



Launching of a new book



A+ Project team leaders Dolors Masats and María Mont, together with Nathaly González-Acevedo have just published a book targeted at innovative 21st century educators.

The book is an invitation for practicing teachers and teacher trainers to be creative and to develop learning skills, literacy skills and life skills, as it offers:

- Inspiring classroom projects and innovative teaching experiences.
- A compilation of digital tools and resources for the foreign language classroom.
- Pioneering proposals to open up the classroom doors.
- Problem-solving and inquiry-based tasks that promote teamwork.
- Honest reflections from practitioners on their classroom practices.

A+ Project team members whose contributions as authors can be found on this volume: Yolanda Álvarez, Carol Barriuso, Teresa Casas, Maribel Gomáriz, Mariona Huguet, Dolors Masats, María Mont, Xavier Núñez, Aina Obiols, Ingrid Piccola, and Esther Serramià.

Dolors Masats, María Mont & Nathaly Gonzalez-Acevedo (Eds.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century*. Rothersthorpe: Paragon Publishing.

Downloadable for free at:

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Why can PBL help learners develop 21st century skills?

The Catalan curriculum today, like many competence-based existing curricula, is based upon the premise that all learning proposals must ensure learners develop the so-called 21st century knowledge, skills and competences (World Economic Forum, 2015) necessary to enable them to act socially in an effective and reasoned fashion. This objective is difficult to achieve if learners are not placed at the centre of the learning process and if teachers do not create contexts to integrate the acquisition of language, field knowledge and social values. The adoption of project-based learning (PBL) as a methodological proposal makes it possible, as curriculum contents are organised around global projects structured through goal-oriented tasks that get learners to work together to develop a wide range of competences (communicative, mathematic, artistic, ICT, civic, etc.) and 21st century skills (creativity, adaptability, flexibility, social awareness, leadership, collaboration, etc.) in an integrative manner.

[...] PBL offers learners plenty of opportunities to use the target language and plausible authentic reasons for using it (Dooly & Masats, 2011). Their participation in projects also ensures they will develop cognitive, social and digital competences while acquiring and co-constructing interdisciplinary knowledge (Beckett & Slater, 2005) and learning to collaborate with peers to take actions to react to real world challenges (Mont & Masats, 2018).

Sources: (text) Cortada Josep & **Dolors Masats**. (2019). Inspiring classroom projects: An introduction In **Dolors Masats, María Mont & Nathaly Gonzalez-Acevedo** (Eds.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century* (pp.153-156). Rothersthorpe: Paragon Publishing. DOI:10.5281/zenodo.3064130; (pictures) **Masats Dolors, Dooly Melinda, & Mont Maria**. *Let's Act. Kids Like Us Need Our Help*. Paper presented at aPAC ELT Convention 2017: Rethinking teaching; New challenges and new solutions, Universitat Pompeu Fabra (Barcelona)

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INSPIRING IDEAS * INSPIRING IDEAS * INSPIRING IDEAS * INSPIRING IDEAS

Bee-bots are easy-to operate floor robots in the shape of a bee. [...] They can remember a sequence of up to 40 commands and can move forward, backwards, left or right.

Learning goal: To improve knowledge of number names in English and to understand the operations of addition and subtraction.

Resources needed: Bee-bots, the mathematical symbols of addition and subtraction and some numbers (according to the level those numbers will be up or over ten).

Lesson Description: The teacher dictates operations and students must resolve them mentally, say the resulting number out loud in English and then lead the Bee-bot to the cards containing the numerical representation of the operation and the result. Alternatively, students can challenge one another by taking turns to dictate and solve other mathematical operations.



Source: (picture & text): María Mont & Nathaly Gonzalez-Acevedo (2019). Coding toys while learning English: Programming with very Young learners. In Dolors Masats, María Mont & Nathaly Gonzalez-Acevedo (Eds.), *Joint efforts for innovation: Working together to improve foreign language teaching in the 21st century* (pp. 59-65). Rothersthorpe: Paragon Publishing. DOI:10.5281/zenodo.3064130