	0%	0%	6%	31%	63%	**94%**
C2) The summer institute helped me understand how to use career pathways to craft a more compelling project.	4.1	0.93	0%	6%	19%	38%	38%	**76%**
C3) The summer institute increased my understanding of integrating technology in PBLL	4.8	0.45	0%	0%	0%	25%	75%	**100%**
C4) The summer institute broadened my knowledge and skills for developing and scaffolding PBLL materials	4.8	0.40	0%	0%	0%	19%	81%	**100%**
C5) The summer institute improved my knowledge about assessment in PBLL	4.4	0.72	0%	0%	13%	38%	50%	**88%**

*Percentages do not add up to 100% due to the rounding error.

APPENDIX II. CATEGORIZED OPEN-ENDED COMMENTS

Actual Comments	Theme	Subtheme	Sentiment
One segment devoted to planning group work was somewhat useless, particularly, because the materials presented to us were more applicable to a business situation than to a class of language learners who meet 2-3 times a week for one hour and then do not see each other outside of class.	Activities	Leading / Planning collaborative / group work	Challenge
There were some planning issues - some activities were rushed a bit -- and that affected my understanding of their purpose.	Activities	Some activities are rushed	Challenge
We saw two projects (HPV and boat) but I could not connect them to what you are trying to instruct us very well.	Activities	Teleconferencing	Challenge
Last but not least, I did not like the movie and the fact that we all had to watch it at the end of a long day and then discuss it with some random folks coming from other academic disciplines. I personally did not learn much from this movie. This is a unique context of a charter school, and the things they do at that school cannot be replicated in other educational contexts. Maybe, dividing the group into high school and college instructors in some activities would have helped us focus specifically on our own institutional contexts.	Activities	Film	Challenge with suggestion
I sometimes felt like we were not encouraged to ask questions, except for during work time.	Activities	Not encouraged to asked questions	Negative
(I really, really enjoyed the film that we watched;) the videoconference with the high school teacher and Gonzaga administrator, less so.	Activities	Teleconferencing	Negative
(I think collaboration is really useful as) two facilitators Cindy Kendall and Cherice Montgomery integrated the story about bird watching in their presentation to the workshop.	Activities	Bird watching story	Positive
Additionally, I really appreciated how you structured how to give feedback. Though most participants didn't seem to actually follow your guidelines, I think the ones that did gave really valuable feedback (and not just 'this is good' or 'this won't work').	Activities	Critical Friends/Structured Feedback	Positive
Evaluating the protocol discussion on August 9.	Activities	Critical Friends/Structured Feedback	Positive
The critical friends protocol was extremely helpful.	Activities	Critical Friends/Structured Feedback	Positive
I really, really enjoyed the film that we watched	Activities	Film	Positive
Similarly, I enjoyed some of the more presentational moments to look at how PBL can be really transformational - the film "Most Likely to Succeed"	Activities	Film	Positive
There were many engaging activities that were instrumental in my understanding of PBLL and its application to my own teaching situation.	Activities	Hands-on / Engaging activities	Positive
have us thinking	Activities	Hands-on / Engaging activities	Positive

Some of the activities that helped me learn include the mini project, the Skype interview, receiving feedback through the gallery walks. I also learned a lot from the hands-on activities we did during Cherice's and Cindy's presentations.	Activities	Hands-on / Engaging activities	Positive
How to lead collaborative works	Activities	Leading / Planning collaborative / group work	Positive
Watching Cherice and Cindy teach and scaffold things for us or make their thinking explicit helped me realize how helpful those things are for students	Activities	Model thinking (Make thinking explicit)	Positive
Absolutely. Can I also mention "Most likely to succeed". Every activity has been the great learning experience.	Activities	Overall	Positive
I found it very effective to learn and practice more about scaffolding different activities as well as designing and redefining my PBLL project through the use of the "product square". My most valuable experience was being able to share my product square infographic with my peers and then being able to receive feedback for my thought process, final product and audience; but especially designing a project in which my language learners would find interest and authentic care.	Activities	Product square and infographic	Positive
If I would pick one, I would say the last session, "Project Management," is a very useful session because it walked me through all the steps again and really helped me organize my thoughts and understand significance of each design components.	Activities	Project Management	Positive
I've learned so much for the workshop. Here are a few things that particularly benefited me: (doing the scaffolding activities with Cherice, one-on-one talk with Yao to develop SLOs and rubrics for my program,) Cindy's project management tips	Activities	Project Management	Positive
So many useful resources and activities - e.g. rapid prototyping, etc	Activities	Rapid prototyping	Positive
I've learned so much for the workshop. Here are a few things that particularly benefited me: ... all the rapid fire challenges, prototyping	Activities	Rapid prototyping	Positive
The structured activities designed to help us think through our projects were also useful...I liked the structured activities	Activities	Structured project development time	Positive
Moreover, talking via Google Hangout with a school representative about how they implemented a semi-PBL project came in handy, as to be able to know and hear first-hand about their experiences, pitfalls and final product.	Activities	Teleconferencing	Positive
Similarly, I enjoyed some of the more presentational moments to look at how PBL can be really transformational - (the film "Most Likely to Succeed" and) the web-conference session with the folks from Spokane working with the Marshallese students on their boat project.	Activities	Teleconferencing	Positive
Some of the activities that helped me learn include (the mini project,) the Skype interview, (receiving feedback through the gallery walks. I also learned a lot from the hands-on activities we did during Cherice's and Cindy's presentations.)	Activities	Teleconferencing	Positive
Project developing time: it's good amount and good to hear from others.	Activities	Structured project development time	Positive

It would be good to have a session focusing on different language proficiency, novice, intermediate, and advanced, e.g. what activities we can do to help students at different levels to sustain and improve.	Activities	Focus on different language proficiency	Suggestion
(Most challenging) [XX]'s rubric presentation was not particularly effective. The SLOs of her SLO activity were not entirely clear; why make SLOs on a class level utilizing incredibly specific criteria from a career pathway? Her examples of good rubrics also did not seem to actually be great examples. I would reexamine the rubric presentation and, in fact, day; it's such an important aspect of PBLL and I felt that I left with, somehow, a worse understanding.	Assessment	SLOs and Rubrics	Challenge
(Suggestion for future) I am happy about the structure of the institute overall. I sometime wish that we could discuss more about assessment.	Assessment		Mixed
Yes, definitely, I will apply more rubrics during assessment.	Assessment	apply rubrics	Positive
I've learned so much for the workshop. Here are a few things that particularly benefited me: ... one-on-one talk with Yao to develop SLOs and rubrics for my program	Assessment		Positive
We could have spent considerably more time in the ISI on assessment.	Assessment	desire more time on assessment	Suggestion
Although we could have discussed more about assessments for implemented PBLL.	Assessment	More time	Suggestion
(Suggestion for future) I would say, a step-to-step guide to implementing and assessing a PBLL project.	Assessment		Suggestion
It's hard to give any recommendations here. I learned a great deal despite a few minor issues. One critique would be about this year's focus on Career Pathways. I felt that more could have been done with this innovative twist in PBLL. The facilitators did not seem interested in having us develop units specifically targeted a one career skill or sets of skills. Instead they took a very general approach to professional skills. Good content - but again, it could have been even better if the Institute focused more on Professional and Vocation skills and added something NEW to what we already learned in the online modules.	Career pathway connection	Focus on career pathways is not specific enough	Challenge with suggestion
I like using the career pathways to craft my project but I'm not convinced it's entirely necessary.	Career pathway connection		Mixed
I still need more time to work on the document, but I am always interested in language as a useful tool for anyone who works and speak English.	Career pathway connection	Need more time to work on documents	Negative
I expected more on career pathway connection.	Career pathway connection		Negative
I've perhaps used references to career pathways less in my project designs simply because of the age group I am primarily dealing with (MS students).	Career pathway connection		Negative
Maybe we could have had more examples	Career pathway connection	Want more examples	Suggestion

Both two years ago and this year, I sometimes feel that we are presented with too much content - most participants need to work and reflect upon the nuts and bolts of getting their projects started, finding an effective entry event, developing a project square, etc., so some of the topics on making career connections or assessment, though important for Gold Standard BIE, often felt like too much to take in.	Content	Too much content	Challenge
(B2) I expected more NEW content - more specific content. (B8) some segments seemed too general; too distant from foreign language teaching	Content	New and specific content	Negative
Some perspectives were more valuable to me than others.	Facilitators	Overall	Mixed
Cherice was very helpful and insightful in her feedback! Thanks!	Facilitators	Cherice	Positive
Another valuable experience was the opportunity to sit down with our wonderful facilitators and brainstorm ideas for my project. Excellent facilitators - both bringing something unique to the Institute.	Facilitators	Cherice, Cindy	Positive
Presenters definitely showed their expertise.	Facilitators	expertise	Positive
I really appreciated Cherice walking us through her thought process in real-time. If she was unsuccessful at, say, getting our attention, she was able to immediately break down, "See, here's what I did wrong, I didn't scaffold this so now you guys are confused and talking to each other to clarify instead of doing the activity." It was really great to have those meta-moments.	Facilitators	Model thinking (Make thinking explicit)	Positive
(B 8) Yes, I am grateful for what everyone has brought to share at the Summer Institute. (B 10) I truly appreciate the support and restless feedback from Stephen Tschudi and I hope that Stephen can continue his support at his convenient time.	Facilitators	Overall, Stephen	Positive
Stephen is always very helpful, almost like a big brother. His demo teaching of Jiajia showed me how to teach Chinese in a very engaging way, not to mention the musical instrument his student made, definitely eye-opening!!	Facilitators	Stephen	Positive
(What did we do well?) all instructors/facilitators responded quickly and thoroughly (both in person and via email) throughout the ISI experience. All of the instructors/facilitators were extremely helpful and kind in general. I feel like I learned a lot and have grown professionally. (B8) It was great!	Facilitators		Positive
You chose great facilitators! (I learned a lot not only about PBLL, but also about how to teach and scaffold, and model thinking, etc.)	Facilitators		Positive
For me, as a returning PBLL Institute participant, simply having time to sit and talk with Co-Leaders about PBLL projects I have designed and am currently designing, as well as other issues we face in our school.	Facilitators		Positive
Facilitators	Facilitators		Positive
Having an SLA specialist on the team would have added another level of expertise to the team.	Facilitators	Invite an SLA specialist	Suggestion
(What did we do well?) The NFLRC staff did an excellent job providing appropriate facilities (rooms, etc.) for this Institute. (B5) Yes!	Facilities / Tech Support	Facilities	Positive

Great!	Facilities / Tech Support	Overall	Positive
The website is greatly organized and resourceful!	Facilities / Tech Support	Website	Positive
The facilities and technical support were wonderful - I would want to work there myself if I could!	Facilities / Tech Support		Positive
Food is irresistible!!!	Food		Positive
Food was great	Food		Positive
Food	Food		Positive
(Challenging Experience) We were frequently encouraged to work with new partners, which also interrupted flow as each time we spoke with someone new, we had to start from zero in our explanation of our project. (Suggestion) Working with one core small group/partner throughout the week might help us dig deeper with our projects as those group members would know our projects really well, and vice versa. Working with group members who are in the same stages of the project, or who have similar projects to our own (with regard to language, topic, and/or language proficiency level), might also be helpful.	Form groups	new partners interrupted flow	Challenge with suggestion
As students do, we immediately chose seats in the workshop and stuck to them the entire time. Subsequently, every single time the coordinators said 'turn to the person sitting next to you,' we were talking to the same person. I found it much more helpful to get feedback from multiple people. Thus, I would recommend either forcing people to sit in different seats (also something I do with my students every few weeks to switch it up!) or else making a conscious effort to limit the 'turn to your partner' activities.	Form groups	Opportunity to work with different participants	Challenge with suggestion
I would suggest that teachers with the same interest (from college/ high school), or same language teachers can have more team work time. In my opinion, we can come up with better discussion if we sit together then we have random pair work or group work. By saying this, I do not mean the diversity dynamic did not work. I have learnt a lot from other language teachers, and I got to know them better, but I really had a productive time with my team member who I could share so much both the challenges and efficiency as college teachers that I wish I had more time with a group like that.	Form groups	Form groups based on similar challenges / interests	Suggestion
I am aware that due to the time limitation I can not complete the final project. I am confident that I have learned so much from making the final product more feasible with the feedback that I got from the workshop.	Format	Activity time	Challenge
It seems to me that there are too much "your own" time. Sometimes I did not know what to do (although it seems that the other people know what to do).	Format	Activity time	Challenge
Finally - and this is quite a small point - a few times facilitators came to look at my screen and asked me what I was working on, but during the breaks. Of course it's absolutely fine to do so during work time, but I didn't really appreciate having to explain the project I was working on during supposedly free time.	Format	interrupting free time	Challenge

(Challenging experience) Additionally, it was somewhat disorienting to rapidly switch back and forth between specific activities and general 'work time.' I personally would have liked structure. For instance, after the rubric presentation, it would have been nice to say 'okay, now spend the next 45 minutes beginning work on your rubric for your project.' Obviously we're all adults and if we need to work on something else we will, but it would have been nice to have a signpost of what you suggest working on. (B3, B7) It would have been nice to have the days more themed and structured, and not just have free work time, but overall I thought it worked well. … Not much to add, just highly enjoyed it!	Format	Activity Structure	Challenge with suggestion
(Challenging experience) Switching between general activities and individual work time was somewhat challenging, and sometimes interrupted my thought process. (Suggestion) Perhaps structuring the day so that we were exposed to general activities/resources in the morning, for example, and then having time to work on our individual projects (either independently or with our "core group") in the afternoon would help us mentally be prepared to switch gears in our thinking....Although we had the schedule posted online, it might be nice to include a daily agenda that was posted/discussed each morning (as some things on the schedule were shifted around). (B7) Overall, yes, but the experience sometimes felt jumbled between general activities and individual project time. Could be helpful to separate out general activities with project time into separate morning/afternoon sessions rather than alternating throughout the day.	Format	Activity Structure	Challenge with suggestion
So many great resources were introduced during sessions, but some sessions seemed more like lecturers. It would be more helpful if participants could have time to work on our project by using these resources … each session could integrate new lessons with project time, so that participants could know how to use resources better.	Format	Activity Structure	Challenge with suggestion
Yes, but the time would have been used more wisely.	Format	Activity time	Mixed
Because I am not very good at technology in general, I felt a little difficult to complete the tasks and I wished more time to work through it. However, I wasn't too bothered by that in the end because there are so much to learn and so much information to go through, there weren't enough time to worry too much.	Format	Activity time	Mixed
I wish I had more time to work on a new project as I felt like my original project was nearly fully developed.	Format	Work on a new project?	Negative
Yes. Even though I know everyone would wish we could stay longer.	Format	Length--desire longer stay	Positive
I would love to stay here longer.... :)	Format	Length--desire longer stay	Positive
Yes	Format	Overall	Positive
Scheduling	Format	Scheduling	Positive
I absolutely loved having a weekend included and strongly recommend keeping that format next year.	Format	weekend in between	Positive

(What did we do well?) 1. Scheduling: To have a weekend in between is a big improvement! (B2) Definitely keep the weekend in between!	Format	weekend in between	Positive
It was good to have a weekend during the institute.	Format	weekend in between	Positive
It was great to have the weekend to do a brain break.	Format	weekend in between	Positive
setting a weekend in the middle of the Institute	Format	weekend in between	Positive
	Format	Activity Structure	Positive with suggestion
I also think that we could have done more work on our individual projects if that part of the Institute was structured a bit better.	Format	Activity time	Suggestion
While the input and resources in the first few days were interesting and useful, I felt there was a lot of input and what was lacking was time to process and think about how they fit in with our project or into our classes more generally, but I'm glad I have those resources and can explore them in more depth when I need to. I felt that perhaps we could have spent more time focused on our own projects in those early days, and particularly on getting alignment in our product squares. For me, I realized from the feedback on my initial product square that I needed to go back to the drawing board, which I think I had time to do on day 3 or 4. It would have been great if that was brought forward somehow, as it was difficult to create scaffolding tasks for an authentic text (and do some of the other activities) when my project focus was still up in the air.	Format	Beginning of the Institute	Suggestion
It would have been helpful if in the beginning of the workshop we had a brief overview of PBLL and help us map out how each activity we did in class fit into the bigger picture of PBLL;	Format	Beginning of the Institute	Suggestion
It would have been helpful if in the beginning of the workshop (1) we had a chance to introduce ourselves to the entire cohort. The ice-break activity (tell someone what my professional interest, hobby, and strength) limited me to get to know only few people on the Day One;	Format	Beginning of the Institute	Suggestion
It would have been helpful if in the beginning of the workshop we had more time in each group/pair sharing so we were not significantly cut off in the middle of a conversation or didn't have the chance to hear everyone in the group.	Format	Beginning of the Institute	Suggestion
If you had showed me the final product expected of us on day one of the workshop, I think I would be more confident to venture into new topics instead of playing safe.	Format	Beginning of the Institute	Suggestion
(Evaluating the protocol discussion on August 9.) I wish we had the first round in the very beginning of the institute and then the second one on the last day to see what changes we might have made and why.	Format	Have the first round of protocol in the beginning and the second round at the end	Suggestion
I wish I could interact with people who have done successful full-scale Gold Standard PBLL. Anybody from UH?	Format	Interact with people with successful implementation	Suggestion

It could be shorter or could end before the weekend.	Format	Length--could be shorter	Suggestion
I think that optional class, for example, on technology, gold standard, career pathways, etc. could have been very useful. While some of us are more interested in working on our own project in Moore Hall, some of us might have been able to use more instructions. Moreover, since we had a lot of "your own" time, one-to-one session with an instructor could have been a good idea in the beginning of institute to discuss the blue print that we submitted. Some of us had such a session optionally but some of us did not have a chance.	Format	Offer optional classes	Suggestion
Because some participants are first-time visitors to Hawaii and/or here alone, it might be nice to organize one or two *optional* group excursion(s) related to tourist destinations on the island.	Format	Organize group excursions	Suggestion
I wish we would've ended earlier each day.	Format	Wish to end each day earlier	Suggestion
One "thought" which is not really challenging but was a bit difficult at the beginning for me is to realize that I have a different group of college students to teach while some other colleagues teach high school students. However, this is not a disadvantage at all but a plus for me, regarding additional experience I learned from other teachers, and I also learned new aspects to look at my own situation.	Idea exchange and collaboration		Challenge
I was often challenged to think about my project in new ways, and I enjoyed thinking about others' projects as well.	Idea exchange and collaboration	Challenged	Positive
I also had the great opportunity to collaborate with another language teacher to come up with activities for the Activity book. I think collaboration is really useful as two facilitators Cindy Kendall and Cherice Montgomery integrated the story about bird watching in their presentation to the workshop.	Idea exchange and collaboration		Positive
Project-based language learning has been my long -term interest. I am inspired and motivated, just like any fish, even if I am not a big fish, that can get the chance to swim in the water. The Ocean is enormous, but that is how much for me to explore, and I am eternally inspired and motivated.	Impact	Inspired and motivated	Positive
Absolutely -- although I think it will be challenging to implement gold standard projects 100% of the time, I will likely aim for gold standard each time I sit down to create a new unit/project.	Impact	PBLL gold standards	Positive
My approach to this semester is completely different than in years past!	Impact	transformative	Positive
Absolutely!	Impact		Positive
I would have liked to know how to upload my project to the repository earlier in the week. It was challenging not to know what we were building toward (in format and project elements) until the last day.	Information	Know the need to upload to the repository earlier	Challenge with suggestion
It was adequate. I just did not know we were not going to revisit the project blueprint.	Information	hoped to re-visit the blueprint	Mixed
...Though it would have been nice to start the process sooner. I felt like we received information relatively late.	Information	late	Negative
I didn't particularly know what to expect in terms of working on one final project.	Information	Unclear expectation	Negative

I could get the foundation to develop my work	Information	get the foundation	Positive
I wish we were given a daily schedule in advance.	Information	Want daily schedule in advance	Suggestion
I think that you did such a great job having us experience PBLL. I felt that the whole institute was like a PBL project, the participants as students and facilitators as teachers. I've learned so much how to facilitate activities, tasks, and managing a group.	Learning	Facilitate activities	Positive
I think that you did such a great job having us experience PBLL. I felt that the whole institute was like a PBL project, the participants as students and facilitators as teachers. I've learned so much how to facilitate activities, tasks, and managing a group.	Learning	Group management	Positive
I learned a lot not only about PBLL, but also about how to teach and scaffold, and model thinking, etc.	Learning	Model thinking (Make thinking explicit)	Positive
Yes, most of the time	Materials		Mixed
I still keep the handout but the online material is very helpful. I also keep notes of many websites and other materials that we used at the workshop.	Materials	Overall	Positive
I will be using many of the materials that were provided!	Materials	overall	Positive
I am looking forward to using the new resources and protocols that we learned in my future classes. Getting to use the resources and enact the protocols helped me understand how they work.	Materials	resources and protocols	Positive
Introducing great ideas, resources	Materials		Positive
Also, some materials could have better adapted to this year's theme. This year's materials were very similar to last year's online institute modules. (Good content - but again, it could have been even better if the Institute focused more on Professional and Vocation skills and added something NEW to what we already learned in the online modules.)	Materials	Update materials to be different than from online modules, more on career pathways	Suggestion
We saw two projects (HPV and boat) but I could not connect them to what you are trying to instruct us very well.	Mini-Project	Couldn't connect to learning	Challenge
Frankly, I didn't like the idea of speaking Chinese on the bus and felt like being treated like a child. After we began working on the project, I realize that's an example of what should be happening in our own classroom. In the end, it was a great immersion experience to learn what PBLL is about.	Mini-Project	Don't like speaking Chinese on bus. Liked immersion experience	Mixed
(What did we do well?) It was very useful to have the HPV experience and be part of the final product. (B1) It helped me get the "bigger picture" of implementing PBLL and knowing how it would ultimately benefit the Chinese community at large visiting the HPV.	Mini-Project	Bigger picture, benefit community	Positive
It was the perfect example how projects can work even if they are small.	Mini-Project	Example of a small project	Positive
I[t] made me feel like a language learner who was asked to do a PBLL project.	Mini-Project	experiential learning	Positive

To me, the best possible way to start off ISI was the way you did: with a project-based language learning project. It makes total sense to me. The best way to understand PBLL, after all, is to actually do it. I really, really enjoyed this activity. I thought the scaffolding was great, the Jia Jia story became a referent that we could all use throughout ISI (and have a good laugh) and it immediately connected us to the Hawaiian community. ...I covered this in the previous page, but it greatly (and positively) influenced my learning in the ISI.	Mini-Project	experiential learning	Positive
The immersive learning experience helps me learning by doing it!	Mini-Project	experiential learning	Positive
(What did we do well?) It really helped self-experiencing a PBLL project. Now I know what makes a project a good project.	Mini-Project	experiential learning	Positive
(Most valuable) I was really impressed with the way our workshop facilitator, Stephen Tschudi, led the workshop and the mini-project, with Chinese language experience. It has been the great example of how we could execute and teach language through our project-based learning. I could see how the teachers should use the target language and keep students practice and work together in the target language. I particularly found the mini-project helpful and very educational... (B1) I found it the perfect way to learn how to keep close to the community and turn the learning experience into a useful product to the community.	Mini-Project	experiential learning, benefit community	Positive
It was nice to see a project done for a novice level learner.	Mini-Project	Good example for noive learner	Positive
modeling how to implement a mini-project through hands-on activities	Mini-Project	Modeling a PBLL project	Positive
Though I didn't really take part, since I missed the first day, I think the design of the Hawaii's Plantation Village activity book was really powerful to get participants to take full part in a PBL activity, to model the power of this pedagogical approach. ... As I said before, my participation was minimal given that I missed the first day, though I did serve as a language informant with other participants as they designed their task pages.	Mini-Project	Modeling a PBLL project	Positive
Some of the activities that helped me learn include the mini project(, the Skype interview, receiving feedback through the gallery walks. I also learned a lot from the hands-on activities we did during Cherice's and Cindy's presentations.)	Mini-Project	Overall	Positive
It helped me to think and feel as a student, very precious experience.	Mini-Project	Put in students' shoes	Positive
(Most Valuable) His demo teaching of Jiajia showed me how to teach Chinese in a very engaging way. (B1) It put me in a learner's shoes. It helped me see areas students need help with, and by seeing how Stephen scaffolding us all the way, I learned how to scaffold my students.	Mini-Project	Put in students' shoes	Positive
(Most valuable) The mini-project was a great way to really put us in the shoes of students and give us a common immersive experience. (What did we do well?) Although time-consuming, the mini-project experience was so valuable.	Mini-Project	Put in students' shoes, experiential learning	Positive

(What did we do well?) Every activity was planned well ahead and completed successfully...The logistic work was perfect as the catalyst to keep us motivated. (B3) Everything has been organized and run very well. I think we have made the best of our time in just one week.	Organization	Activities	Positive
Overall, it was well-organized.	Organization	overall	Positive
Beautifully executed!	Organization	overall	Positive
It was beautiful and well planned.	Organization	overall	Positive
(What did we do well?) Good planning and pacing of activities; the schedule was intensive, but reasonable. I felt tired, but not exhausted every day. (B3) Five stars - see my comment above.	Organization	planning and pace	Positive
It was great - thank you!	Organization		Positive
No, everything is perfectly arranged!	Organization		Positive
I think everything was done very well, my only suggestion is that some of the activities we participants were tasked to do could have been planned out more in advance so that they could be run more seamlessly.	Organization	Plan activities in advance	Positive with suggestion
(Most valuable) Every activity during the Intensive Summer Institute offered with great learning experience. (What did we do well?) The face-to-face intensive summer institute really made me work hard, interact with everyone during the workshop. I feel that I could really focus on the project that I am developing all the time... I feel that I really stayed engaged and focused. (The logistic work was perfect as the catalyst to keep us motivated.) (B12) Absolutely! I still need time to complete, but I am confident that I am on the right track. (B13) Yes, I definitely got all that I need, it is beyond my expectation. (B14) I absolutely have gained more from the intensive summer institute than I expected. I can not thank you enough. Thank you very much for the great opportunity to work on my project and get to know many great people!	Overall		Positive
This was the most valuable professional workshop I have participated in to-date.	Overall		Positive
Thank you!	Overall		Positive
It's very hard to pinpoint one session or one person because everyone and every session are so informative.	Overall		Positive
Overall, I loved the workshop and found it useful in a whole variety of ways. There wasn't really anything that got in the way of my learning. Rather there was so much to learn! ...Thank you for a wonderful week!	Overall		Positive
I don't think that anything got in the way of my learning.	Overall		Positive
For me, it is a challenge to keep in mind all PBLL requirements. I happened that when I thought I had a great project idea, it was not. Of course, sometimes it made me be frustrated but and the same time it made me keep thinking about how to solve the challenge.	PBLL fundamental principles learning		Challenge
I'm not sure how attainable I really think the Gold Standard PBLL project is. That said, it certainly helped me strengthen my project	PBLL fundamental principles learning		Mixed

Yes, I have learned to identify essential elements that I need to plan a project in language learning.	PBLL fundamental principles learning		Positive
This Fall semester, I will implement my project for the advanced Vietnamese class. I will work with Language Resource Center at University of Michigan, and will reach out to other Vietnamese teachers from other Universities for future collaboration.	Plan		Plan
workshops; course projects; possibly a publication in one of the leading SLA journals in the future	Plan		Plan
I'm attempting to get funding to share my PBLL insights with my university's Center for Language Study.	Plan		Plan
I will lead a 1.5-2 hour workshop at my home institution upon my return in which I will discuss elements of gold standard PBLL projects. I will likely share certain resources/protocols that we learned as well…I'm looking forward to implementing new strategies and projects in the future! Thank you!	Plan		Plan
I am and will continue blogging about it!	Plan		Plan
I plan to submit an abstract of panel with in content-based teaching with my colleagues in Massachusetts and my part is to introduce PBLL as a way to do.	Plan		Plan
I am going to work actively to train my teaching team to implement PBLL in our curriculum, and will encourage them to take part in BIE workshops as well as next year's NFLRC webinars.	Plan		Plan
In my experience, I think that sharpening and rounding the project is the most challenging activity. Not only finish it but revisiting it several times made me change a lot of things.	Refining project		Challenge
I found it very effective to learn and practice more about scaffolding different activities as well as designing and redefining my PBLL project through the use of the "product square".	Scaffolding		Positive
I learned a lot not only about PBLL, but also about how to teach and scaffold, and model thinking, etc.	Scaffolding		Positive
I enjoyed the session where we learned about different scaffolding activities for readings. It was practical.	Scaffolding		Positive
Yes, this is very useful for me to develop materials to teach including textbook.	Scaffolding		Positive
I've learned so much for the workshop. Here are a few things that particularly benefited me: doing the scaffolding activities with Cherice,	Scaffolding		Positive
(What did we do well?) Scaffolding	Scaffolding		Positive
Scaffolding the activities have been so enlightening because we had to think about the minimum detail to help the students to put it together.	Scaffolding		Positive
(Most valuable) I learned from the various ways we discussed and got feedback from other participants, and from the workshop facilitators.... I also had the great opportunity to collaborate with another language teacher to come up with activities for the Activity book. I think collaboration is really useful as two facilitators Cindy Kendall and Cherice Montgomery integrated the story about bird watching in their presentation to the workshop. In short, the most valuable	Sharing with and feedback from participants and facilitators	Face-to-face interaction	Positive

experience is to work with real people instead of working on the computer screen....(What did we do well?) The face-to-face intensive summer institute really made me work hard, interact with everyone during the workshop. I feel that I could really focus on the project that I am developing all the time.			
I particularly enjoyed and learned from showcasing my own prototypes of projects and project activities and discussing my ideas with my colleagues from various language units and educational institutions. Discussing a college level project with a middle school teacher turned out to be the most insightful experience at the Institute.	Sharing with and feedback from participants and facilitators		Positive
Time to collaborate with other teachers was particularly useful. Conversations with facilitators and participants helped shape my ideas for future projects. I liked...the way we received and gave feedback on projects.	Sharing with and feedback from participants and facilitators		Positive
Project developing time: it's good amount and good to hear from others.	Sharing with and feedback from participants and facilitators		Positive
Discussion with other participants including the facilitators.	Sharing with and feedback from participants and facilitators		Positive
(I found it very effective to learn and practice more about scaffolding different activities as well as designing and redefining my PBLL project through the use of the "product square".) My most valuable experience was being able to share my product square infographic with my peers and then being able to receive feedback for my thought process, final product and audience; but especially designing a project in which my language learners would find interest and authentic care.	Sharing with and feedback from participants and facilitators		Positive
Conversations with other participants and facilitators really helped me to refine my project	Sharing with and feedback from participants and facilitators		Positive
conversation with workshop facilitator and other participants about our own project ideas	Sharing with and feedback from participants and facilitators		Positive
It has been helpful to share our ideas with other participants and facilitators.	Sharing with and feedback from participants		Positive

	and facilitators		
Some of the activities that helped me learn include (the mini project, the Skype interview,) receiving feedback through the gallery walks. (I also learned a lot from the hands-on activities we did during Cherice's and Cindy's presentations). (What did we do well?) It was helpful to receive feedback from other participants and from the facilitators.	Sharing with and feedback from participants and facilitators		Positive
Having groups to share our project ideas more often.	Sharing with and feedback from participants and facilitators		Suggestion
(What did we do well?) Cherice is organized and affirmative. I also love how Jim efficiently and effectively took care of the logistics. Cindy is very kind in supporting us, and Stephen is sharp and intelligent. Julio is friendly in giving us a warm welcome and learning experience. Hui-Ya is very caring and makes sure that we have what we need. The whole faculty/staff team is just great.	Staff Support	All	Positive
I cannot stress enough how helpful the staff was. They were always willing to help and offered incredibly useful feedback.	Staff Support	Helpful, feedback	Positive
(What did we do well?) This should be at the top of this box - JIM IS FANTASTIC! and the food was excellent and the personal attention he gave each of us during the Institute was phenomenal. His friendly demeanor and his willingness to speak with us and provide information about various places in Oahu made this Institute twice as great it would have been if Jim were not there for us. Same applies everyone else at NFLRC. They truly went the extra mile to accommodate our needs in all possible ways. Not only did I learn a LOT, but I also felt at home for the entire duration of the Institute. (B4) Always!	Staff Support	Jim	Positive
I feel supported 200% from preparation to the completion of the workshop.	Staff Support	Overall	Positive
They were wonderful - thank you!	Staff Support	Overall	Positive
(What did we do well?) Facilitators/organizers were so approachable and helpful! (B4) Very willing to help always!	Staff Support	Overall	Positive
(Challenging) Not really. I feel I have been learning every day. Did not really have any challenge. I felt like I was supported all the way by faculty and colleagues….The teamwork of the faculty and staff was outstanding. You complemented each other so well to give us such an amazing experience academically, leisurely, and in every sense of it. Thank you so much for making this possible. You guys rock! (B4) Very much so!	Staff Support	Overall	Positive
Although year before we had a session on tech integration which came in very handy!	Technology		Mixed
Yes, definitely. I think technology is essential in PBLL.	Technology		Positive
(Most valuable) I got to try a number of useful online tools that can be used in PBLL (Decision Wheel, Canva, etc.), which was the most useful and practical part of the Institute	Technology		Positive

for me. (C3) They didn't say why it was important to integrate technology.			
(What did we do well? particularly well) I also think you integrated new technologies into the ISI quite well. I plan on using some of the tools (flipgrip, canva) in my own classroom, and they were all explained thoroughly and clearly.	Technology		Positive
I loved the technology sessions!!!!!	Technology		Positive
(What did we do well? particularly well) Introduction of technology.	Technology		Positive

APPENDIX III. ORIGINAL OPEN-ENDED RESPONSES

A1) Which Intensive Summer Institute activities helped you learn? Describe your most valuable learning experience(s) at the summer institute (e.g., a specific session, a conversation with a workshop facilitator / another participant, the project work, etc.).

1. Every activity during the Intensive Summer Institute offered with great learning experience. I learned from the various ways we discussed and got feedback from other participants, and from the workshop facilitators. I was really impressed with the way our workshop facilitator, Stephen Tschudi, led the workshop and the mini-project, with Chinese language experience. It has been the great example of how we could execute and teach language through our project-based learning. I could see how the teachers should use the target language and keep students practice and work together in the target language. I particularly found the mini-project helpful and very educational. I also had the great opportunity to collaborate with another language teacher to come up with activities for the Activity book. I think collaboration is really useful as two facilitators Cindy Kendall and Cherice Montgomery integrated the story about bird watching in their presentation to the workshop. In short, the most valuable experience is to work with real people instead of working on the computer screen.

2. There were many engaging activities that were instrumental in my understanding of PBLL and its application to my own teaching situation. I particularly enjoyed and learned from showcasing my own prototypes of projects and project activities and discussing my ideas with my colleagues from various language units and educational institutions. Discussing a college level project with a middle school teacher turned out to be the most insightful experience at the Institute. Another valuable experience was the opportunity to sit down with our wonderful facilitators and brainstorm ideas for my project. I got to try a number of useful online tools that can be used in PBLL (Decision Wheel, Canva, etc.), which was the most useful and practical part of the Institute for me.

3. To me, the best possible way to start off ISI was the way you did: with a project-based language learning project. It makes total sense to me. The best way to understand PBLL,

after all, is to actually do it. I really, really enjoyed this activity. I thought the scaffolding was great, the Jia Jia story became a referent that we could all use throughout ISI (and have a good laugh) and it immediately connected us to the Hawaiian community.

4. Time to collaborate with other teachers was particularly useful. Conversations with facilitators and participants helped shape my ideas for future projects. The structured activities designed to help us think through our projects were also useful. I am looking forward to using the new resources and protocols that we learned in my future classes. Getting to use the resources and enact the protocols helped me understand how they work. I enjoyed hearing about the projects of other participants as hearing their ideas and thinking critically about their projects helped me think about my own.

5. It's very hard to pinpoint one session or one person because everyone and every session are so informative. If I would pick one, I would say the last session, "Project Management," is a very useful session because it walked me through all the steps again and really helped me organize my thoughts and understand significance of each design components.

6. Discussion with other participants including the facilitators.

7. I found it very effective to learn and practice more about scaffolding different activities as well as designing and redefining my PBLL project through the use of the "product square". My most valuable experience was being able to share my product square infographic with my peers and then being able to receive feedback for my thought process, final product and audience; but especially designing a project in which my language learners would find interest and authentic care.

8. The mini-project was a great way to really put us in the shoes of students and give us a common immersive experience. Conversations with other participants and facilitators really helped me to refine my project. Watching Cherice and Cindy teach and scaffold things for us or make their thinking explicit helped me realize how helpful those things are for students. So many useful resources and activities - e.g. rapid prototyping, etc.

9. I enjoyed the session where we learned about different scaffolding activities for readings. It was practical.

10. conversation with workshop facilitator and other participants about our own project ideas

11. I've learned so much for the workshop. Here are a few things that particularly benefited me: doing the scaffolding activities with Cherice, one-on-one talk with Yao to develop SLOs and rubrics for my program, Cindy's project management tips, and all the rapid fire challenges, prototyping. Stephen is always very helpful, almost like a big brother. His demo teaching of Jiajia showed me how to teach Chinese in a very engaging way, not to mention the musical instrument his student made, definitely eye-opening!!

12. Evaluating the protocol discussion on August 9. I wish we had the first round in the very beginning of the institute and then the second one on the last day to see what changes we might have made and why.

13. For me, as a returning PBLL Institute participant, simply having time to sit and talk with Co-Leaders about PBLL projects I have designed and am currently designing, as well as other issues we face in our school. Similarly, I enjoyed some of the more presentational moments to look at how PBL can be really transformational - the film "Most Likely to

Succeed" and the web-conference session with the folks from Spokane working with the Marshallese students on their boat project.

14. It really helped self-experiencing a PBLL project. Now I know what makes a project a good project.

15. Some of the activities that helped me learn include the mini project, the Skype interview, receiving feedback through the gallery walks. I also learned a lot from the hands-on activities we did during Cherice's and Cindy's presentations. The critical friends protocol was extremely helpful.

16. Scaffolding the activities have been so enlightening because we had to think about the minimum detail to help the students to put it together.

A2) What was the most challenging aspect of (or experience in) this workshop? Was there anything that got in the way of your learning?

1. One "thought" which is not really challenging but was a bit difficult at the beginning for me is to realize that I have a different group of college students to teach while some other colleagues teach high school students. However, this is not a disadvantage at all but a plus for me, regarding additional experience I learned from other teachers, and I also learned new aspects to look at my own situation. I am aware that due to the time limitation I can not complete the final project. I am confident that I have learned so much from making the final product more feasible with the feedback that I got from the workshop.

2. There were some planning issues - some activities were rushed a bit -- and that affected my understanding of their purpose. I also think that we could have done more work on our individual projects if that part of the Institute was structured a bit better. One segment devoted to planning group work was somewhat useless, particularly, because the materials presented to us were more applicable to a business situation than to a class of language learners who meet 2-3 times a week for one hour and then do not see each other outside of class. Last but not least, I did not like the movie and the fact that we all had to watch it at the end of a long day and then discuss it with some random folks coming from other academic disciplines. I personally did not learn much from this movie. This is a unique context of a charter school, and the things they do at that school cannot be replicated in other educational contexts. Maybe, dividing the group into high school and college instructors in some activities would have helped us focus specifically on our own institutional contexts.

3. As students do, we immediately chose seats in the workshop and stuck to them the entire time. Subsequently, every single time the coordinators said 'turn to the person sitting next to you,' we were talking to the same person. I found it much more helpful to get feedback from multiple people. Thus, I would recommend either forcing people to sit in different seats (also something I do with my students every few weeks to switch it up!) or else making a conscious effort to limit the 'turn to your partner' activities.

4. Switching between general activities and individual work time was somewhat challenging, and sometimes interrupted my thought process. We were frequently

encouraged to work with new partners, which also interrupted flow as each time we spoke with someone new, we had to start from zero in our explanation of our project. I would have liked to know how to upload my project to the repository earlier in the week. It was challenging not to know what we were building toward (in format and project elements) until the last day.

5. No, everything is perfectly arranged!

6. Because I am not very good at technology in general, I felt a little difficult to complete the tasks and I wished more time to work through it. However, I wasn't too bothered by that in the end because there are so much to learn and so much information to go through, there weren't enough time to worry too much.

7. n/a

8. Overall, I loved the workshop and found it useful in a whole variety of ways. There wasn't really anything that got in the way of my learning. Rather there was so much to learn!

9. It would have been helpful if in the beginning of the workshop. (1) we had a chance to introduce ourselves to the entire cohort. The ice-break activity (tell someone what my professional interest, hobby, and strength) limited me to get to know only few people on the Day One; (2) we had a brief overview of PBLL and help us map out how each activity we did in class fit into the bigger picture of PBLL; (3) we had more time in each group/pair sharing so we were not significantly cut off in the middle of a conversation or didn't have the chance to hear everyone in the group.

10. So many great resources were introduced during sessions, but some sessions seemed more like lecturers. It would be more helpful if participants could have time to work on our project by using these resources.

11. Not really. I feel I have been learning every day. Did not really have any challenge. I felt like I was supported all the way by faculty and colleagues.

12. It seems to me that there are too much "your own" time. Sometimes I did not know what to do (although it seems that the other people know what to do). We saw two projects (HPV and boat) but I could not connect them to what you are trying to instruct us very well.

13. Both two years ago and this year, I sometimes feel that we are presented with too much content - most participants need to work and reflect upon the nuts and bolts of getting their projects started, finding an effective entry event, developing a project square, etc., so some of the topics on making career connections or assessment, though important for Gold Standard BIE, often felt like too much to take in.

14. For me, it is a challenge to keep in mind all PBLL requirements. I happened that when I thought I had a great project idea, it was not. Of course, sometimes it made me be frustrated but and the same time it made me keep thinking about how to solve the challenge.

15. I don't think that anything got in the way of my learning.

16. In my experience, I think that sharpening and rounding the project is the most challenging activity. Not only finish it but revisiting it several times made me change a

lot of things.

A3) What could we have done better at the workshop?

1. I would suggest that teachers with the same interest (from college/ high school), or same language teachers can have more team work time. In my opinion, we can come up with better discussion if we sit together then we have random pair work or group work. By saying this, I do not mean the diversity dynamic did not work. I have learnt a lot from other language teachers, and I got to know them better, but I really had a productive time with my team member who I could share so much both the challenges and efficiency as college teachers that I wish I had more time with a group like that.

2. It's hard to give any recommendations here. I learned a great deal despite a few minor issues. One critique would be about this year's focus on Career Pathways. I felt that more could have been done with this innovative twist in PBLL. The facilitators did not seem interested in having us develop units specifically targeted a one career skill or sets of skills. Instead they took a very general approach to professional skills. Also, some materials could have better adapted to this year's theme. This year's materials were very similar to last year's online institute modules.

3. Yao's rubric presentation was not particularly effective. The SLOs of her SLO activity were not entirely clear; why make SLOs on a class level utilizing incredibly specific criteria from a career pathway? Her examples of good rubrics also did not seem to actually be great examples. I would reexamine the rubric presentation and, in fact, day; it's such an important aspect of PBLL and I felt that I left with, somehow, a worse understanding. Additionally, it was somewhat disorienting to rapidly switch back and forth between specific activities and general 'work time.' I personally would have liked structure. For instance, after the rubric presentation, it would have been nice to say 'okay, now spend the next 45 minutes beginning work on your rubric for your project.' Obviously we're all adults and if we need to work on something else we will, but it would have been nice to have a signpost of what you suggest working on. Finally - and this is quite a small point - a few times facilitators came to look at my screen and asked me what I was working on, but during the breaks. Of course it's absolutely fine to do so during work time, but I didn't really appreciate having to explain the project I was working on during supposedly free time.

4. Working with one core small group/partner throughout the week might help us dig deeper with our projects as those group members would know our projects really well, and vice versa. Working with group members who are in the same stages of the project, or who have similar projects to our own (with regard to language, topic, and/or language proficiency level), might also be helpful. Perhaps structuring the day so that we were exposed to general activities/resources in the morning, for example, and then having time to work on our individual projects (either independently or with our ""core group"") in the afternoon would help us mentally be prepared to switch gears in our thinking. I sometimes felt like we were not encouraged to ask questions, except for during work time. Although we had the schedule posted online, it might be nice to include a daily

agenda that was posted/discussed each morning (as some things on the schedule were shifted around). Because some participants are first-time visitors to Hawaii and/or here alone, it might be nice to organize one or two *optional* group excursion(s) related to tourist destinations on the island.

5. It would be good to have a session focusing on different language proficiency, novice, intermediate, and advanced, e.g. what activities we can do to help students at different levels to sustain and improve.

6. I am happy about the structure of the institute overall. I sometime wish that we could discuss more about assessment.

7. I would say, a step-to-step guide to implementing and assessing a PBLL project.

8. While the input and resources in the first few days were interesting and useful, I felt there was a lot of input and what was lacking was time to process and think about how they fit in with our project or into our classes more generally, but I'm glad I have those resources and can explore them in more depth when I need to. I felt that perhaps we could have spent more time focused on our own projects in those early days, and particularly on getting alignment in our product squares. For me, I realized from the feedback on my initial product square that I needed to go back to the drawing board, which I think I had time to do on day 3 or 4. It would have been great if that was brought forward somehow, as it was difficult to create scaffolding tasks for an authentic text (and do some of the other activities) when my project focus was still up in the air.

9. please see the above

10. Similar to above, each session could integrate new lessons with project time, so that participants could know how to use resources better.

11. If you had showed me the final product expected of us on day one of the workshop, I think I would be more confident to venture into new topics instead of playing safe. A

12. I think that optional class, for example, on technology, gold standard, career pathways, etc. could have been very useful. While some of us are more interested in working on our own project in Moore Hall, some of us might have been able to use more instructions. Moreover, since we had a lot of "your own" time, one-to-one session with an instructor could have been a good idea in the beginning of institute to discuss the blue print that we submitted. Some of us had such a session optionally but some of us did not have a chance.

13. I think everything was done very well, my only suggestion is that some of the activities we participants were tasked to do could have been planned out more in advance so that they could be run more seamlessly.

14. Having groups to share our project ideas more often. It has been helpful to share our ideas with other participants and facilitators.

15. I wish we would've ended earlier each day.

16. It was beautiful and well planned.

A4) What did we do particularly well?

1. The face-to-face intensive summer institute really made me work hard, interact with everyone during the workshop. I feel that I could really focus on the project that I am developing all the time. Every activity was planned well ahead and completed successfully. I feel that I really stayed engaged and focused. The logistic work was perfect as the catalyst to keep us motivated.

2. Good planning and pacing of activities; the schedule was intensive, but reasonable. I felt tired, but not exhausted every day. Excellent facilitators - both bringing something unique to the Institute. Having an SLA specialist on the team would have added another level of expertise to the team. Good content - but again, it could have been even better if the Institute focused more on Professional and Vocation skills and added something NEW to what we already learned in the online modules. This should be at the top of this box - JIM IS FANTASTIC! and the food was excellent and the personal attention he gave each of us during the Institute was phenomenal. His friendly demeanor and his willingness to speak with us and provide information about various places in Oahu made this Institute twice as great it would have been if Jim were not there for us. Same applies everyone else at NFLRC. They truly went the extra mile to accommodate our needs in all possible ways. Not only did I learn a LOT, but I also felt at home for the entire duration of the Institute. The NFLRC staff did an excellent job providing appropriate facilities (rooms, etc.) for this Institute.

3. I really appreciated Cherice walking us through her thought process in real-time. If she was unsuccessful at, say, getting our attention, she was able to immediately break down, "See, here's what I did wrong, I didn't scaffold this so now you guys are confused and talking to each other to clarify instead of doing the activity." It was really great to have those meta-moments. I also think you integrated new technologies into the ISI quite well. I plan on using some of the tools (flipgrip, canva) in my own classroom, and they were all explained thoroughly and clearly. Additionally, I really appreciated how you structured how to give feedback. Though most participants didn't seem to actually follow your guidelines, I think the ones that did gave really valuable feedback (and not just 'this is good' or 'this won't work')."

4. "I liked the structured activities and the way we received and gave feedback on projects. I was often challenged to think about my project in new ways, and I enjoyed thinking about others' projects as well. Logistics were well organized and all instructors/facilitators responded quickly and thoroughly (both in person and via email) throughout the ISI experience. All of the instructors/facilitators were extremely helpful and kind in general. I feel like I learned a lot and have grown professionally. I'm looking forward to implementing new strategies and projects in the future! Thank you!

5. 1. Scheduling: To have a weekend in between is a big improvement! 2. Project developing time: it's good amount and good to hear from others. 3. Food is irresistible!!!

6. I think that you did such a great job having us experience PBLL. I felt that the whole institute was like a PBL project, the participants as students and facilitators as teachers. I've learned so much how to facilitate activities, tasks, and managing a group.

7. It was very useful to have the HPV experience and be part of the final product. Moreover, talking via Google Hangout with a school representative about how they implemented a semi-PBL project came in handy, as to be able to know and hear first-hand about their experiences, pitfalls and final product.
8. Although time-consuming, the mini-project experience was so valuable. You chose great facilitators! I learned a lot not only about PBLL, but also about how to teach and scaffold, and model thinking, etc. Thank you for a wonderful week!
9. Cherice is organized and affirmative. I also love how Jim efficiently and effectively took care of the logistics. Cindy is very kind in supporting us, and Stephen is sharp and intelligent. Julio is friendly in giving us a warm welcome and learning experience. Hui-Ya is very caring and makes sure that we have what we need. The whole faculty/staff team is just great.
10. Introducing great ideas, resources, and modeling how to implement a mini-project through hands-on activities. Facilitators/organizers were so approachable and helpful! Food was great!
11. The teamwork of the faculty and staff was outstanding. You complemented each other so well to give us such an amazing experience academically, leisurely, and in every sense of it. Thank you so much for making this possible. You guys rock!
12. Introduction of technology. How to lead collaborative works.
13. Though I didn't really take part, since I missed the first day, I think the design of the Hawaii's Plantation Village activity book was really powerful to get participants to take full part in a PBL activity, to model the power of this pedagogical approach.
14. Scaffolding. Mini-project. Have us thinking
15. It was helpful to receive feedback from other participants and from the facilitators.
16. Food, and setting a weekend in the middle of the Institute. Facilitators and scheduling. Thank you!

Comment (B1): How did your participation in the community-based mini-project at Hawaii's Plantation Village influence your learning in the Intensive Summer Institute?

1. (Strengthened understanding of PBLL) I found it the perfect way to learn how to keep close to the community and turn the learning experience into a useful product to the community.
2. (Strengthened understanding of PBLL) I made me feel like a language learner who was asked to do a PBLL project.
3. (Strengthened understanding of PBLL) I covered this in the previous page, but it greatly (and positively) influenced my learning in the ISI.
4. (Strengthened understanding of PBLL) It was nice to see a project done for a novice level learner.
5. (Strengthened understanding of PBLL) It helped me to think and feel as a student, very precious experience

6. (Strengthened understanding of PBLL) It helped me get the "bigger picture" of implementing PBLL and knowing how it would ultimately benefit the Chinese community at large visiting the HPV.
7. (Strengthened understanding of PBLL) The immersive learning experience helps me learning by doing it!
8. (Strengthened understanding of PBLL) Frankly, I didn't like the idea of speaking Chinese on the bus and felt like being treated like a child. After we began working on the project, I realize that's an example of what should be happening in our own classroom. In the end, it was a great immersion experience to learn what PBLL is about.
9. (Strengthened understanding of PBLL) It put me in a learner's shoes. It helped me see areas students need help with, and by seeing how Stephen scaffolding us all the way, I learned how to scaffold my students.
10. (Strengthened understanding of PBLL) As I said before, my participation was minimal given that I missed the first day, though I did serve as a language informant with other participants as they designed their task pages.
11. (Strengthened understanding of PBLL) It was the perfect example how projects can work even if they are small.

Comment (B2): The information about the Summer Institute that I received prior to attending the sessions was adequate for my needs

1. (Information prior to the ISI) I could get the foundation to develop my work and I always got the great feedback to improve and continue on.
2. (Information prior to the ISI) I expected more NEW content - more specific content.
3. (Information prior to the ISI) I didn't particularly know what to expect in terms of working on one final project.
4. (Information prior to the ISI) ...Though it would have been nice to start the process sooner. I felt like we received information relatively late.
5. (Information prior to the ISI) I wish we were given a daily schedule in advance.
6. (Information prior to the ISI) It was adequate. I just did not know we were not going to revisit the project blueprint.

Comment (B3): The workshop was well organized and well run

1. (Organization and execution) Everything has been organized and run very well. I think we have made the best of our time in just one week.
2. (Organization and execution) Five stars - see my comment above.
3. (Organization and execution) It would have been nice to have the days more themed and structured, and not just have free work time, but overall I thought it worked well.
4. (Organization and execution) It was great - thank you!
5. (Organization and execution) Presenters definitely showed their expertise. Overall, it was well-organized.

6. (Organization and execution) Definitely! Beautifully executed!
7. (Organization and execution) I expected more on career pathway connection.

Comment (B4): The staff was helpful

1. (Helpfulness of staff) I feel supported 200% from preparation to the completion of the workshop.
2. (Helpfulness of staff) Always!
3. (Helpfulness of staff) I cannot stress enough how helpful the staff was. They were always willing to help and offered incredibly useful feedback.
4. (Helpfulness of staff) They were wonderful - thank you!
5. (Helpfulness of staff) Cherice was very helpful and insightful in her feedback! Thanks!
6. (Helpfulness of staff) Very willing to help always!
7. (Helpfulness of staff) Very much so!

Comment (B5): The workshop facilities and technical support were adequate

1. (Facilities and technical support) The website is greatly organized and resourceful!
2. (Facilities and technical support) Yes!
3. (Facilities and technical support) The facilities and technical support were wonderful - I would want to work there myself if I could!
4. (Facilities and technical support) Great!

Comment (B6): The length of the workshop (6 days) was appropriate

1. (ISI length) Yes. Even though I know everyone would wish we could stay longer.
2. (ISI length) Yes, but the time would have been used more wisely.
3. (ISI length) I absolutely loved having a weekend included and strongly recommend keeping that format next year.
4. (ISI length) Definitely keep the weekend in between!
5. (ISI length) I would love to stay here longer.... :)
6. (ISI length) It could be shorter or could end before the weekend.
7. (ISI length) yes.
8. (ISI length) It was good to have a weekend during the institute.
9. (ISI length) It was great to have the weekend to do a brain break.

Comment (B7): I enjoyed the overall format of the workshop (mini-PBLL project experience, lectures, Quickfire tasks, scaffolding sessions, project work, videoconference, etc.)

1. (Intensive Summer Institute format) Absolutely. Can I also mention "Most likely to succeed". Every activity has been the great learning experience.
2. (Intensive Summer Institute format) Not much to add, just highly enjoyed it!
3. (Intensive Summer Institute format) Overall, yes, but the experience sometimes felt jumbled between general activities and individual project time. Could be helpful to separate out general activities with project time into separate morning/afternoon sessions rather than alternating throughout the day.
4. (Intensive Summer Institute format) Very much so!
5. (Intensive Summer Institute format) I wish I could interact with people who have done successful full-scale Gold Standard PBLL. Anybody from UH?

Comment (B8): I found the variety of perspectives represented by workshop leaders, facilitators, and participants valuable

1. (Variety of perspectives) Yes, I am grateful for what everyone has brought to share at the Summer Institute.
2. (Variety of perspectives) some segments seemed too general; too distant from foreign language teaching
3. (Variety of perspectives) Some perspectives were more valuable to me than others. I really, really enjoyed the film that we watched; the videoconference with the high school teacher and Gonzaga administrator, less so.
4. (Variety of perspectives) It was great!
5. (Variety of perspectives) Yes.

Comment (B9): Participating in this Intensive Summer Institute will have a transformative impact on my work as an educator

1. (Transformative impact) Project-based language learning has been my long -term interest. I am inspired and motivated, just like any fish, even if I am not a big fish, that can get the chance to swim in the water. The Ocean is enormous, but that is how much for me to explore, and I am eternally inspired and motivated.
2. (Transformative impact) My approach to this semester is completely different than in years past!
3. (Transformative impact) Absolutely -- although I think it will be challenging to implement gold standard projects 100% of the time, I will likely aim for gold standard each time I sit down to create a new unit/project.
4. (Transformative impact) Absolutely!

Comment (B10): I plan to share the insights I have gained in this Intensive Summer Institute with my colleagues (specify your specific plans for sharing in the Comments field)

1. (Sharing what they learned with colleagues) This Fall semester, I will implement my project for the advanced Vietnamese class. I will work with Language Resource Center at University of Michigan, and will reach out to other Vietnamese teachers from other Universities for future collaboration. I truly appreciate the support and restless feedback from Stephen Tschudi and I hope that Stephen can continue his support at his convenient time.
2. (Sharing what they learned with colleagues) workshops; course projects; possibly a publication in one of the leading SLA journals in the future
3. (Sharing what they learned with colleagues) I'm attempting to get funding to share my PBLL insights with my university's Center for Language Study.
4. (Sharing what they learned with colleagues) I will lead a 1.5-2 hour workshop at my home institution upon my return in which I will discuss elements of gold standard PBLL projects. I will likely share certain resources/protocols that we learned as well.
5. (Sharing what they learned with colleagues) I am and will continue blogging about it!
6. (Sharing what they learned with colleagues) I plan to submit an abstract of panel with in content-based teaching with my colleagues in Massachusetts and my part is to introduce PBLL as a way to do.
7. (Sharing what they learned with colleagues) I am going to work actively to train my teaching team to implement PBLL in our curriculum, and will encourage them to take part in BIE workshops as well as next year's NFLRC webinars.

Comment (B11): I found the materials provided or created to be valuable

1. (Materials) I still keep the handout but the online material is very helpful. I also keep notes of many websites and other materials that we used at the workshop.
2. (Materials) Yes, most of the time
3. (Materials) I will be using many of the materials that were provided!

Comment (B12): I found the process of learning about, developing, and discussing PBLL projects relevant to my professional development

1. (PBLL project development) Absolutely! I still need time to complete, but I am confident that I am on the right track.
2. (PBLL project development) This was the most valuable professional workshop I have participated in to-date.

Comment (B13): I was satisfied with the facilitation of the summer institute

1. (ISI facilitation) Yes, I definitely got all that I need, it is beyond my expectation.

Comment (B14): Overall, my expectations of the summer institute were met

1. (Overall ISI expectations met) I absolutely have gained more from the intensive summer institute than I expected. I cannot thank you enough. Thank you very much for the great opportunity to work on my project and get to know many great people!
2. (Overall ISI expectations met) Thank you!
3. (Overall ISI expectations met) Although we could have discussed more about assessments for implemented PBLL.

Comment (C1): The summer institute helped me to plan a project that includes the essential elements of Gold Standard PBLL.

1. (Fundamental principles) Yes, I have learned to identify essential elements that I need to plan a project in language learning.
2. (Fundamental principles) I'm not sure how attainable I really think the Gold Standard PBLL project is. That said, it certainly helped me strengthen my project.
3. (Fundamental principles) The product square and infographic came in very handy.

Comment (C2): The summer institute helped me understand how to use career pathways to craft a more compelling project.

1. (Interculturality) I still need more time to work on the document, but I am always interested in language as a useful tool for anyone who works and speak English.
2. (Interculturality) I like using the career pathways to craft my project but I'm not convinced it's entirely necessary.
3. (Interculturality) Maybe we could have had more examples.
4. (Interculturality) I've perhaps used references to career pathways less in my project designs simply because of the age group I am primarily dealing with (MS students).

Comment (C3): The summer institute increased my understanding of integrating technology in PBLL

1. (Technology) Yes, definitely. I think technology is essential in PBLL.
2. (Technology) They didn't say why it was important to integrate technology.
3. (Technology) Although year before we had a session on tech integration which came in very handy!
4. (Technology) I loved the technology sessions!!!!!

Comment (C4): The summer institute broadened my knowledge and skills for developing and scaffolding PBLL materials

1. (Developing materials) Yes, this is very useful for me to develop materials to teach including textbook.

Comment (C5): The summer institute improved my knowledge about assessment in PBLL

1. (Assessment) Yes, definitely, I will apply more rubrics during assessment.
2. (Assessment) We could have spent considerably more time in the ISI on assessment.