Week 5

Practical Sessions

Project Based Learning (PBL) –
– Creating your own Linguistics Collage

Forming Groups for PBL

Topic: Team Names and Team Relationship Guidelines/Team Norms.

Objective: Introduce yourself to the group, exchange contact information (phone numbers, e-mail addresses, and so on), and establish team relationship guidelines or team norms early to ensure team success.

Tasks: The group has 20 minutes to complete the following four tasks:

Group Task 1: Please write down the names, ID numbers and contact details (e-mail and phone numbers) of everyone in your group:

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<tr>
<th>Team members</th>
<th>ID Number</th>
<th>Contact details</th>
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**Group Task 2:** Now identify three or more attributes that can help you and your teammates learn from each other and work effectively as a team (a few samples are below):

**Samples of attributes:**
- Listen to team members/Be polite
- Be receptive to and respectful of others' thoughts/input
- Be patient with others' process and learning
- Be prepared
- Be proactive in addressing problems
- Contribute to discussions
- Don’t hide behind the laptop
- Communicate with team about absences and other team-related tasks
- Have a sense of humor
- Be on time
- Work for the team
- Be willing to apologise
- Don’t monopolise or dominate
- Take turns leading the team

**Group Task 3:** Next, establish a set of rules or guidelines to ensure team success. Start with a few team norms you ALL agree on and add more norms as needed:

What are the consequences if members of the team don’t meet the rules or guidelines?

**Group Task 4:** Make sure the team norms are written where you all are reminded of your commitment.
Starting the Linguistics Collage (Work Plan and Project Calendar)

**Theme:** Work Plan and Project Calendar.

**Objective:** Plan the work of the team to set goals and objectives, coordinate work and agree on what data or information to gather to answer the driving question.

**Tasks:** The group has 1 hour 20 minutes in which to plan the work of the team:

**Group Task 1:** The group has 40 minutes in which to identify possible answers to the driving question: How many myths and popular misconceptions about language are there and why is it important to dispel them? (brainstorming).

Group member roles:

- **Leader** - takes the initiative in organising the task, and frequently refers back to the activity (topic, objective and task given to the group) as a reference whilst it is being carried out.
- **Secretary** - records the conclusions reached after each step of the task.
- **Coordinator** - ensures that the group does not become sidetracked and that the task is finished within the allotted time and ensures that all members of the group contribute to the completion of the exercise, encouraging everyone to share their ideas and making sure that all group members have an opportunity to express themselves.

Before beginning, the group must decide the role each group member will assume in this activity to ensure that the group works well (leader, secretary and coordinator). Next, each group member should write, individually and as part of this activity, their thoughts, examples or initial ideas regarding the question driving the project. To do this, consideration of the following guiding questions may help:

**Sub-questions - Questions to guide the search for an answer to the driving question**

Is this question easy or difficult to answer? Why?
Why is it important to answer this question?
Can you give examples of myths and popular misconceptions about particular languages and language in general?
Does this question raise other important issues or questions? What are they?
What assumptions can we make based on this question?
What do you hope to learn by answering this question?

Once each member has identified their initial responses, these should be shared with the rest of the group which must then produce a complete list of all responses, making absolutely sure none are missed out. Next, the group should consider all the ideas generated and select the most attractive responses (Note: Do not feel compelled to make a decision at this point. Take a day or two, if necessary, to think about the proposals. Remember that your knowledge on this subject will increase as you progress through the project, so you can keep adding information to your initial proposal at any point during the project). Finally, the group should discuss the importance of each of the ideas selected.

After the activity, the group should identify something that has worked particularly well in the brainstorming session and something that should be improved next time they work together.

**Distribution of roles:** 1 min
**Individual thinking time:** 15 min
**Sharing and Debate:** 20 min
**Self-assessment:** 4 min
Group Task 2: The group has 30 minutes to answer the following questions:

The overall challenge that defines this project is:

Possible answers to the driving question (brainstorming):

We intend to investigate:
### What research do we need to conduct?

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<tr>
<th>What will we do?</th>
<th>How will we do it?</th>
<th>Date due</th>
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### We need the following resources and support:

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### At the end of the project, we will demonstrate learning by:

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<tr>
<th>What?</th>
<th>How?</th>
<th>Who and Where?</th>
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**Group Task 3:** The following resources will help you start your project. All of them are available online. The group should decide who will be responsible for printing out, reading critically and bringing each of them to the following class (5 minutes).

- Myths - [http://www.sinclair.edu/sec/eng245/Myths/myths.htm](http://www.sinclair.edu/sec/eng245/Myths/myths.htm).
- Grammar and Its Teaching: Challenging the Myths – [http://www.cal.org/resources/digest/larsen01.html](http://www.cal.org/resources/digest/larsen01.html).

**Group Task 4:** The group should decide who will be responsible for completing **Group deliverable 1:** *Project Team Contract and Work Plan* and sending it to me through the Virtual Campus within the time set (5 minutes).