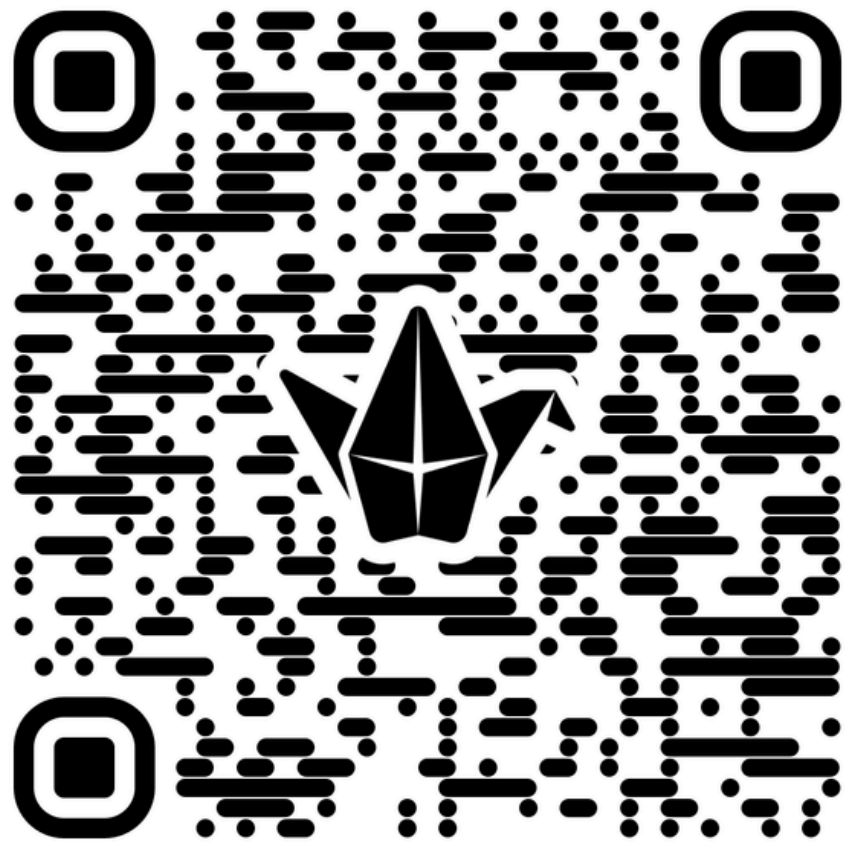


Make It Matter: Project-Based Learning in Action

Our Padlet



Karoline Němcová Růžičková



Any questions? Write to ruzickovakaroline@gmail.com

What's the problem?

- lack of student engagement and motivation
- lack real-world skills
- no individualized learning
- lack of student ownership and responsibility for learning



The solution? PBL (of course) :)

- PBL boosts critical thinking, communication, and collaboration (School Education Gateway, EU 2023)
- 92 % students say PBL shows real-world value (WiFi Talents, 2024)
- Projektová výuka je považována za velmi efektivní formu výuky v souvislosti s rozvojem klíčových kompetencí. (statni-sprava.inform.cz)



PBL and the 4 Cs



Critical thinking

Students analyze problems, research, and make decisions based on evidence.



Communication

Students express ideas, present findings, and share learning with a real audience.



Creativity

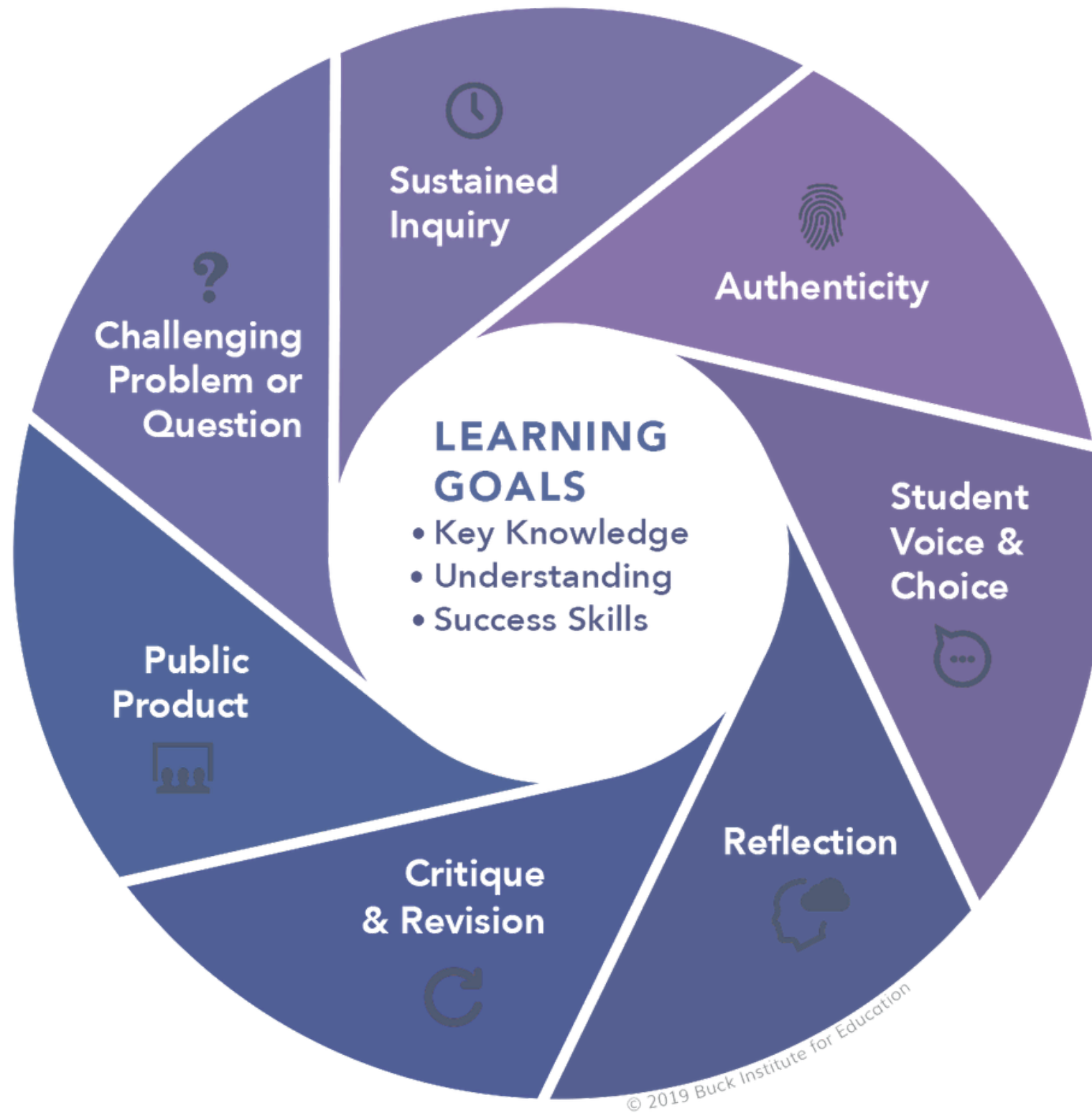
Students design and produce something new and meaningful.



Collaboration

Projects are built in teams — learners plan, divide roles, and support one another.

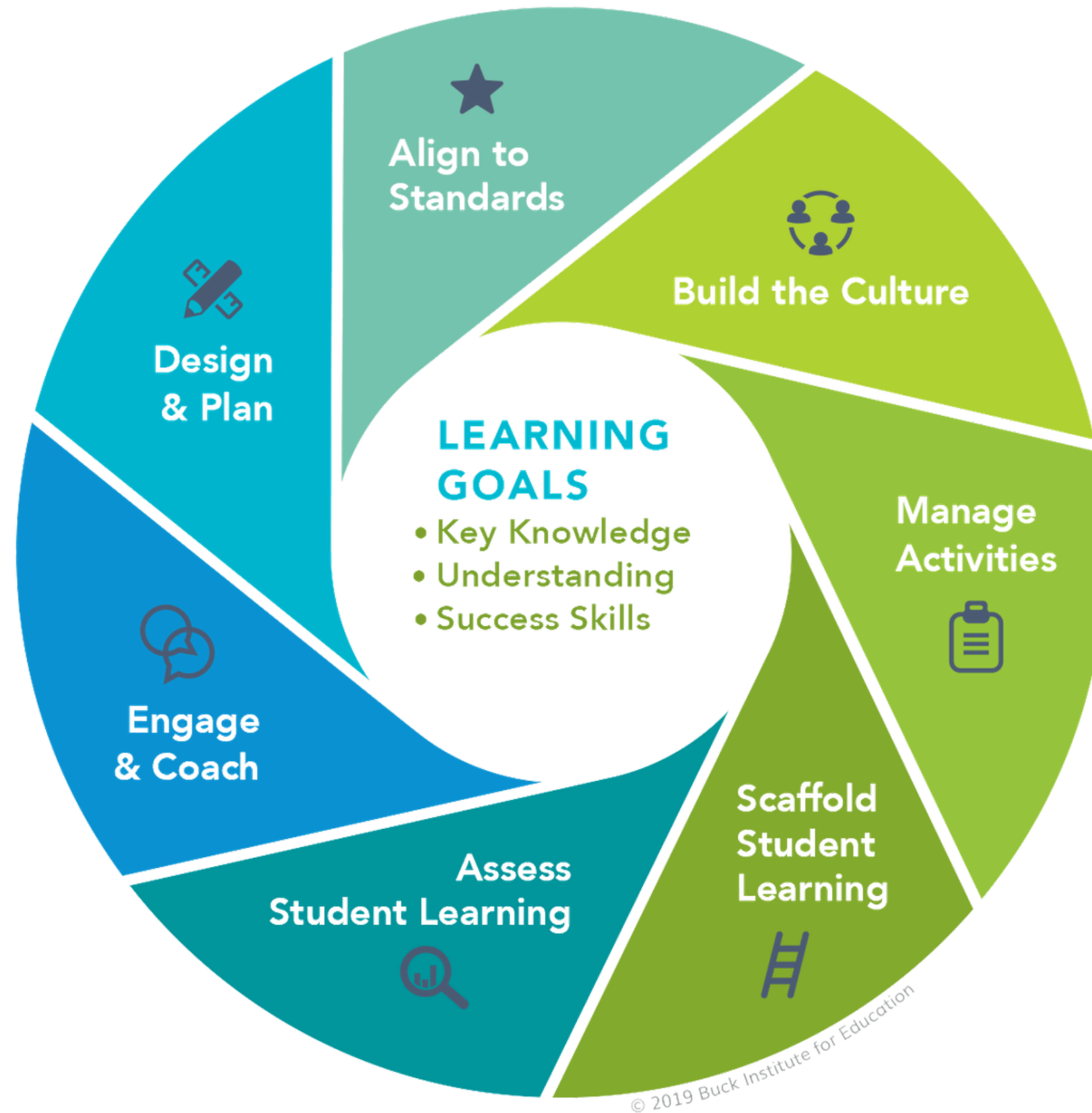
Steps for a successful PBL



7 steps to successful PBL

- STEP 1:** Involve your students from the beginning
- STEP 2:** Break down the topic into well defined tasks
- STEP 3:** Plan well, set goals, define outcomes
- STEP 4:** Divide your class into working groups with well defined tasks
- STEP 5:** Create a tangible artifact as an outcome
- STEP 6:** Arrive at a conclusion
- STEP 7:** Document and present to a public audience

What do you need to consider for PBL as a teacher?



Preliminary checklist

- The project idea?
- The time frame proposed?
- Is it manageable?
- Between you and your class or other teachers in your school/other countries?
- Working language of the project?
- What subjects could be integrated into the project?
- What technical tools, if any, will you use?
- What are the planning stages in relation to the school year?



From Textbook to Project

Textbook

Traditional content or controlled practice

e.g., Write a short text about yourself using the model in the book.

Focus: Grammar, vocabulary

Teacher-directed – students follow a set model

Outcome: One correct product (language exercise)

Purpose: Practise target language

Duration: One lesson or short task

Task

Creative application of language

e.g., Create a digital profile page for your student portfolio.

Focus: Communication, creativity, using language meaningfully

Teacher-guided – students personalize and apply learning

Outcome: Varied products (digital post, slide, or video)

Purpose: Use language for expression

Duration: 1–2 lessons

Project

Collaborative, real-world learning experience

e.g., “My Digital Portfolio”, share it on Padlet with classmates or partner schools.

Focus: The 4Cs – Collaboration, Critical Thinking, Communication, Creativity

Student-led – learners plan, create, and present authentic work

Outcome: Public product for a real audience (portfolio, exhibition, online gallery)

Duration: Multi-step project (inquiry, creation, reflection)

Planning Activity

PBL Project Generator Prompt Template for AI

Prompt:

You are an experienced teacher and PBL designer.

Create a Project-Based Learning (PBL) lesson plan based on this topic:

[Insert topic or textbook unit here — e.g. “Fashion and Shopping”].

Use A2 CEFR level English learners (ages 12–14) as your target group.

Please include all essential elements of high-quality PBL:

- Project Title – short, motivating, and age-appropriate

- Driving Question – an open-ended, real-world question that sparks curiosity

- Learning Goals – language aims + 21st-century skills

- Key Vocabulary & Grammar – connected to the textbook

- Project Steps / Inquiry Process – step-by-step outline (from launch to reflection)

- Student Voice and Choice – where students make decisions

- Digital Tools – suggest practical apps or platforms (Canva, Padlet, Flip, etc.)

- Final Product – describe what students create and who the audience is

- Assessment Criteria – simple rubric (content, language, creativity, teamwork)

- Reflection – how students evaluate their learning and process

Align your plan with the 4Cs (Communication, Collaboration, Creativity, Critical Thinking) and, if possible, with Czech RVP competences.

Format your response in clear sections with bullet points and teacher-friendly language.