

PROBLEM

Previous **ENG1044 English for Computer Technology Studies Course** (before Covid-19):

- Outdated instructional design
- Assessments lack connection from 1 to the other
- More teacher-centered teaching
- Students do/prepare quizzes, assignments, exams, etc. for teacher (one-way – for 1 person)
- In dire need of course rejuvenation (new resources, technology, blended learning, and real-world issues)

SOLUTION: PBL

INSTRUCTIONS: integrated into project

APPROACH: student driven inquiry & teacher guide/facilitate

FOCUS: process & product

TASK RELEVANCE: Aligned to academic standards & success skills

TASK TYPE: Students' group collaboration + Teacher's Guidance

TASK SETTING: real-world context & application

PRESENTATION: shared to the public

T-S FEEDBACK: throughout the process & reflection

REFERENCES

- Project-Based Learning: Buck institute for education. ATLAS ABE. (n.d.). Retrieved October 3, 2022, from <https://atlasabe.org/resource/project-based-learning-buck-institute-for-education/>
- Shaffer, T. (2022, July 13). 10 benefits of Project-Based Learning. Destination Imagination. Retrieved October 3, 2022, from <https://www.destinationimagination.org/blog/10-benefits-of-project-based-learning/>
- Smith, A. (2018). *Project Based Learning Made Simple: 100 classroom-ready activities that inspires curiosity, problem solving and self-guided discovery for third, fourth, and fifth grade students.* Ullyses Press.

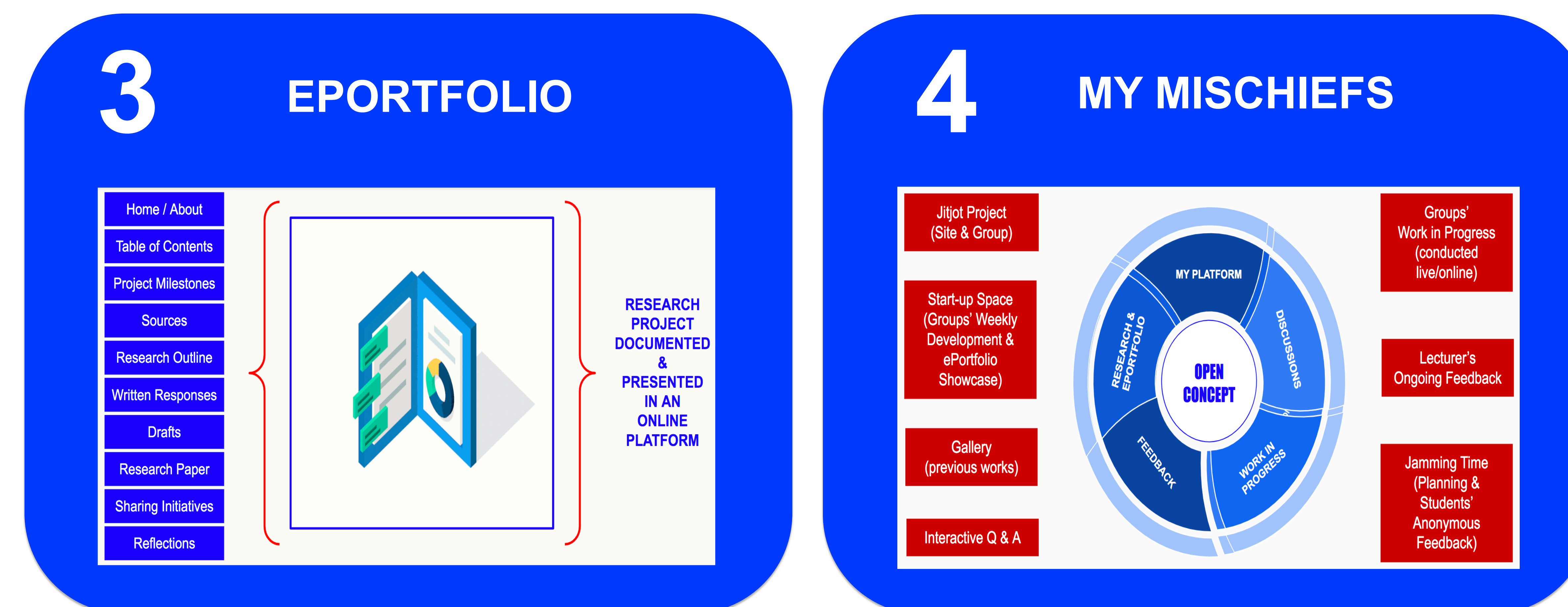
VIDEO



STRATEGIES: Application of PBL Model in ENG1044 Course



PROJECT & PROCESS



LESSONS LEARNT

+ What Worked	- What Needs Attention
INSTRUCTIONS: SIL Weekly List & Step-by-Step Guide in Coursework Prompts	INSTRUCTIONS: Simplifying Instructions (especially for those who struggle with SIL)
ENGAGEMENT: Interactive lessons/consultations, lecturer's feedback (mostly visual), group collaboration for project ePortfolio	ENGAGEMENT: Seeking solution for MIA & Free Riders (students who refuse to participate in the project)
OPEN CONCEPT: Learning from each other	OPEN CONCEPT: Encouraging shy/reliant students to get used to this concept (ok to learn from others, but not ok to do the same)
MARKS: Showing only overall mark in prompt + rubric (student's copy). NOTE: Surprisingly since PBL, nobody asked about mark details in question prompt & rubric OR to add marks for coursework.	MARKS: Increasing allocated % for ePortfolio (due to amount of mini tasks & effort by students for this part)
ePORTFOLIO PROJECT: Innovative & creative ideas - presentation of work/sharing initiatives go beyond the minimum instructions.	ePORTFOLIO PROJECT: Motivating eureka moments for individuals / groups who are lost during the beginning / middle / final stage of the process.

CONCLUSION

PROJECT-BASED LEARNING

- Multimodal exploration in teaching-learning
- Instructional design with clear scaffolding
- Balanced teacher-learner role
- Integration of real-world issues in a project

TEACHER

- Change (shifting gears from the norm)
- Innovation in teaching
- Students' ideas and choices

STUDENT

- Learning independently & collaboratively
- Decision making & problem solving (hands-on experience)
- Developing 21st century skills while in the process

RECOMMENDATIONS: Future Research

- Exploring Multimodality in PBL for English Language Courses
- PBL Approach and Reimagining the Teacher-Student Role in the ESL Classroom
- The Effectiveness of PBL in an English Language Course among ESL Learners