Boosting Millennial learners Engagement

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OUTLINE

- **Millennial & Adult Learners**

- **Teaching for the XXI Century**

- **Project-based learning (PBL)**

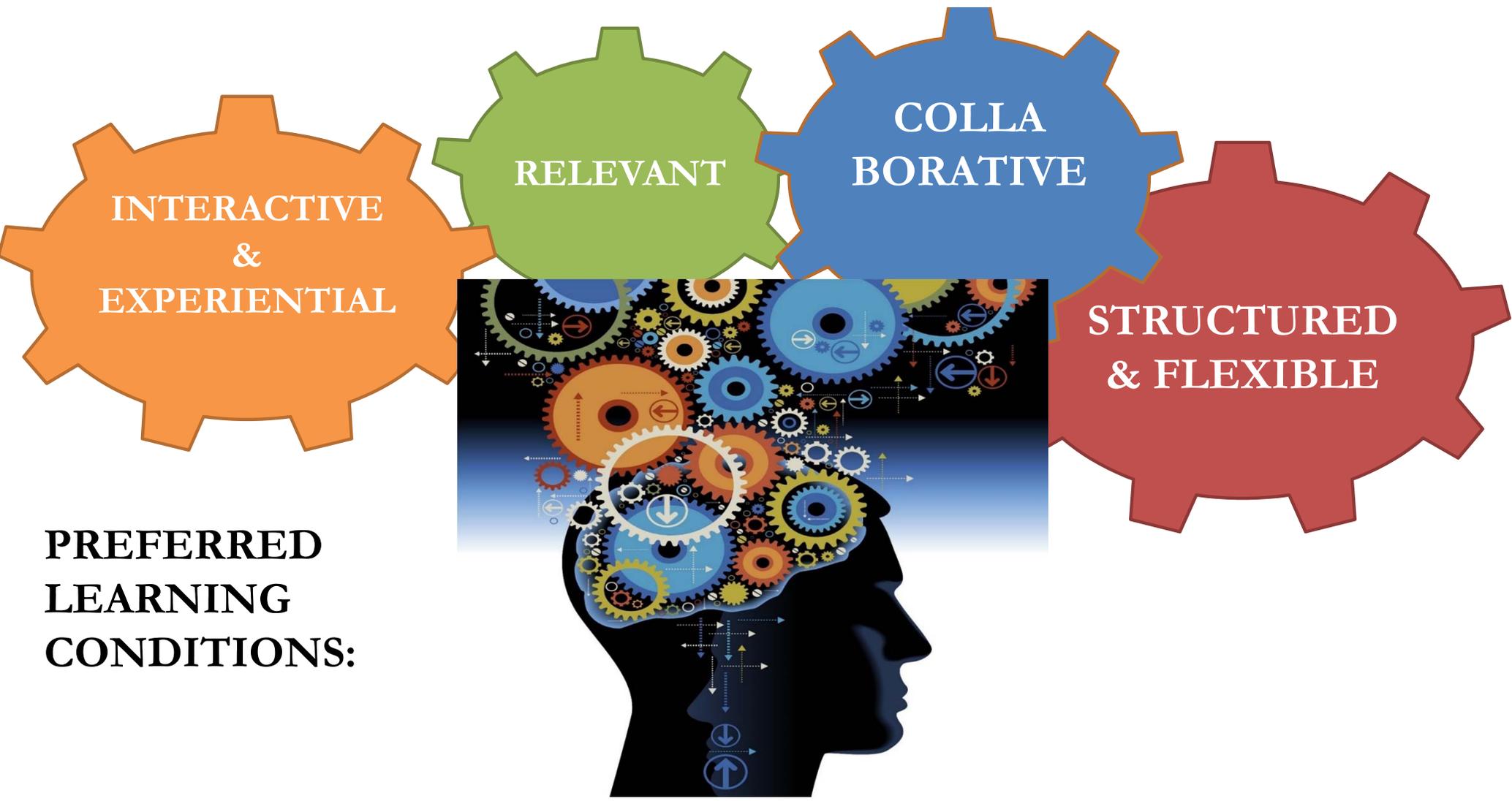- Developing language skills using PBL

LEARNER'S PROFILE

WHO ARE MY STUDENTS?

HOW DO THEY LEARN?

WHAT ARE THEIR MOTIVATIONS?

HOW TO ENGAGE THEM?

INTERACTIVE & EXPERIENTIAL

RELEVANT

COLLA BORATIVE

STRUCTURED & FLEXIBLE

PREFERRED LEARNING CONDITIONS:

Sweeney, R. (2006). Millennial behaviors and demographics. Newark: New Jersey Institute of Technology.

TEACHING

- How to provide innovative approach and keep higher education standards (critical thinking)?

- How to monitor and assess learner's learning achievement?

- What are the best-practices in foreign language teaching?

Teaching for the 21 Century

- Finland has shaken up teaching for the 21st Century: Collaborative classes and project-based learning (PBL) became the tools to equip learners with skills needed to flourish in the 21st century.

- In implementing the PBL approach, the focal point of the learning process moves from the teacher to the learners, from working alone to working in groups.

What is Project-Based Learning?

Definition:

Project-based learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation.

Projects should grant students ***independence*** to create an ***authentic*** final product, requiring them to explore a subject in a deep sense throughout the production. Projects are designed to build knowledge and develop skills, to incorporate ***language learning*** and ***inter-cultural*** understanding and to ***connect learning to the real-world***.

(https://www.all-languages.org.uk/research-practice/language-futures/resources-2/project-based-learning/)

Impact of PBL on language acquisition

- PBL is a meaningful approach because it increases learner's interest and motivation to learn (Brophy, 2004).

- It provides opportunity for "a natural integration of four language skills" (Stoller, 2006).

- It develops problem-solving and higher order critical thinking skills (Allen, 2004). Learners examine the task from different perspectives, enhance collaboration and reflection, and allow competing solutions and diversity of outcomes.
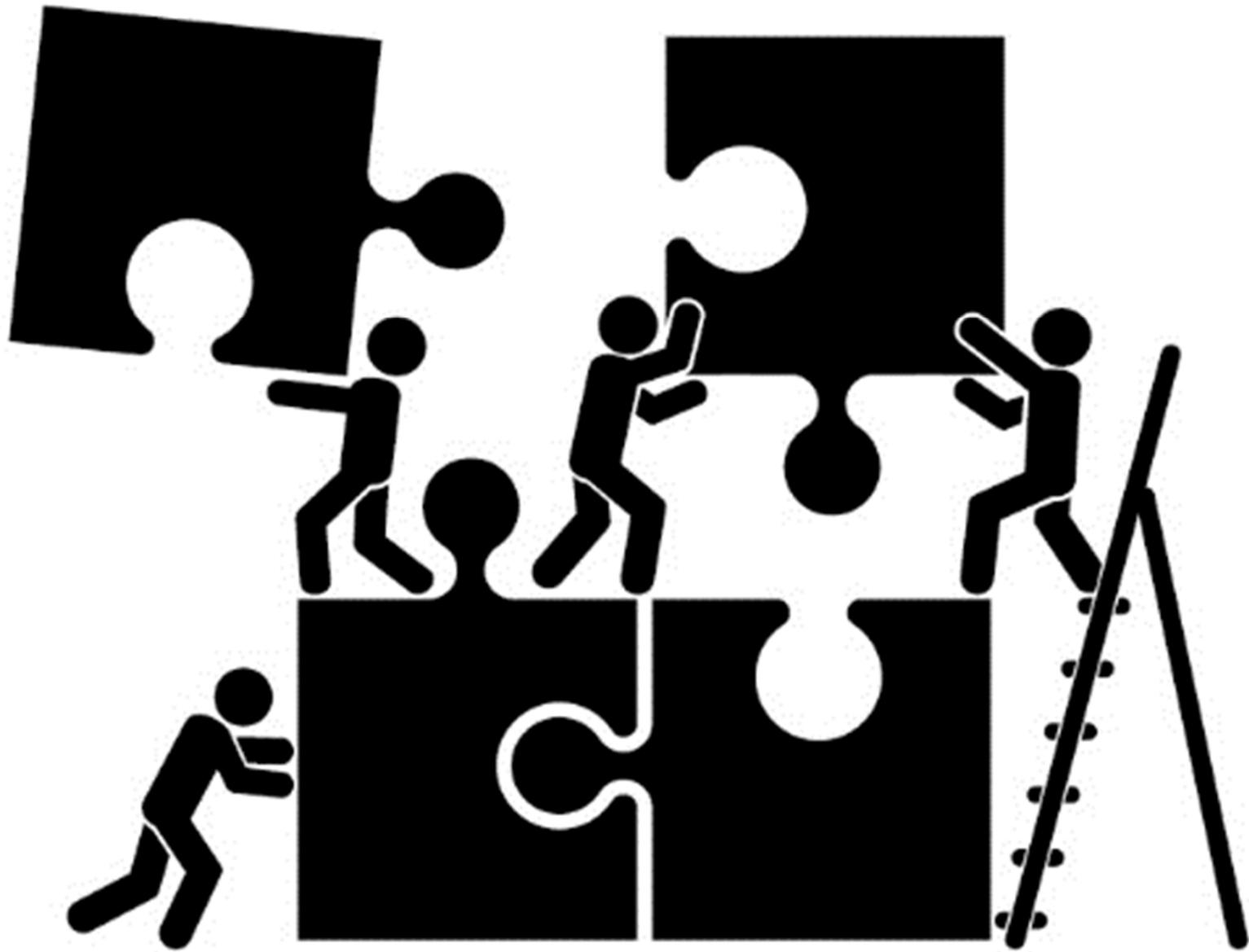
The 4 Language Skills

- Autonomy
- Ownership
- Engagement

- Critical thinking
- Problem-solving

Reading & Comprehension

Vocabulary Building

Writing

Speaking

Listening & Comprehension

- Knowledge transfer

- Communication
- Collaboration
- Critical thinking

Choosing a Topic

- **Autonomy**
- **Ownership**
- **Engagement**

Reading & Comprehension

Vocabulary Building

Activity	Outcome
Selection of topic relevant for the learner.	• **Topic**
Learner uses multiple sources (research, news, videos) to investigate topic.	• **Outline of their presentation**
Reading and Vocabulary building	• **List of new vocabulary to share with peers**

WRITING

Activity	Outcome
Synthesis and processing of information gathered.	**A short report**
Problem-solving	**Learner analyzes & develops personal opinion.**
Learner submits draft for review.	**Instructor reviews and provides feedback.**

- **Autonomy**
- **Ownership**
- **Engagement**

- **Problem-solving**

Reading & Comprehension

Vocabulary Building

Writing

Contextualizing new knowledge

Activity	Outcome
Learner selects video that includes new vocabulary.	**Learner practices listening from native speakers**
After listening videos learner records draft and submit it for review.	**Learner improves pronunciation**

- **Autonomy**
- **Ownership**
- **Engagement**

- **Problem-solving**

Reading & Comprehension

Vocabulary Building

Writing

Listening & Comprehension

- **Knowledge transfer**
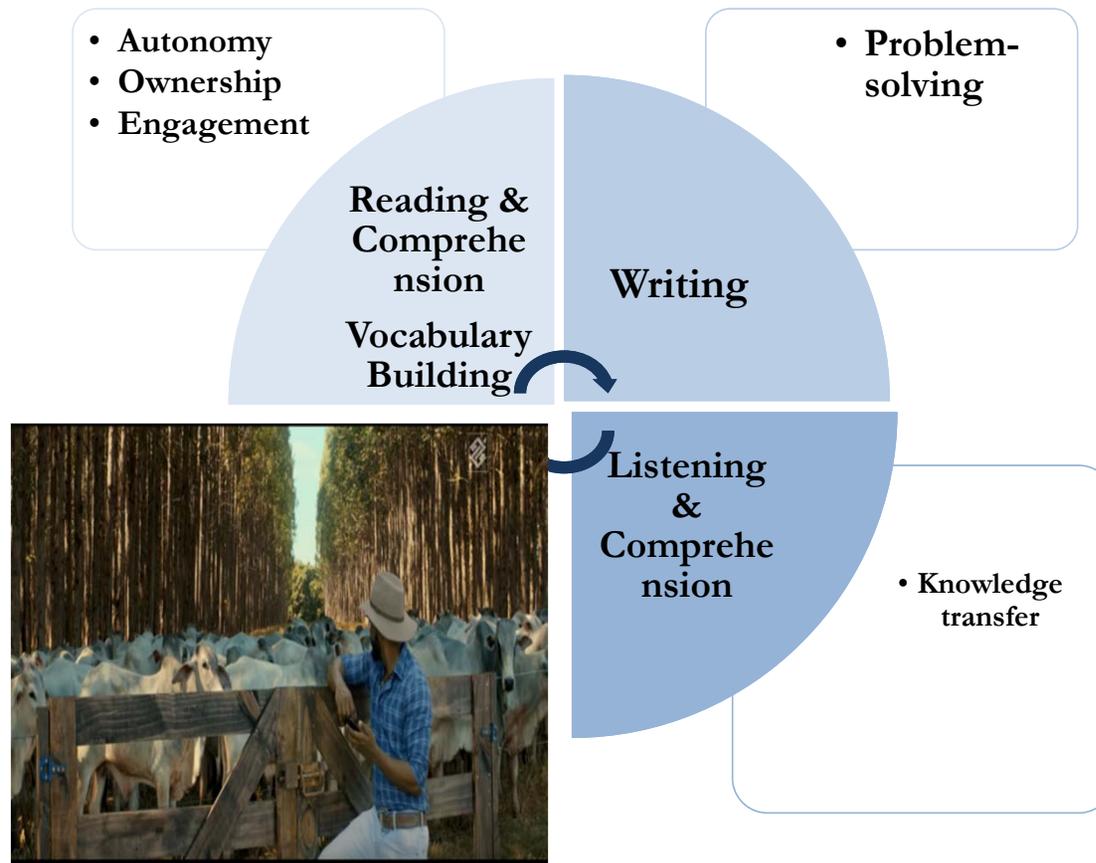
SPEAKING

- Autonomy
- Ownership
- Engagement

- Problem-solving

Reading & Comprehension

Vocabulary Building

Writing

Speaking

Listening & Comprehension

- Knowledge transfer

- Communication
- Collaboration
- Critical thinking

Activity	Outcome
Presentation of selected topic.	**Delivery of clear message**
Instructor challenges learner to apply new vocabulary to different contexts.	**Application of knowledge to a new context.**
Questions & Answers from peers.	**Communication of facts and opinions.**

RESULTS

Students:

- *"The activity improved my listening and speaking skills substantially"*

- *"It also increased relevant vocabulary to my work and areas of interest"*

Instructor:

- Activities reinforced classroom activities
- Learners improved:
  - Speaking and reading speed,
  - Reading and listening comprehension,
  - Engagement in classroom

Muito Obrigada!