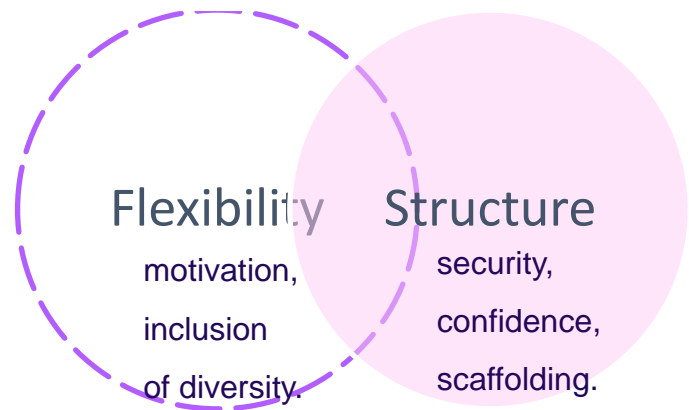**BRITISH COUNCIL**

Making participation in project-based learning more inclusive
Webinar handout

by Elsa O'Brien

Project-based learning is a highly flexible methodology that will allow teachers to motivate their students and to provide different ways of accessing information and expressing outcomes. However, we must also remember some students will also need structure within this flexibility to feel secure and confident enough to participate.

Flexibility
motivation,
inclusion
of diversity.

Structure
security,
confidence,
scaffolding.

Providing flexibility: a reflection tool

Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action & Expression
What motivates the student? Can they choose what to work on among different options? Can they propose a topic or a way of approaching it? Are they more engaged if content is presented in a particular format?	Is information input in an accessible format? (video, audio, written with visual support) Can we provide visual support of essential information throughout the process? (vocabulary, sentence starters, instructions, success criteria)	Can students present their outcomes in different formats? Are there varied interaction patterns throughout the process? Are we acknowledging and assessing students' participation in every step?

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Providing structure: a checklist

Externalising important information:

- Class menu (for predictability)?
- Project steps?
- Success criteria?
- Essential vocabulary/sentence starters?
- Can we make some of these visual with images if necessary?

Externalising time:

- Visual timer on board?
- Or class menu/ pictograms instead?
- Talk about tasks rather than about time?

Scaffolding:

- Breaking down tasks?
- Project planners available?
- Did we assign individual tasks during parts of group work?
- Monitoring and supporting?

Links and resources

http://speakers-digest.com/2023/08/17/how-project-based-learning-can-make-your-lessons-more-inclusive/

http://speakers-digest.com/2023/08/01/how-can-universal-design-for-learning-help-with-language-teaching/

http://speakers-digest.com/2023/11/14/what-does-an-inclusive-esl-classroom-look-like/

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1701192425

A recording of Elsa's webinar can be watched here: https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teachers/inclusion-neurodiversity-and-neuromyths-elt-mini-event-0

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