PBL- Radio programme

Group members	3e	
Age, proficiency level	Students aged 16-17. It is intended for a multilevel class of A1-B1 English proficiency.	
Educational context	The students are in their third year of compulsory education. They attend two English lessons a week. There is a textbook but it is not very appealing to the students. I will design a PBL in which students can apply all the language skills in a real-life setting. They will be divided into groups of four-five students each. In large, multilevel classes this project will enable students to discuss ideas and create something together.	
Outcome/product	Ss will create a radio programme based on videos.	
Relevance of the project	I think this project will be motivating for my Ss due to the fact that they will deal with issues related to their vocation, their everyday life, free time activities and community. They are supposed to gain a much broader perspective on this topic and a greater appreciation of the cultural circle they belong to. Students will produce something that is immediately applicable and that will influence the whole school community and beyond. They will participate in a sustainable project with long-lasting effects.	
Language objectives	While working on the project students will be working on their speaking skills-they have to speak to be able to communicate with other group members. They will be working on listening skills-they will have to listen with comprehension while watching a video. They will develop reading skills while reading and rereading drafts of the script. They will definitely improve their writing skills- they will produce a script, a written text.	
Scaffolding	The teacher will - teach vocabulary necessary for the project -provide a detailed description of the project and a	

	checklist	
	-provide sample product	
	-explain assessment criteria and the project timeline	
	- create groups and make sure each student knows what to do	
	-or allow learners to choose their teams	
	-facilitate the recording	
	-supervise script writing	
	-propose ways of product sharing	
Project time estimate/interim deadlines	The project will take four weeks to complete, consisting of four steps: planning&watching, researching&designing, recording and sharing. Each stage will take a week to complete. Students will be provided with guided templates and sample products. ● Week 1 **Plan&Watch**: Students define a clear goal for the project. Students will plan the aspect they need to focus on in creating a radio programme. They decide what information they need for the project and choose the roles. They watch the assigned video and do the tasks. ● Week 2 **Research&Design**: Students will gather information and materials for the project. Students identify prior learning and subject-specific knowledge relevant to the project. Students need to decide what sources they will use and they have to evaluate them. Students demonstrate research skills by finding, interpreting, judging and creating information (information literacy skills), and interacting with media to use and create ideas and information (media literacy skills). Students learn how to cite resources without infringing copyrights. They write a script for a radio programme. ● Week 3 **Recording**: Students will record a radio programme using Anchor software. ● Week 4 **Sharing**: Students will finalize their product and publish it for the showcase(school web, blog). The activity will be developed into an	

	OER.	
Sharing	Knowledge sharing happens in school, on the internet and by making the product an OER.	
Groups	Students will work in groups of 4-5. There will be roles like content finder, scribe, proofreader, and speaker. Students should decide among themselves which role to choose.	
Assessment	The process and the product will be assessed. The teacher will monitor collaborative work and help students stay on track by giving timely feedback. Every week work will be checked according to the given schedule. **The exit ticket** will be used after video watching. **A checklis**t with required elements will be a point of reference for formative assessment. The final products will be **reviewed by the peers** and feedback given according to determined criteria. It will be also **graded by a rubric** that is generated with students' assistance before the very start of the project which addresses the relevance, completeness and accuracy of the radio programme In the end students will do **a reflection** on the process of PBL, weaknesses and strengths of collaboration and possible improvements.	
Differentiation	If the group is struggling the teacher can help by preparing an outline for the next week's work or by additional explanations. Even a peer mentor might be assigned to that group that will supervise and scaffold their work.	
Other	Besides language skills students will develop critical thinking skills by choosing and assessing relevant information for the final product, as well as other soft skills.	

Exit Ticket

Name _____ Date _____

Exit Ticket:

Directions:

How well did you
understand the
lesson?   😊   😐   🙁

3 Things I
Learned
Today

1. _____
_____
2. _____
_____
3. _____
_____

2 Things I
Found
Interesting

1. _____
_____
2. _____
_____

1 Question I
Still Have

1. _____
_____

Formative feedback for group project/final product (Peer review after listening to radio programme)

Criteria	
COMPLIMENTS Give at least one very specific compliment	
QUESTIONS Ask at least two questions about aspects of the project that are unclear	
SUGGESTIONS Offer at least one specific and constructive suggestion for improvement	

A checklist as a point of reference

		✅	☐
WEEK 1: Plan&Watch	I've worked with my peers to create a project timeline and decide on roles		
	I have watched a video carefully paying attention to spot the words		
	I have written 5 questions and answers		
WEEK 2: Researc&Design	I've done some research about my topic		
	I've taken part in collaborative script writing		
WEEK 3:Recording	I've used Anchor software to record a voice		
WEEK 4: Sharing	I've learnt how to make my project result into OER		

RUBRIC
PBL-final product

Criteria				
Holistic grade	5 Excellent	4 Good	3 Acceptable	2 Needs Improvement
	All parts of the group project are submitted. All required components are clear, complete &detailed. They clearly fit &reinforce each other.	All parts of the group project are submitted.Most required components are clear, complete &detailed. They mostly fit &reinforce each other.	Most parts of the group project are submitted. Some required components are not clear, complete or detailed or they may not fit &reinforce each other	Many parts of the group project are missing. The required components are not clear, complete or detailed or they may not fit together &reinforce each

				other
Parts of the group project	Peer review template T/F statements exit ticket checklist script template			
Required components				
Intro	Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately.			
Content	Creativity and original content enhance the purpose of the podcast in an innovative way. Accurate information are presented.	Keeps focus on the topic.	Conclusion clearly summarizes key information.	
Delivery	Well rehearsed, smooth delivery in a conversational style.	Correct grammar is used throughout the podcast.		
Interview	Open ended questions and follow-up are used that draw interesting and relevant information from the interviewee.			
Music enhancements	Music enhances the mood, quality, and understanding of the presentation.			

Technical production	Transitions are smooth and spaced correctly without noisy, dead space.			
Group work	All team members contributed equally to the finished product and assist in editing process.			

Script template

Episode1: Med food	Text	Effects
		15 sec soft music Title:
Host (Megi)		
Guest 1 (Nikola)		
Host		
Guest 2 (Mijo)		
		10 sec waves sound