

Session B Key Input: Lecture3
Ways to design materials to improve criticality
Lecture Transcript

Presented by Dr **Dwi Kartikasari**

Hi everyone. In the past video, I talked about the important purpose of Project Based Learning or PBL and key resources to develop teaching materials. In this video, I want to explore ways to design materials to improve criticality in this lecture. At the macro level, designing materials to implement PBL requires an active collaboration of university stakeholders, from top management to teachers in the classroom. The curriculum should be adapted to a project environment where a thematic project can thrive and be supported by more than one teacher. In the EMI course specializing in Marketing, English teachers and content EMI lecturers can work on composing oral and written marketing campaigns and giving and asking for information related to the product or service being marketed, with proper social functions, text structures, and language features. In this EMI course, both English as General Academic Purpose and English as a Special Academic Purpose are in synergy so that students get the whole picture.

At the micro level, teachers should understand that PBL requires collaborative work on projects together for an extended time. Teachers give real problems or complex projects, then give space to students to plan work and collaborate. Each group presents their work to the lecturer, class, or other audience who can provide constructive feedback. 50% of the weighted final score must be based on the final presentation of PBL. Teachers should encourage students to think critically and creatively during collaboration.

In designing the English teaching materials for PBL, teachers should understand the planning stage, which includes choosing the project topic, pre-communicative activities, asking essential questions, designing a project plan, and creating a timeline. The topic can be related to basic learning outcomes or basic competence. Pre-communicative activities include reading texts or watching videos to learn their linguistic features. Essential questions stimulate criticality and higher-order thinking skills (HOTS) that cannot be quickly answered by merely googling.

Activities of designing materials include the project selection based on the essential questions and the determination of activities in the inquiry process. In this process, the teacher is a facilitator to keep the project plan rational, logical, and doable for the students. The project designing activities aim to facilitate students in developing their critical thinking skills through the process of project selection, problem-solving, and the skills to plan activities in the inquiry process. The table illustrates topics, essential questions, and pre-communicative activities that a teacher can implement in PBL. The first to the fourth steps of the PBL planning stages helps the teacher design the teaching materials in each step.

Session B Key Input: Lecture3
Ways to design materials to improve criticality
Lecture Transcript

PBL leads students to experience certain stages so that they can create a product or service at the end of the project. Therefore, students are encouraged to be able to create something new independently, based on the knowledge and skills acquired during learning. Students' creativity and collaboration become essential aspects of the production process. Students can decide the project type in groups. Students choose and write activities carried out in the inquiry process in a group. The discussion result and agreement of the group are written in the project timeline. Students can choose different activities in the PBL method as long as they achieve the basic learning outcomes stated in the project topic. Research shows that PBL significantly improves students' motivation and achievement levels in English lessons.

To summarise my lecture, PBL has some implications of a need for collaboration between content and language teachers, requiring some criticality for both students and teachers, and is worth improving learning motivation.

That is my lecture about project-based learning. Thank you.

References

Arif et. al. (2021). Panduan Pelaksanaan Project Based Learning [Project Based Learning Implementation Guide], Polibatam.

Indonesian Ministry of Education. (2022). Perdirjen vokasi number 22, Guidelines for Implementation of Project Based Learning at Vocational Higher Education.

SEAMEO QITEP in Language (SEAQIL). (2020). HOTS-oriented module: Project-Based Learning.

ERLC (Edmonton Regional Learning Consortium). (2023). Project-based learning guide, Canada.