NFLRC 2015 Intensive Summer Institute:

Project-Based Language Learning (PBLL)

in Action

Evaluation Report

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EXECUTIVE SUMMARY

Introduction

Project-based learning (PBL) has been used across disciplines for years. Accounts for the use of project-based learning in foreign languages date as far as the beginning of the last century. Efforts to better implement PBL have intensified in the last couple of decades and have resulted in viable successful models for quality PBL implementation. Despite these efforts, quality PBL, as formulated for other disciplines, remains difficult to implement in foreign language contexts. This is unfortunate since PBL has enormous potential to enrich foreign language education through a model that can foster the integration of 21st Century Skills, performance assessment, content-based and task-based instruction by means of a coherent pedagogical framework. In order to fulfill the need for project-based language learning (PBLL) models for implementation, NFLRC initiatives for the current grant cycle address PBLL through research, professional development events, and the dissemination of model projects. The intensive summer institute evaluated in this report constitutes one of the first NFLRC initiatives to provide focused professional development in this area and represents one of the first concerted efforts in the profession to formulate guidelines to assess the quality of language projects.

The 2015 NFLRC Intensive Summer Institute (ISI), entitled Project-Based Language Learning (PBLL) in Action, was conducted from July 27th through July 31th, 2015 at the University of Hawai'i at Mānoa. In total, twenty-three K-16 language educators participated in the five-day institute, representing 10 different languages, including the following priority languages: Arabic, Chinese, Hindi, Japanese, Korean, Persian, and Portuguese. The participants, selected from an initial pool of over 300 individuals who enrolled in an open online professional development course on PBLL, which was a prerequisite to register for the ISI 2015, learned in-depth about PBLL and further designed and developed their Project Blueprints, incorporating 21st Century Skills and plans for integrating them into their existing curricula. 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 details information on the logistics and content of the institute, followed by a summative evaluation of findings gathered from participants after the completion of the institute.

Overview of Findings and Recommendations

Based on the data collected from participants on a post-institute questionnaire, the ISI 2015 was deemed a great success in terms of both organization structure and academic content. Participants identified that the stated learning outcomes of the ISI were all met to a high degree by the end of the ISI and that they were very satisfied with the expertise of and feedback from the facilitators, the rich coverage of the content, the hands-on activities, and the opportunity to develop and fine-tune their Project Blueprints among a community of diverse language educators. In addition, they praised the overall hospitality and friendliness of everyone involved in the ISI, making for a pleasant and productive professional development experience.

While responses were generally extremely positive, participants did identify one key area for improvement – time management. Many participants felt that too much content was crammed into too little time, leaving some explanations rushed and some tasks ultimately undone. While the wide and thorough coverage of content gave the participants the knowledge, tools, and resources they needed to flesh out their projects, many just wished for more time – for breaks, to digest content, to work on their projects, to get more feedback, and for more activities. Scheduling future PBLL intensive summer institutes to be for longer periods (7-10 days) or perhaps cutting back on some of the less essential content in the 5-day schedule could achieve this, as comments in the evaluations have suggested. In addition, earlier sharing of the ISI schedule and content focus as well as tips for best preparing for the ISI would be appreciated by participants.

As a result of the success of the ISI, participants stated that they are now able to directly apply the knowledge and tools they gained during the ISI through continuing to develop their PBLL projects and sharing their experiences in departmental meetings, conference presentations, or other public forums.

OVERVIEW OF THE INTENSIVE SUMMER INSTITUTE

Intensive Summer Institute Staff

The intensive summer institute (ISI) was facilitated and run by a team of 10 individuals, each with their own special role. Dr. Cherice Montgomery (Brigham Young University), Lauren Scheller (Foreign Language Educators of New Jersey), and Liliana Lopez (Supervisor, Fair Lawn Public Schools, New Jersey) served as ISI co-leaders, bringing in their considerable expertise, experience, and leadership in project-based learning, teacher development and mentoring, and best practices in language pedagogy to shape and teach the ISI content. Dr. Julio Rodriguez (NFLRC Director) served as the ISI Project Director, and together with Dr. Ruslan Suvorov (NFLRC Language Technology Specialist) and Dr. Hui-Ya Chuang (NFLRC Language Technology Specialist), they covered the multitude of useful technology apps, tools, and resources available for project-based language learning (PBLL) projects. Stephen Tschudi (NFLRC Specialist in Technology for Language Education and Chinese instructor at UH Mānoa) designed and facilitated the first day Mini-PBLL Experience in Chinese, where participants got the opportunity to experience PBLL as students and discuss issues related to providing scaffolding for beginning language learners. Dr. Richard Medina (NFLRC Assistant Director for Technology) designed the pre-institute Fundamentals of PBLL Online Module as well as the Project Repository, where participants will be submitting their final projects and their implementations. Dr. Yao Zhang Hill (Assessment Specialist, UH Mānoa Assessment Office) provided content and feedback regarding assessment and assessment tools for participants' projects. Jim Yoshioka (NFLRC Program Coordinator) handled ISI logistics (applications, budget, communications, food/social activities, and set-up).

The ISI was co-sponsored by the National Foreign Language Resource Center (NFLRC), the Center for Language & Technology, and the National Resource Center East Asia (NRCEA), which contributed toward partial funding of the honoraria paid to two of the ISI co-leaders. The Buck Institute for Education (BIE) also donated 30 copies of their *PBL Starter Kit* for the ISI. The two other textbooks used during the ISI (*PBL 101 Workbook* and *PBL for 21st Century Success*) were purchased with grant funding.

Participant Selection

The participant selection of the 2015 ISI was done through an open professional development opportunity on Project-Based Language Learning, which was offered as a MOOC. NFLRC intensive summer institute applicants were selected from an initial pool of over 300 registrants to the MOOC. In order to qualify for consideration for the ISI 2015, participants were required to complete two prerequisites prior to application: 1) obtain a badge (digital credential) for the MOOC (Fundamentals of Project-Based Language Learning (PBLL) Online Institute); and 2) submit a Project Blueprint, whose overall quality was used as one of the criteria for acceptance. A total of 29 applications were received from instructors at various language programs, with the majority coming from K–16 programs, both public and private, across the United States. Of these, 27 applicants were admitted based on the strength of their purpose statements, topical interest, and proposed projects. Four applicants had to eventually withdraw due to scheduling conflicts, funding issues, or family emergencies, bringing the total number of participants to 23.

Participant Profiles

Of the 23 participants, 12 were instructors from U.S. mainland higher education language programs, including one participant from a community college, and four were K-12 instructors from the U.S. mainland (for a full list see Appendix A). Seven participants were instructors within Hawai'i, including Kapi'olani Community College ($n = 1$), the University of Hawai'i at Mānoa ($n = 4$), and K-12 private schools ($n = 2$). One participant was an instructor at an American K-12 school in Oman. (NOTE: One of the participants has a dual role as a high school teacher and a co-director at a university in California).

Participants represented teachers of 10 priority languages: Arabic ($n = 1$), Chinese (Mandarin) ($n = 3$), Hindi ($n = 1$), Japanese ($n = 6$), Korean ($n = 1$), Persian ($n = 1$), and Portuguese ($n = 2$). Other languages included French ($n = 3$), Italian ($n = 1$), and Spanish ($n = 6$).

Program Overview

Based on a pre-Institute survey distributed to determine the needs and interests of participants, the ISI 2015 co-leaders and technology team designed the ISI 2015 schedule (see Appendix B). Each day focused on a particular topic: Transforming Language Learning through PBLL (Monday), Project Design (Tuesday), Project Assessment (Wednesday), Scaffolding Proficiency (Thursday), and Scaffolding Skills (Friday). Content areas and activities on these days covered Beginning with the End in Mind, Principles of PBLL, PBLL in Action, 21st

Century Skills, Professional Perspectives, Planning for Proficiency, Pedagogical Practices, Assessment, Connect to Tech, Tech Tool Demos, Quickfire Tech Tasks, Project Website, Project Development, Peer Mentoring, and Debrief & Self-Assessment to provide a well-rounded enriching exploration and discussion of PBLL, with a great quantity of peer and co-leader feedback on their projects throughout.

The first day began with introductions and an overview of the ISI structure, content, and objectives. Following a review of the main principles of PBLL and the path toward completing their projects by co-leaders Cherice Montgomery, Lauren Scheller, and Liliana Lopez, the participants got the chance to experience firsthand what it would be like for beginning level-learners to do a real-life PBLL project, with appropriate modeling and scaffolding. Their goal was to create a campus guide webpage with pictures and simple descriptions ("a good place to eat," a good place to talk," "a good place to read") for International Student Services, targeted toward Chinese-speaking students new to UH. Stephen Tschudi provided language instruction and feedback (all in Chinese), so they could carry out their project, which included interviewing native Chinese speakers to get their recommendations for "a good place to…" on campus. Except for a couple participants who taught Chinese, most were absolute beginners but performed well and with enthusiasm. This mini-PBLL experience in Chinese was often referred to as the participants developed their own PBLL projects.

On the second through fifth day, participants delved more deeply into principles of PBLL and key areas of interest for language educators such as scaffolding and assessment, while at the same time learning about helpful technology tools available (organized and provided by Julio Rodriguez, Hui-Ya Chuang, and Ruslan Suvorov) and having time to work on their individual PBLL projects. There were numerous opportunities to get feedback from peers and the three co-leaders to really fine-tune their projects and make sure they were following the essential and defining elements of PBLL. A number of presenters found they had to re-imagine or re-work their original project ideas to be truly PBLL.

In addition to content sessions, food and social events were organized by Jim Yoshioka to facilitate networking opportunities among participants and facilitators. A welcoming reception was held on the first day of the institute, as well as a closing luncheon on the final day.

SUMMATIVE EVALUATION

Evaluation data were collected using an online survey tool through Jotform that was provided to participants toward the end of the institute (Appendix C). The survey asked participants to provide feedback on their impressions of the institute. Using a 5-point Likert scale, participants rated their satisfaction (1 = strongly disagree; 5 = strongly agree) in terms of: (a) preparations, staff support, and logistics; (b) academic content; and (c) the intended learning outcomes. Along with a rating score, each question also allowed participants to include additional comments. The final section of the survey included five open-ended questions for participants to expand upon their impressions in more detail. 22 of the 23 participants submitted responses to the survey for a response rate of 96%.

Preparations, Staff Support, and Logistics

Table 1 displays descriptive data for items related to preparations, support, and logistics for the ISI. Mean (*M*) responses for each question are reported below, as well as the standard deviation, percentage responses for each rating score, and representative comments.

Fundamentals of PBLL Online Institute preparation. Participant perceptions as to how well the pre-institute online experience prepared them for the ISI 2015 were positive. 91% of participants agreed or strongly agreed with the statement that the "Fundamentals of PBLL Online Institute… adequately prepared [them] for the ISI 2015" (Table 1). Two responses were neutral (9%), and no responses indicated disagreement ("disagree" or "strongly disagree"). Some typical comments and some suggestions included:

- *"I feel strongly that requiring participants in the online institute complete a blueprint for a PBLL-based module made for a strong learning method, and increased buy-in for the Summer Institute."*
- *"While it did provide the foundation or 'fundamentals', I gained a better and (more) profound (understanding) during the face-2-face interaction."*
- *"I did learn a lot through the online instruction, but I feel that there was a disconnect between where we left off there and where we started here – we spent a lot of time during day 1 & 2 reviewing the basics."*
- *"I wish I could receive feedback from (the) facilitator, so that I could start thinking to revise it before coming to UH for ISI."*

Table 1

Satisfaction with Preparations, Staff Support, and Logistics

Preparations	M	SD	N	Strongly disagree 1	2	3	4	Strongly agree 5
1. The Fundamentals of PBLL Online Institute that I completed in Spring 2015 adequately prepared me for the 2015 Intensive Summer Institute on PBLL in Action	4.41	0.67	22	0%	0%	9%	41%	50%
2. The information about the Summer Institute that I received prior to attending the sessions was adequate for my needs	4.27	0.88	22	0%	4%	14%	32%	50%
Staff Support								
3. The workshop was well organized and well run	4.09	0.75	22	0%	0%	23%	45%	32%
4. The staff was helpful	5.00	0.00	22	0%	0%	0%	0%	100%
5. The workshop facilities and technical support were adequate	4.73	0.55	22	0%	0%	5%	18%	77%
Logistics								
6. The length of the workshop (5 days) was appropriate	3.55	1.22	22	9%	9%	23%	36%	23%
7. I enjoyed the overall format of the workshop (lectures, demos, assessment component, technology component, project work, etc.)	4.50	0.60	22	0%	0%	4%	41%	55%

Information prior to the ISI. With regard to the amount of information provided before the ISI, responses indicated that most participants (82%) agreed that they received an adequate amount of information prior to the ISI 2015 ($M = 4.27$). 11 participants (50%) rated this item as "strongly agree" and 7 (32%) rated it "agree." 4 participants expressed disagreement with this statement. While the website, logistics, and email communication were praised for being clear and comprehensive, a number of participants felt that the schedule and more detailed information on what they would be doing during the ISI or how they could best prepare for it should have

been distributed earlier. One reason for the late release of the schedule was the need to coordinate with eight facilitators. This is an area for improvement in the future.

- *"What I appreciate about this institute is the timely emails I received to prepare me for the intensive workshop."*
- *"In terms of logistics, this was very clear. The website was clear as well."*
- *"The information was comprehensive, but little was shared until just a couple weeks before the ISI started. It would have been helpful to have at least a rough outline of the schedule and general information provided well in advance."*
- *"I would have liked to have a better idea what I could prepare or bring with me to make the time more productive."*
- *"Schedule and what we would actually be doing here were distributed late or non-existent."*
- *"I did not have a concrete image about the institute, but I kind of knew what I should expect from the online schedule."*
- *"Had we been provided with the Product Square and the other organizational maps, I would have been better prepared and focused for ISI."*

Organization and execution. A high number of participants (77%) agreed that the institute was well organized and well run ($M = 4.09$) – 7 participants strongly agreed (32%), 10 agreed (45%) and 5 were neutral (23%). One of the aspects participants complemented were the breadth of content and the facilitators' flexibility and feedback. However, participants also identified areas that need improvement. Specifically, participants believed that although the amount of information was very high, there was not sufficient time for concepts to be thought through, tasks to be completed, or for more in-depth explorations. As some participants acknowledged, this was the first time an intensive summer institute like this on PBLL has ever been done, and some of the ideas that were tried had not been tested in this context before. Participant feedback will be used to revise the schedule and activities in order to better balance the amount of information and the types of topics to be included in the pre-intensive summer institute.

- *"The workshop was organized, and each instructor worked really hard to help me with my project. One thing that could be done differently is to pack less 'to do' in an*

hour than was planned. There seemed to be too much to cover, and I appreciate that you want us to be well-informed and pass your knowledge to other educators. There were times when I felt rushed or just did not have time to complete the assigned task that, at some point, I got a bit overwhelmed and felt like there is no way I can get anywhere by the end of the week. Just FYI, I did make good progress, and I have a solid plan now for my project :)"

- *"Lots of great activities and I learned a lot. Too many things were crammed into too little time, which sometimes resulted in a lot of confusion about how/what to do on our part. Also we could have used some more time to complete work on which we would have received feedback, so we could more fully develop those ideas."*

- *"As we discussed, this was a 'trial-run' and the organization needed to change along the way. I don't think the large group of facilitators was really able to adjust to meet our needs for more time to process some of the information. The activities were all pretty good, but there were simply too many of them. A recurring theme became, 'But we don't have time for that…' One day, we started 3 projects and didn't really have time to finish any of them. One of the main themes of PBLL is less content, more time, and I don't think that was modeled very well for this first time around."*

- *"I am really thankful that staff always gave us opportunity for feedback, monitored our learning, and modified the plan according to our feedback."*

- *"Especially modeling, and by experiencing the activities and reflection, it was very helpful to internalize and understand, and make us think critically."*

- *"I think that all the topics were interesting, however we kept running out of time. I wonder if the Institute could have been better structured for depth than scope, I felt like I had already gotten the scope in the PBLL module."*

- *"I would say yes overall. I would fine tune a few items to be more clear, and I would present fewer tech tools. There were more presented than we could learn to use well."*

- *"I felt we were really rushed for time, at such a frenetic pace that it was difficult to have a feeling that we were actually working toward a goal. We certainly went a long way, after it was all said and done, but the pace was uncomfortably rushed."*

- *"We were always pressed for time and there were some things that didn't work when they were needed. Still, the amount covered was staggering, and the fact that we got to it all is a testament that a bunch of time and organization went into the institute."*

Helpfulness of staff. This item received the highest rating in the area of preparations, staff support, and logistics with a unanimous "strongly agree" rating ($M = 100\%$) from participants.

- *"Everyone was so willing to help and so kind, which made for a wonderful atmosphere. Thank you for making this a great experience for us."*
- *"Definitely!! I always knew that my questions would be answered."*
- *"The staff was amazing! Liliana and Lauren were incredibly patient and gave great feedback. Stephen prepared a wonderful model lesson to show how powerful PBLL can be. My favorite presentations were those of Cherice and Yao because I felt like these were the presentations that benefitted me the most. The technology was great but I felt like that could be better served in the PBLL Module."*
- *"The staff were clearly experienced, and willing to help."*
- *"Special thanks to Jim for his exceptional hospitality! Thanks to all the staff for your hard work to ensure that our time was well spent!"*
- *"Every person here was a pleasure to work with."*

Facilities and technical support. The adequacy of facilities and technical support received high ratings ($M = 4.73$) – 95% of participants agreed (18%) or strongly agreed (77%) that the facilities and technical support were adequate, and 1 participant remained neutral. Participants identified only a few aspects for improvement or for consideration to change:

- *"Outstanding tech support and facilities."*
- *"Great facilities, but desk space was a little cramped."*
- *"The majority of participants brought their own devices as it was highly encouraged in previous exchanges. Thus a classroom location or any other informal setting could have come in handier."*
- *"Very few technical difficulties."*
- *"All of the tech staff members are very nice and helpful."*

- *"Facilities and technical support were both great! The only suggestion I would have is to conduct future intensive workshops in a room/lab that allows drinks in non-spill canisters/bottles. Given the intensive nature of the workshop, there were times that I needed to drink some tea or any of the many beverages provided while the speaker/instructor was presenting, but that was not an option since we were not allowed to bring in any food or drinks with us. I understand how food could impede the work, but drinks during the workshop is necessary."*
- *"Room was a bit cold, but tolerable."*

ISI length. ISI length (5 days) received the lowest mean score of all items in the evaluation ($M = 3.55$). A total of 13 participants agreed or strongly agreed that the length of the ISI was appropriate; 5 participants were neutral, and 4 disagreed or strongly disagreed with this statement. The high amount of content and activities was again mentioned as one of the factors that informed the participants rating of this item. Many suggested that either a 7-10 day ISI would have been more appropriate for all the content covered. Other participants suggested keeping a 5-day ISI but reducing some of the content/activities covered (e.g., technology tools) so that participants would have more time to work on their projects and get feedback on them. This issue will be addressed in the design of the next intensive summer institute.

- *"I was surprised to see that the schedule went from 9-5 every day, it seemed excessive to me. But since participating in the institute, I discovered that it was not sufficient to take in all that was presented. The institute could easily be more than 5 days."*
- *"5 days was not even close to enough time to become acquainted with all the information and new concepts that the facilitators were providing. It should have been 7 to 10 working days."*
- *"There was enough material being presented that a two week workshop would be better so that participants had more time to digest and practice everything that was being presented."*
- *"I wish I had more time on each task but a longer workshop may make me lose focus. In a sense, pressing on time forced me (to) focus on each session and 5 days may be just (the) right duration."*

- *"The title says 'intensive', BUT it could have been better to make it a 2-week ISI. The 1st week of core instruction, like this current ISI, and then the 2nd week dedicated to FULL implementation of what was learned and showcased with on-going peer and instructor's evaluation and feedback; and by the end of this 2nd week, we sure could have had our final products ready or almost ready to be turned in by August, the latest!"*
- *"If you lessen the tech tools load, 5 days is adequate. There was enough to learn this week that 7-10 days would not be too much! I recommend keeping it to 5 days, and lessening the input load so there is adequate time to complete tasks thoroughly. Often times, I found myself striving to catch up, when what I would have preferred to do was to finish things of value to my project development."*
- *"Actually needed more time. May have helped to not try to do so much tech because that took a lot of time away that participants needed to work on the PBLL deliverables. Perhaps one tool a day."*

Intensive Summer Institute Format. The format of the ISI was decided upon after extensive discussions among all 8 facilitators. The final format included short presentations followed by activities, sessions focusing on assessment and technology, as well as time to work on projects. Participants rated their satisfaction with the format of the institute and its variety of activities very high ($M = 4.50$). Comments related to this item also mentioned the need for more time to complete tasks and process the content. 21 (96%) participants agreed or strongly agreed that they enjoyed the format of the institute. The following are sample comments expressed in relation to this item:

- *"You all did a great job! Thumbs up for your hard work."*
- *"Great presentations. Everyone was extremely skilled in their field and motivating."*
- *"I found the collaboration & activity-based times the most beneficial. As we know with students, it is hard to stay engaged when sitting through lectures. The same is true for teachers. I think all of us came away with new activities to try."*
- *"It was a good mixture of component workshops."*

- *"Yes, though sometimes it was difficult to see how the various components fit together. With retrospect, I can see some of the purpose, but as it was going on, it was hard to understand the purpose of each segment of the workshop."*
- *"I liked that the schedule was set up beforehand so I knew what to expect."*
- *"I honestly didn't check the schedule, but it did help (at least during the tech sessions) to have the option of an advanced separate section!"*
- *"I liked how there was a variety of topics as well as a variety of speakers, however, a lot of tasks were not finished, such as the giffy task and a lot of the technology tasks. Had we focused more on depth, I wonder if there would have been less time constraints."*
- *"I wish I could read PowerPoint presentation files in advance, in order to digest information and be able to work on my project."*

Academic Content

The questionnaire distributed to participants also included a section focusing on participant perceptions regarding the academic content of the ISI 2015. Questions in this section addressed satisfaction with the activities, materials, and content. Descriptive data is provided in Table 2, including the mean, standard deviation, and rating by percentage for each response, along with representative comments. In general, participants were very satisfied with all facets of the academic content of the ISI, with mean values for all questions at or above 4.50 in the majority of cases. Importantly, 72% of the participants indicated they were very satisfied with the degree to which the ISI met their expectations ($M = 4.73$, $SD = 0.46$) and 86% indicated that it strongly impacted their PBLL professional development ($M = 4.86$, $SD = 0.35$). There were fewer comments in this section as a whole, many choosing to just give input through their rating numbers. As before, specific details and comments for each question are provided below and should be considered with this in mind.

Variety of perspectives. The variety of perspectives afforded by the ISI leaders, facilitators, and participants together was the most highly rated aspect of the academic content ($M = 4.91$). All participants (100%) agreed or strongly agreed that the variety of perspectives represented by the facilitators and participants was valuable.

- *"Yes. Everything presented was valuable. Thank you."*
- *"The information presented was varied and all diverged into assisting me developing more confidence in PBLL."*
- *"I found the group work, especially the feedback activities, to be the most helpful in helping me develop my project."*
- *"There are lots of opportunities to hear from everyone including the participants."*
- *"It was a very highly skilled group with plenty of expertise, as well as diverse."*
- *"We witnessed many highly skilled presenters showcasing their craft. I think it would've been nice to see more fully fleshed out examples of PBLL, which I think is difficult for our presenters because many of them are not actively teaching in K-12/higher ed language teaching contexts."*

Table 2
Satisfaction with Academic Content

	M	SD	N	Strongly disagree 1	2	3	4	Strongly agree 5
8. I found the variety of perspectives represented by workshop facilitators and participants valuable	4.91	0.29	22	0%	0%	0%	9%	91%
9. I found the lectures from the workshop leaders and facilitators to be valuable	4.54	0.67	22	0%	0%	9%	27%	64%
10. I found the hands-on activities to be valuable	4.77	0.43	22	0%	0%	0%	23%	77%
11. The presentations on topics related to PBLL were informative	4.68	0.57	22	0%	0%	4%	23%	73%
12. The presentations on topics related to language pedagogy were informative	4.59	0.80	22	0%	4.5%	4.5%	18%	73%
13. The presentations on topics related to assessment were informative	4.55	0.67	22	0%	0%	9%	27%	64%
14. The presentations on topics related to technology were informative	4.32	0.78	22	0%	0%	18%	32%	50%
15. I found the materials provided (website, book, etc.) to be valuable	4.77	0.53	22	0%	0%	4%	14%	82%

Table 2 *(cont.)*
Satisfaction with Academic Content

	M	SD	N	Strongly disagree 1	2	3	4	Strongly agree 5
16. I found the process of learning about, developing, and discussing PBLL projects relevant to my professional development	4.86	0.35	22	0%	0%	0%	14%	86%
17. I was satisfied with the facilitation of the summer institute	4.82	0.39	22	0%	0%	0%	18%	82%
18. Overall, my expectations of the summer institute were met	4.73	0.46	22	0%	0%	0%	27%	73%

- *"All presenters are exceptionally knowledgeable. Some are better presenters than others, but that is to be expected. It is not clear to me that the tech demos were pedagogically as well presented as they needed to be. In part, directions were often not clear, and there were simply too many tools in too little time. Try one tool a day, well developed over a few tools lightly developed and not adequately learned."*

- *"While having variety has its merits, it also sometimes led to a bit of a mishmash in approach and a lack of flow, but this was a minor concern, and I feel this team will be able to amend their sequencing of their presentation in future years."*

Facilitator lectures. ISI participants were well satisfied with the level and content of the lectures provided by the facilitators throughout the ISI ($M = 4.54$), with 14 (64%) rating "strongly agree," 6 (27%) rating "agree," and 2 (9%) rating "neutral." The expertise and thoroughness of all facilitators were greatly appreciated and inspirational. Different participants wanted more/less activities and content in some cases.

- *"Absolutely! Cherice and Yao were especially articulate in their presentations, making clear what the research tells us, and addressing best practices, with examples from K-12 and higher education alike. I also appreciated Liliana and Lauren very much. They are also exceptionally well qualified presenters! Stephen's Chinese lesson the very first day was outstanding! Thanks to all of you!"*

- *"Cherice Montgomery's presentations were incredible! She was great at sticking to the schedule, and the time she allotted for each activity was on spot! I loved how engaging and organized her presentations were. Every other instructor did great, too! Thank you for all your hard work."*
- *"#chericerocks!"*
- *Lots of valuable information and inspiration!"*
- *"It was sometimes challenging to switch abruptly from one to the other, but everyone brought great perspectives & expertise to share with us."*
- *"There were some lectures that were better presented than others. Again I feel that the technology could have been discussed in the PBLL module."*
- *"The lectures were good, but sometimes they were punctuated by interactional activities that I felt were not the best use of time, considering our short schedule. At several different points throughout the week, the workshop leaders had prepared too many slides (sometimes far too many) and had to rush through elements of discussion without taking any time to assess whether we were following along with the points that were being made."*
- *"Some of the lectures could have been broken up with more hands-on practice."*

Hands-on activities. Hands-on activities also received very high marks, with 17 participants (77%) giving a rating of "strongly agree" and the remaining 5 (23%) rating "agree," again no negative marks here. A number of participants commented that they wanted more hands-on activities or else more time to do the existing ones.

- *"I loved Cherice's activities the best because they were highly communicative and dynamic. I also liked Lauren and Liliana's balloons because it was a good transition from break to focusing on the task."*
- *"I especially found the hands-on tech demos to be valuable. Even though I've taught online and thought I had experience with tech for teaching, there were plenty of new tools (and existing tools used in new ways) that provided plenty of ideas for how to teach better."*
- *"And technology hands-on, the time was short, but the tech session was very valuable for me."*

- *"I would ask for more hands-on activities – we sat for long periods during this workshop, and I found that my own attention flagged just because I needed more stimulus, much like my MS and HS age learners would need. Learners are very similar, regardless of age, and we needed a bit more active engagement."*
- *"Strongly agree BUT more time was needed…as we had a few unfinished deliverables."*
- *"Would have liked more time for more activities"*
- *"Some of the hands-on activities, I felt could have been eliminated to give more time for individual work."*
- *"We often spent a good portion of the time confused, figuring out what we were supposed to do. More clear scaffolding and instructions."*

PBLL presentations. Responses for satisfaction with presentations on topics related to PBLL were rated highly by participants ($M = 4.68$), with 16 participants (73%) rating "strongly agree," 5 (23%) rating "agree," and 1 (4%) giving a neutral rating.

- *"I felt the presentations that related directly to PBLL were the ones that most met my needs, although I recognize that other participants need more 'scaffolding' in other areas in regards to second language teaching, technology use, etc."*
- *"They [the presentations] were informative, but sometimes confusing. I would have liked to advance my knowledge base more, rather than rehash the ideas we learned in the online Institute."*
- *"All presentations were informative. I think we should go over them, so it would be good that all the presentation on ppts are uploaded and let us know when it is done, and where. Without going over, it would be impossible to organize, internalize and utilize them into our project design to produce exemplary projects to deposit."*

A number praised the Project Square that Scheller and Lopez conceived of and developed during the ISI as particularly helpful.

- *"I especially thought the project square was informative"*
- *"I only wished we had been given the 'product square on the 1st day!"*

Language pedagogy presentations. Responses for satisfaction with presentations on topics related to PBLL were rated highly by participants ($M = 4.59$), with 16 participants (73%) rating "strongly agree," 4 (18%) rating "agree," 1 (4.5%) giving a neutral rating, and 1 giving a "disagree" rating (the only negative rating in the Academic Content section).

- *"Yes, Cherice's presentations especially were great and I really enjoyed them."*
- *"Cherice is a master presenter. Because this topic generally interests me the most period, I was particularly engaged."*
- *"Fabulous."*
- *"I've got lots of ideas. I'm going to use some of them in my class."*
- *"It was very helpful but I need more time to digest all the information."*
- *"Would have loved more."*
- *"We could have (had) more knowledge how PBLL and SLA are related."*
- *"I thought we didn't really cover the LL part of PBLL enough. It was a good introduction to PBL, but I kind of feel like now it's up to us as participants to apply what we've learned to language pedagogy."*

Assessment presentations. Responses for satisfaction with presentations on topics related to assessment were also rated highly by participants ($M = 4.55$), with 14 participants (64%) rating "strongly agree," 6 (27%) rating "agree," and 2 (9%) giving a neutral rating. Dr. Hill's command of assessment and her presentation skills were a highlight of the institute for many.

- *"Yao Hill, you are amazing! I appreciate your organization and willingness to help. The tools you provided are very valuable and I know they will come in handy once I finalize my project."*
- *"Yao had the gift of keeping such a dry topic engaging and practical."*
- *"Yao Zhang is an outstanding presenter! I learned a lot about assessment this week!"*
- *"The best part of the institute."*
- *"Very informative, but the related tasks were not as well organized as they could have been. It would have been helpful to have clearer step-by-step instructions."*
- *"It was very helpful but I need more time to digest all the information."*
- *"It was good to have a preview, but most of us were not really ready for the depth of information that was being provided. While Yao's presentations were great, I felt that*

they took away time that we could've been spending revamping and restructuring our projects to get to the point in which we really needed the assessment piece."

- *"I think that some of the presentations on assessment could be rethought a bit. I personally feel like I need more work on assessment of critical thinking for my project, and will follow up on this topic more on my own."*

Technology presentations. Responses for satisfaction with presentations on topics related to technology were deemed very good by participants ($M = 4.32$), with 11 participants (50%) rating "strongly agree," 7 (32%) rating "agree," and 4 (18%) giving a neutral rating. In general, most participants appreciated learning about new tech tools and resources that they could incorporate into their projects, but a few felt that too much was covered too fast and that there was not always a good connection between the technology tools presented and the PBLL focus and deliverables.

- *"Very informative."*
- *"Considering that I am technologically so illiterate, as I found out after attending this workshop, the technology part of the workshop was great and truly appreciated."*
- *"This is necessarily a mixed bag, as some tech tools will be of immediate use to me, and others have less appeal. Overall, though, we were introduced to many new resources and their uses, several of which were completely new to me."*
- *"A little overwhelming but it was such a great opportunity to get to know many useful applications."*
- *"Too many too fast though"*
- *"What was demonstrated was informative but it did not coincide with the deliverables and sometimes we would start a task without finishing it. I did enjoy the quiz game a lot and I love the demos for some of the sources, I wonder if this could have been done online in the PBLL Modules."*
- *"I found these less helpful. I understand the need for technology training, and use tech a great deal. However, the presentations were not as well organized/explained, and there were too many tools to learn them well."*

- *"I'm not sure I always saw the direct application toward the PBLL topic and our workshop focus. Intentions were good and we are always interested to learn more, but if there was something that could've been reduced, it might be the technology instruction."*

Materials. Most participants found the materials (e.g., website, textbooks, etc.) provided to be very valuable ($M = 4.77$). 21 participants (96%) agreed or strongly agreed that the materials were valuable. Some participants expressed in their comments that they wished that the materials had been utilized more during the institute.

- *"Extremely valuable."*
- *"I will use them as my reference a lot."*
- *"I look forward to delving more deeply into these materials (both print & online). Thank you!"*
- *"Yes and no – the books themselves will be great resources for the future, but I think they were underutilized during the week session. I think we could have been given some evening reading assignments of selections from these texts, as well as more reflective writing assignments of key points from the workbooks."*

Impact on professional development. Participants were very highly satisfied ($M = 4.86$) with the ISI in terms of its impact on their professional development, with 19 (86%) rating it "strongly agree" and 3 (14%) rating it "agree." There were no negative ratings for this item.

- *"I found this to be the most helpful of all. Receiving the input from some of the best educators in the country was an honor."*
- *"The workshop is truly pioneering a mode of instruction that is, and hopefully will be even more in the future, important to the field of second-language instruction."*
- *"Overall, I have a better handle on PBLL and understand the messy nature of it as a step toward implementing it more fully in my classes soon. One thing that I think would have really helped me would've been to see more fully fleshed out examples of PBLL, which I think is difficult for our presenters because many of them are not actively teaching in K 12/higher ed language teaching contexts."*

Facilitation and participant expectations. All participants agreed or strongly agreed with the statement that they were satisfied with the facilitation of the ISI ($M = 4.82$, with 18 participants (82%) rating it "strongly agree" and 4 (18%) rating it "agree"). Likewise, most participants agreed (27%) or strongly agreed (73%) that their expectations of the ISI were met. Qualitative responses suggest that the participants had a positive, enriching experience and feel able to carry out the development of their PBLL projects. There were no negative remarks in either category.

- *"Everyone worked very hard to create a great experience, and given that this was a first time 5-day workshop in a very new mode of instruction, this workshop can only be thought of as a success."*
- *"#jimrocks!"*
- *"Yes, time management was a bit of an issue, but it's also to be expected when (you) balance SO many topics & SO many facilitators."*
- *"Most of the facilitators were very well prepared, but sometimes the slide lectures seemed like just far too much information to cover in the allotted time, and sometimes the facilitator covered more basic information at the beginning, spending too much time on things we already knew well as language educators, before running out of time and then rushing through the more complex concepts that we could have gained the most from discussing."*
- *"My expectations of the institute were exceeded. I have learned so much. The criticism I made in earlier comments is only to try to help facilitators improve future institutes."*
- *"I feel very strongly that I have the requisite tools to begin implementing PBLL well in my own instruction. This being the case, my expectations were met!"*
- *"I leave with a better overall idea of how to truly implement PBLL but still have a few unanswered questions… BUT I do know that the doors remain open for me to ask questions/inquiries."*

Intended Learning Outcomes

Feedback was also requested in relation to the participants' perceptions of intended learning outcomes. Descriptive data including response averages, standard deviation, and the frequency of

ratings selected by participants is displayed in Table 3. Average responses for all topics were very high, indicating that participants perceived they met the intended learning outcomes for ISI 2015. All participants strongly agreed that the summer institute enhanced their knowledge of fundamental principles of PBLL ($M = 5.00$). Comments for this entire section were fairly limited. Participants felt they were well grounded in the principles of PBLL and materials development and the project overall appeared to meet one of the overarching goals for the grant, which is to create common ground for language teachers to conceptualize, create, and describe high quality PBLL experiences.

- *"I have already implemented PBL but have never been officially trained. I read extensively before trying it myself. This Institute validated my practices and experiences in PBLL and provided me with a much deeper understanding of the language of PBLL so that I can more easily continue my collaboration with this group and also begin supporting others who are new to the implementation of PBLL."*

Table 3
Satisfaction with Intended Learning Outcomes

	M	*SD*	*N*	Strongly disagree 1	2	3	4	Strongly agree 5
1. The summer institute enhanced my knowledge of fundamental principles of PBLL	5.00	0.00	22	0%	0%	0%	0%	100%
2. The summer institute strengthened my knowledge about the development of 21st century skills in PBLL	4.27	0.70	22	0%	0%	14%	45%	41%
3. The summer institute increased my understanding of integrating technology in PBLL	4.36	0.90	22	0%	4%	14%	23%	59%
4. The summer institute broadened my knowledge and skills for developing PBLL materials	4.73	0.63	22	0%	0%	9%	9%	82%
5. The summer institute improved my knowledge about assessment in PBLL	4.50	0.67	22	0%	0%	9%	32%	59%

- *"I had the fundamentals of PBLL from the online institute, and the summer institute more than enhanced and solidified this understanding."*

- *"I wish we would have been assigned to read more articles outside of class."*
- *"More could have been done (regarding 21st century skills) in this regard. Just showcasing tools isn't enough…but the MASHup came in handy!"*
- *"Yes, we saw a few good examples of these, especially with concrete information about scaffolding them during Cherice's presentation on Friday."*
- *"I still feel like I need to review more about 21st century skills, though I have a fair understanding of the main building blocks."*
- *"I really enjoyed the demos, I wonder if they could have been used in the PBLL modules."*
- *"I felt that I learned some new tricks in tech integration that will be useful in my instruction."*
- *"Although I was already developing PBLL materials, this institute provided concrete strategies for not just the design of the materials, but the alignment of each material to the challenge, the culminating product, and the audience."*
- *"The focus on developing knowledge and skills in regard to PBLL materials is perhaps the biggest success of this program for me."*
- *"Yao is an exceptional presenter and I was impressed with her expertise in assessment and evaluation."*
- *"I am still not confident about my ability to assess the project. However it improved it."*
- *"I took away many resources to go away and work on my own assessment tools, but I would have liked some scaffolding during the institute to help me create rubrics for my specific project so that I could get the immediate feedback from the facilitators to improve them."*
- *"I will rely on the rubric on BIE!"*

Open-Ended Items

The final part of the evaluation consisted of five open-ended items to solicit participant responses on (a) their most valuable learning experience during the ISI, (b) the effect of the ISI on future teaching or professional development, (c) their plans for dissemination of their

projects, (d) suggestions for improvement, and (e) the particular strengths of the ISI. Responses to these items are summarized below.

Most valuable learning experience. Participants were asked what they found to be most valuable in terms of their learning experience during the ISI. Responses here seemed to fall into the following categories: (a) developing and getting feedback on their projects, especially during one-on-one sessions with the facilitators ($n = 10$); (b) learning from and working with the facilitators ($n = 8$); (c) group activities ($n = 3$); (d) improving their tech skills ($n = 3$); (e) discussions on scaffolding ($n = 3$); and (f) the opportunity to collaborate and work with diverse participants ($n = 2$). Representative comments related to each of these follow below:

- *"The work of Yao in assessment and Cherice in pedagogy was exceptional. In addition, the materials provided by BIE and facilitated by Liliana and Lauren really helped us flesh out our ideas and better understand the connections. In addition, it was evident that the entire team worked each evening to review that day's sessions and determine (and respond to) the participants' learning needs going forward."*
- *"The product square was the most useful exercise for me, personally."*
- *"I really felt that Cherice's sessions on Thursday and Friday were my main 'Aha!' moments, and I can't help but wish that they had come sooner during our week together. It was pretty cool to see the PBLL expansions by us all."*
- *"I was really grateful to be able to speak with leaders in the field of PBLL about my project. They helped me refine my idea and give me better direction in the design of my project. I am also just grateful for the friendships I made here and hope to see more of all of these people in the future."*
- *"I felt that the feedback we received from the participants on our templates was perhaps the best learning experience, simply because it was tailored to what I was working on. Similarly, the odd breakout session where we worked in groups with facilitator support were also valuable, and I encourage more of this in future summer institutes."*
- *"Just being able to leave with specific ideas for PBLL projects that I can implement with my classes this year is what I value most. I was not sure if it would be possible, but through all that was presented I was guided into seeing how PBL is possible for language courses."*

- *"Technology sessions were amazing. It is very nice to have a site that we can go through the applications that were introduced in the sessions and more."*
- *"The technology sessions helped me the most, as I am not always too savvy with it. It opened up various tools that I could now use with my students."*
- *"I found (the) many methods for feedback and scaffolding very helpful."*
- *"The most valuable learning experience was having so many instructors from different languages with varying levels of experience with PBLL. The group work activities, conversations with every participant, and accessibility of workshop instructors (made) my learning experience extremely valuable."*

Effect on future teaching or professional development. Participants were also asked to identify how the ISI will influence their future teaching or professional development in the area of PBLL. Given the goals of the ISI, it was not surprising that most participants alluded to using the knowledge gained during the ISI to incorporate PBLL projects into their curriculum or teaching ($n = 11$). Participants also commented that they hoped to apply what they learned about scaffolding in general to their language instruction ($n = 3$). In addition, four respondents mentioned that they plan to use what they learned to move forward with publishing or presenting their projects and materials in the larger field of language education. Selected responses exemplifying these themes are presented below:

- *"I will definitely be using more projects in my class. Some may be dessert projects, others will be class projects. But either way, I'll be using them in class."*
- *"A huge effect. Other teachers in my department do not really do projects, the curriculum seems too full for time for projects. But at this workshop I have been able to figure out how to adapt projects to the content I have to cover, and my projects won't hinder students learning of essential content, but rather enhance it."*
- *"I think participation in this workshop will truly be transformative in my work as a language educator, and I know that I will plan for at least two PBLL modules in the coming year."*
- *"I look forward to trying this out and contributing a high-quality project to this endeavor."*

- *"I am much better equipped to scaffold the content, collaboration, language and processes for PBLL projects than I was before. I anticipate this will result in even greater success."*
- *"I will definitely try a PBLL project and will share what I learned with colleagues in (my) World Language department."*
- *"I feel better prepared to write and publish on my long standing PBLL practices in the classroom."*

Dissemination plans. Participants were asked how they planned to share or disseminate the knowledge they gained from the ISI. Most participants commented that they would likely bring up the content of the ISI in either informal conversations with colleagues at their home institutions or more formally in department meetings or presentations ($n = 15$). Some said they would disseminate more broadly about what they learned via publications ($n = 2$), conference presentations ($n = 3$), or social media ($n = 2$) or incorporate it into teacher development ($n = 3$). The following comments represent these views.

- *"I want to do a presentation at my state conference, in addition to, of course, sharing with my school colleagues. We have also talked about doing a community-college focused session at AATSP to share our learning."*
- *"At my school, I will make a presentation to my WL Department of the benefits of implementing PBLL. I will also direct others through Twitter to my PBLL blog."*
- *"I have to report to my department what I have taken away from this institute, and have a lot that I can share. I am sure the Dean of Academics, who encouraged PBL this past year, will also want to hear what was presented at the institute."*
- *"I intend to write and co-write with colleagues on this and publish."*
- *"I will make use of the repository of example units to help train other WL teachers in my home state and farther afield. I expect to use the tools we learned to use more efficiently – the Product Square, for example, is a great new tool."*
- *"If my project is successful, I will conduct PBLL workshop for my institute and beyond the institute, and teach graduate students, and my colleagues."*

Suggestions for improvement. This item asked participants what they thought could be improved for future summer institutes related to PBLL. Echoing earlier comments, the main area for improvement was time management (*n* = 10) – either more time for the ISI or less content to fit within the schedule, allowing participants time to take much needed breaks and digest what they have learned. Related to this were calls to reduce some of the activities to produce greater depth of knowledge of PBLL, rather than scope (*n* = 4). Additional suggestions were given for better utilizing certain aspects of the ISI such as the website and textbooks.

- *"Time management, especially for the PBLL presentations. They were sometimes hard to follow and needed more scaffolding."*
- *"More focus on depth than scope, the scope could have been left for the PBLL Modules. I wonder if because of this, time management could have been better."*
- *"More time between activities and presentations to digest and discuss with other participants and presenters."*
- *"Could have scheduled it for 2 weeks instead, possibly with an option for cultural activities on the weekend."*
- *"Time management. Honoring the schedule & our necessary breaks."*
- *"A bit fewer all-participant hands-on activities."*
- *"Cannot think of anything."*
- *"It was perfect."*
- *"The website was underutilized for interactive sharing for participants. I felt that we could have shared more reflective pieces via the 'blogs' and 'my page' sites could have been better used. I enjoyed reading, for example, Stephen's reflections on the first day's activities, were really thought-provoking, and I would have liked to see other participants' (both facilitators and learners) would have been useful… Finally, more hands-on tasks could have been scheduled to ensure that learning episodes were truly engaging, given the long stretches of sitting we had."*
- *"If some ppts/reading assignments were given ahead."*

Strengths of the intensive summer institute. This question asked participants to expand upon what they thought were the strengths of the ISI. Much admiration and appreciation were given to the facilitators and staff for their expertise and hard work (*n* = 10). The welcoming and

comfortable atmosphere created by the facilitators and the participants, as well as the care put into their needs were also praised consistently by participants (*n* = 10). Three commented that everything taken together was wonderful, and they benefited a lot from their ISI involvement. The resources collected and made available as a result of this ISI were also mentioned as a strength.

- *"Everyone in this institute did a great job to make us feel welcomed and supported in learning about this new mode of education, and have put many of us on the right path to implement PBLL in our own teaching. Jim did a fantastic job facilitating everything. Lauren and Liliana were great in their co-presentations, and had many excellent ideas to share with all of us. Cherice did a great job to distill salient points about effective language instruction, I feel we probably got a good deal of her methods instruction in her short presentations. And Julio, Hui-ya, Stephen, Russ, and Yao – in short the entire NFLRC and the UH tech staff – all made valuable contribution to our learning. Congrats to you all, and mahalo!"*

- *"I think I found the personal feedback and the brainstorming sessions with facilitators to be the most beneficial in developing a true PBLL project. It was my goal to do this, and I truly would not have been able to do this without everyone's assistance, facilitators and participants alike."*

- *"Had really awesome presenters and created a community where it felt safe and comfortable to share even though some of the other participants had such impressive credentials."*

- *"You created a comfortable and enjoyable atmosphere where it was safe to try out new ideas and even make mistakes. Thank you!"*

- *"Your hospitality is exceptional! Beyond that, the presenters I have already complemented were exemplary! I am grateful for this experience, and I look forward to continuing to collaborate with you on PBLL efforts beyond this institute. Thanks again!"*

- *"I truly appreciated the facilitators' effort to fill-in our needs. I am sure that it was a very hard week for all of them. Thank you very much."*

- *"Respond to participant needs with both newly created resources and additional instruction."*

- *"Giving us the opportunity to be here together, as such a diverse group, to share & collaborate! Being supportive of us no matter where we are in this process. Mahalo!"*
- *"Everything was great! Thank you!"*
- *"Resources everything is open online."*

CONCLUSION

Participants found ISI 2015 very successful from an organizational and academic standpoint. They were able to delve into PBLL in a comfortable and enjoyable learning environment and develop their projects, with the knowledge, experience, feedback, guidance, and tools to help get the job done. Participants indicated that the learning outcomes for the course were all met to a great degree of success and that they were prepared to continue their projects forward, now with a diverse community of fellow PBLL implementers and an abundance of resources to draw from. Furthermore, most participants saw a direct use in sharing or expanding this information beyond the scope of the ISI itself, either through departmental meetings, publication, or developing professional development events on their own in relation to PBLL. Particular praise was given to the ISI facilitators and their respective expertise, the individual feedback given on projects, the well-rounded coverage of content, the diversity of participants, the interactive activities, and so forth.

The one major need to be addressed in future PBLL intensive summer institutes is to revisit the schedule and content to be covered during the ISI. Many participants noted that too much information was provided in very little time, suggesting that either the ISI should be longer (7-10 days) to cover everything, along with more time for individual project work, or kept to 5 days but make reductions in some content areas that may be better covered in the pre-ISI Fundamentals of PBLL Online Module, activities outside the ISI, and so forth. The time allotted did not allow to finish some tasks, and breaks were often shortened and rushed, not giving some participants time to rest and process what they learned. Related to this, participants would have liked to get the schedule earlier and more guidance as to how they could best prepare before coming to the ISI.

The intensive format of the institute may not have been the best choice for a topic that is still not familiar for many instructors. Although it was anticipated that participants would not be able to learn the basics and develop a project plan in the ISI alone (hence the pre-intensive summer

institute experience), they appeared to be somewhat overwhelmed by the pace as well as the amount and depth of content. However, participants were deeply appreciative of this opportunity and the incredible degree to which they were able to develop professionally during the short span. More importantly, the ISI appeared to succeed in achieving one of the overarching goals of the grant, which is to create a community of foreign language teachers interested in project-based learning in order to formulate useful materials and guidelines that are specific to PBLL. This first cohort has laid the groundwork and set high standards for this ambitious enterprise.

APPENDIX A
List of Participant Institutions & Languages

The American International School of Muscat (Oman)	Spanish
Bella Vista High School (California)	French
Brigham Young University (Utah)	Portuguese, Spanish
Chinese American International School (California)	Chinese (Mandarin)
College of Southern Nevada (Nevada)	Italian
Des Moines Area Community College (Iowa)	Spanish
The Evergreen School (Washington)	French
Georgia Southern University (Georgia)	Japanese
Hawaiʻi Preparatory Academy (Hawaiʻi)	Spanish
Kapiʻolani Community College (Hawaiʻi)	Chinese (Mandarin)
Mid-Pacific Institute (Hawaiʻi)	Japanese
Mount Holyoke College (Massachusetts)	Japanese
University of California, Berkeley (California)	French
University of Hawaiʻi at Mānoa (4) (Hawaiʻi)	Hindi, Japanese, Persian, Portuguese, Spanish
University of Michigan, Ann Arbor (Michigan)	Arabic
University of Missouri, St. Louis (Missouri)	Chinese (Mandarin), Spanish
University of Oregon (Oregon)	Japanese
University of Pennsylvania (Pennsylvania)	Spanish
Williams College (Massachusetts)	Japanese
Yale University (Connecticut)	Korean

Schedule

	Monday 27	Time	Tuesday 28	Wednesday 29	Thursday 30	Friday 31
	Transforming Language Learning Through PBLL		Project Design	Project Assessment	Scaffolding Proficiency	Scaffolding Skills
8:30	CONTINENTAL BREAKFAST		CONTINENTAL BREAKFAST	CONTINENTAL BREAKFAST	CONTINENTAL BREAKFAST	CONTINENTAL BREAKFAST

8:30

CONTINENTAL BREAKFAST (all days)

9:00

Monday 27

Beginning with the End in Mind

Today's Product: Introduction to Institute Structure, Content, & Objectives

Principles of PBLL: Ideal Graduate (The Why of PBLL)

Principles of PBLL: Project Path (The Process of PBL)

PBLL in Action: Building a Culture to Support PBLL (*I See, I Think, I Wonder*)

PBLL in Action: Introduction to the Marshmallow Challenge

PBLL in Action: The Marshmallow Challenge (Team Time)

PBLL in Action: Debrief Marshmallow Challenge

Tuesday 28

21st Century Skills

Creativity & Collaboration

Beginning with the End in Mind

Today's Product: Gallery Walk Poster

Principles of PBLL

Jigsaw 8 Elements of Gold Standard PBL

PBLL in Action

Jigsaw Presentations

Wednesday 29

Proficiency-based Assessment: Maximizing Productivity & Accountability Through Initiative & Self-direction

Today's Product: Project Assessment Map & Management Tool

Writing Student Learning Outcomes

Culminating Products & Criteria for Evaluating Culminating Products

Thursday 30

Communication: Comprehensible Input, Collaboration, & Creative Language Use--Actively Engaging Students in Autonomous Learning

Today's Product: Teaching & Learning Guide

Proficiency & PBLL: Interpersonal & Presentational Communication

Scaffolding Linguistic Input & Instructions for Different Proficiency Levels

Friday 31

Critical Thinking: Developing Cognitive Flexibility Through Critical Thinking About Content (Engagement, Flow, Motivation)

Today's Product: Project Calendar

Proficiency & PBLL: Interpretive Communication

Authentic Audiences, Purposes, & Products: Using Reading, Listening, & Viewing Strategies to Support Critical Thinking & Cognitive Engagement with Content

The ABCs of Pre-reading

20' BREAK	20' BREAK	20' BREAK	20' BREAK	20' BREAK

10:40 Professional Perspectives

PBLL in Action: Mini-PBLL Experience in Chinese Entry Event (*Interview with Yao Hill*)

PBLL in Action: Mini-PBLL Experience in Chinese (Linguistic Input)	Dessert v. Main Course Projects	Language Functions	Scaffolding Brainstorming	Structuring & Scaffolding Reading, Listening, & Viewing Activities

Planning for Proficiency

	Dessert v. Main Course Projects	Formative Assessment Checkpoints	Scaffolding Collaboration	During Reading Strategies-- Extracting Meaning & Noticing Form in Culturally Authentic Texts

Pedagogical Practices

	Dessert v. Main Course Projects	PBL Culture	Scaffolding Discussion	Encouraging Cognitive Engagement & Processing of Culturally Authentic Texts: Critical Thinking & Problem-solving

10' BREAK	10' BREAK	10' BREAK	10' BREAK	10' BREAK

11:50 Assessment

PBLL in Action: Mini-PBLL Experience in Chinese (*Photo Scavenger Hunt*)	Introduction to Assessment	Project Management	Assessing Process	Assessing Products
PBLL in Action: Mini-PBLL Experience in Chinese (*Photo Scavenger Hunt*)	Assessing Project Effectiveness	Project Management	Rubric Development Time	Rubric Development Time

12:30

LUNCH ON YOUR OWN	LUNCH ON YOUR OWN	LUNCH ON YOUR OWN	LUNCH ON YOUR OWN	CATERED GOOD-BYE LUNCHEON

PBLL in Action: Mini-PBLL Experience in Chinese (*Photo Scavenger Hunt*)

1:30 Connect to Tech

PBLL in Action: Mini-PBLL Experience in Chinese (*Interviews with Expert Informants*)

What is a PLN? Tools to construct a PLN PLN Tool Browser Focus on PRODUCTION	Building a PLN Making it Social Finding Project Partners Advanced Google Search Focus on COLLABORATION	Scaffolding Technology Use for Students Focus on EXTENSION and PRODUCTION	Assessing Learner Work Focus on AGGREGATION and SYNDICATION

Tech Tool Demos

Concept Maps Timelines Virtual Boards	Telecollaboration Blogs, Wikis and Discussions Videoconferencing	Storyboard Video Screencasting	Audience Response Data Collection and Assessment

Quickfire Tech Task

Make a Concept Map	Exploring Collaboration Tools	Create a Movenote Presentation	Create a Mashup

Project Website

Set up Google Site and Google Drive	Google Site Structure and Permissions	Google Drive Extensions The "Insert" Menu	Work on the Website

REFRESHMENT BREAK	REFRESHMENT BREAK	REFRESHMENT BREAK	REFRESHMENT BREAK	REFRESHMENT BREAK

PBLL in Action: Mini-PBLL Experience in Chinese (*Group Presentations*)

3:10 ## Project

PBLL in Action: Mini-PBLL Experience in Chinese (*Reflection*)	Project Development Time Introduction to PROJECT REPOSITORY	Project Development Time Creating a Task in the PROJECT REPOSITORY	Project Development Time Creating a Rubric in the PROJECT REPOSITORY	Critical Friends Protocol (pp. 42-43 of *PBL 101*)
PBLL in Action: Mini-PBLL Experience in Chinese (*Project Evaluation*)	Project Development Time	Project Development Time	Project Development Time	Critical Friends Protocol
	Project Development Time	Project Development Time	Project Development Time	Critical Friends Protocol

BREAK	BREAK	BREAK	BREAK	BREAK

Debrief Mini-PBLL Experience in Chinese

4:20 ## Peer Mentoring

Exit Ticket: How comfortable are you with PBLL?	Collaboration Reflection Blog Post	Charrette	Consultancy Protocol	Critical Friends Protocol

Debrief & Self-Assessment

Wows, Wishes, & Words of

WELCOME RECEPTION (on the NFLRC Lanai)

5:00

DINNER ON YOUR OWN

DINNER ON YOUR OWN

DINNER ON YOUR OWN

DINNER ON YOUR OWN

Wildest Show in Town at the Honolulu Zoo
151 Kapahulu Ave.
Admission: $3
Doors open at 4:30pm

Artist: Led Kaapana

6:00 - 7:00 pm

Japanese American National Museum

FREE CONCERT

(Asian American Music & Culture)

7:00 – 9:00 pm

University of Hawai'i

Consent to Participate in Research

Infusing Project-based Language Learning in Foreign Language Education

This study is conducted by the National Foreign Language Resource Center (NFLRC). The purpose of this study is to conduct an evaluation of the 2015 Intensive Summer Institute (ISI) on Project-Based Language Learning (PBLL) by eliciting feedback from the ISI participants. The results of this evaluation will be used to improve the curriculum of subsequent summer institutes on PBLL (to be held in summer of 2016, 2017, and 2018).

We are asking you to participate in this study because you are at least 18 years old and you are enrolled in the 2015 Intensive Summer Institute on PBLL.

Project Description – Activities and Time Commitment: If you decide to take part in this study, please select "Agree" at the bottom of this page to grant permission to the NFLRC to use your anonymous responses to this online survey. If you don't want to participate in the study, click "Disagree" and go to the next page. Even if you are not willing to grant us permission to use your responses for our research, we would still appreciate your feedback!

The survey consists of four parts: Background Information, Evaluation of the 2015 Intensive Summer Institute, Learning Outcomes, and Open-Ended Questions. Some of the questions in the survey use a Likert-scale format, while others require open-ended responses. Completing the survey will take approximately 15-20 minutes.

Benefits and Risks: There will be no direct benefit to you for taking part in this project. The findings from this project will help improve the curriculum of the future ISI on PBLL. There is no anticipated risk to you in participating in this project.

Confidentiality and Privacy: We will not ask you for any personal information, such as

your name or address. Please do not include any personal information in your survey responses.

Voluntary Participation: You can freely choose to take part or to not take part in this survey. There will be no penalty or loss of benefits for either decision. If you do agree to participate, you can stop at any time.

Questions: If you have any questions about this study, please email us at nflrc@hawaii.edu. If you have questions about your rights as a research participant, you may contact the UH Human Studies Program at +1–808–956–5007 or uhirb@hawaii.edu.

Please print a copy of this page for your reference.

Do you agree to consent to participate in this research? *

○ Agree
○ Disagree

PBLL IN ACTION INTENSIVE SUMMER INSTITUTE EVALUATION

Your assistance with this evaluation is greatly appreciated. There are 4 parts. Please take the time to assess the effectiveness of the institute. Completing it carefully will help those who participate in future intensive summer institutes. Thank you very much!

PART A – BACKGROUND INFORMATION

* indicates a required field

A1) What is your position title? *

A2) Years of foreign language teaching experience *

A3) What language(s) do you teach? *

PART B – EVALUATION OF THE 2015 INTENSIVE SUMMER INSTITUTE

Please rate the following statements using a 5-point scale where 1 indicates 'strongly disagree' and 5 indicates 'strongly agree.' Feel free to add any comments to clarify or enhance your responses.

* indicates a required field

B1) The Fundamentals of PBLL Online Institute that I completed in Spring 2015 adequately prepared me for the 2015 Intensive Summer Institute on PBLL in Action *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Comment (B1)

B2) The information about the Summer Institute that I received prior to attending the

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

sessions was adequate for my needs *

Comment (B2)

> [text box]

B3) The workshop was well organized and well run *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (B3)

> [text box]

B4) The staff was helpful *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (B4)

> [text box]

B5) The workshop facilities and technical support were adequate *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (B5)

> [text box]

B6) The length of the workshop (5 days) was appropriate *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (B6)

B7) I enjoyed the overall format of the workshop (lectures, demos, assessment component, technology component, project work, etc.) *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (B7)

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

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (B8)

B9) I found the lectures from the workshop leaders and facilitators to be valuable *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (B9)

B10) I found the hands-on activities to be valuable *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (B10)

B11) The presentations on topics related to PBLL were informative *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (B11)

B12) The presentations on topics related to language pedagogy were informative *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (B12)

B13) The presentations on topics related to assessment were informative *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (B13)

B14) The presentations on topics related to technology were informative *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Comment (B14)

[   ]

B15) I found the materials provided (website, book, etc.) to be valuable *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Comment (B15)

[   ]

B16) I found the process of learning about, developing, and discussing PBLL projects relevant to my professional development *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Comment (B16)

[   ]

B17) I was satisfied with the facilitation of the summer institute *

	1	2	3	4	5	
Strongly Disagree	◯	◯	◯	◯	◯	Strongly Agree

Comment (B17)

[   ]

B18) Overall, my expectations of the summer institute were met *

      1 2 3 4 5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

Comment (B18)

PART C – LEARNING OUTCOMES

Please rate the following statements using a 5-point scale where 1 indicates 'strongly disagree' and 5 indicates 'strongly agree.' Feel free to add any comments to clarify or enhance your responses.

* indicates a required field

C1) The summer institute enhanced my knowledge of fundamental principles of PBLL *

      1 2 3 4 5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

Comment (C1)

C2) The summer institute strengthened my knowledge about the development of 21st century skills in PBLL *

      1 2 3 4 5

Strongly Disagree ◯ ◯ ◯ ◯ ◯ Strongly Agree

Comment (C2)

C3) The summer institute increased my understanding of integrating technology in PBLL *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (C3)

C4) The summer institute broadened my knowledge and skills for developing PBLL materials *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (C4)

C5) The summer institute improved my knowledge about assessment in PBLL *

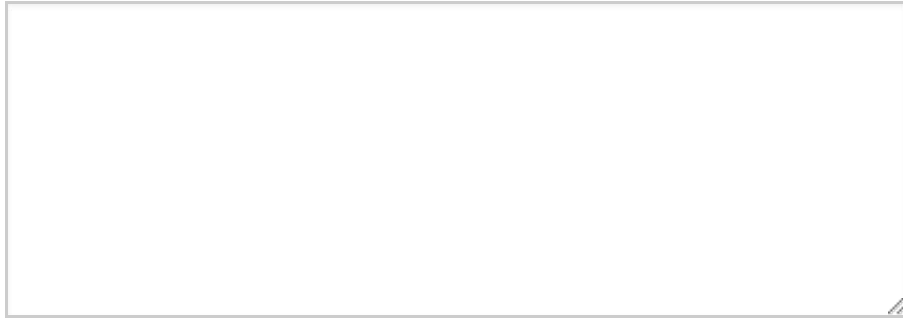|	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Comment (C5)

PART D – OPEN-ENDED QUESTIONS

Please take the time to respond to the following open-ended questions. Your comments will help participants in future Summer Institutes and assist us greatly in preparing our evaluation report for the 2015 Summer Institute.
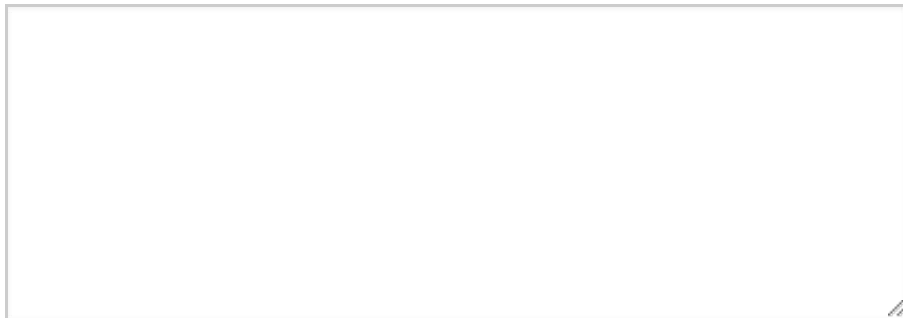
* indicates a required field

D1) Please 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.). *
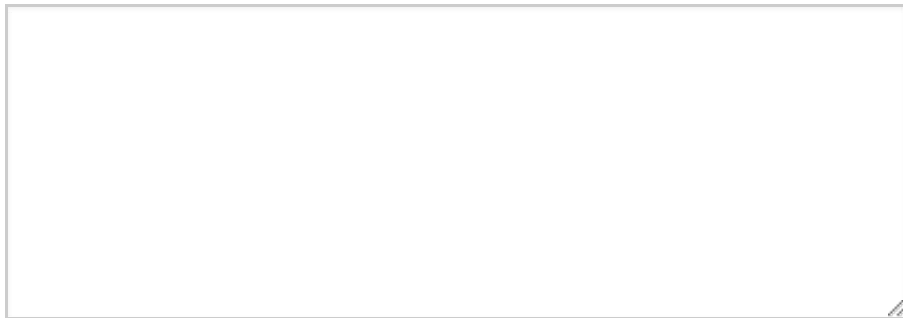
D2) What effect will the workshop have on your teaching / professional development? *

D3) How do you expect to share / disseminate what you have learned with colleagues at your home institution? *

D4) What could we have done better at the workshop? *

D5) What did we do particularly well? *

MAHALO FOR YOUR TIME!

Please press the Submit button below to submit your evaluation form answers.

Submit