



Goa University

Shenoi Goembab School of Languages and Literature

Discipline of French and Francophone Studies

Report on Student-Centric Practices: Project-Based Learning in the MA Course on Didactics

In the academic year 2023-24, the MA Part 1 course FRE-526 **Didactics of French Language Teaching-Learning** implemented Project-Based Learning (PBL) as a core pedagogical strategy. This student-centric approach was designed to enhance the practical application of theoretical knowledge, foster deep understanding, and produce tangible outputs that could be directly applied in educational settings. Students engaged in the creation of lesson plans, utilizing Information and Communication Technology (ICT) tools and Open Educational Resources (OERs). The culmination of their work was the inclusion of their lesson plans in an online repository called **Planorama**, developed by the course faculty.

Overview and Implementation: PBL was chosen as the primary instructional method to ensure that students could bridge the gap between theoretical knowledge and practical application. The course was structured in a way that emphasized active learning, collaboration, and the use of digital tools.

Throughout the course, students were tasked with designing lesson plans for various levels of language learners. These lesson plans were required to incorporate contemporary teaching methodologies, ICT tools, and OERs. Students worked on these lesson plans individually and in groups, enabling them to collaborate, exchange ideas, and refine their work based on instructor and peer feedback. The lesson plans served as concrete demonstrations of the students' ability to apply theoretical concepts to real-world teaching scenarios.

As part of the course, students also designed and co-facilitated an interactive workshop centred on the Francophone cultural object: the Baobab Tree. This workshop was well received by participants of the workshop and served as a

dynamic platform for engaging with the cultural and symbolic significance of the Baobab in Francophone regions. The objective was to provide MA French students enrolled in the Didactics course with hands-on experience in developing collaboratively a lesson plan with theme-based activities and conducting a workshop. This experience not only enhanced their practical skills in workshop facilitation but also deepened their understanding of integrating cultural content into language teaching.

The implementation of Project-Based Learning in the course had several positive outcomes:

- **Enhanced Understanding:** Students demonstrated a deeper understanding of didactic principles through the practical application of their knowledge in creating lesson plans.
- **Skill Development:** The integration of ICT tools and OERs in their projects help students hone essential digital literacy skills, preparing them for the demands of modern education.
- **Resource Creation:** The lesson plans created by students are now part of Planorama, contributing to the pool of educational resources available to French language educators.
- **Professional Growth:** The course fostered a collaborative learning environment, where students not only developed their teaching skills but also learned to critically evaluate and improve their work through peer feedback.

Enclosures:

- Link to report on Online repository- Planorama and link to the repository
- Link to report of Explorations Baobabique co-created with students

Signature:

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Irene Silveira 30/8/24
Dr. Irene Silveira, MA, Program Director

Date: 30/08/24



Enclosures:

- Link to report on Online repository- Planorama

https://www.unigoa.ac.in/uploads/config_docs/20240530.084458~Planorama_French_SGSLLL.pdf

- Link to the repository- Planorama:

<https://sites.google.com/unigoa.ac.in/planorama/home>

- Link to report of Exploration Baobabique co-created with students

https://www.unigoa.ac.in/uploads/config_docs/20240614.045255~French_SL_L_8Sep23.pdf