



IMPROVING THE RESEARCH SKILLS OF TEACHERS THROUGH REVITALIZED RESEARCH AND DEVELOPMENT PROGRAM

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Abstract: This article aims to help teachers of foreign languages and students build academic content knowledge and research skills, develop deeper understanding, build 21st century success skills such as research skill, writing skill, critical thinking, problem solving, collaboration creativity, innovation. It also intends to help learners become aware of their own academic, personal, social development.

Keywords: individual projects, short-term projects, individual projects, team projects, educational projects.

In today's world, the number of educational institutions has increased dramatically implementation of project-based learning (PBL; Tintocalis, 2015). As schools move to Common Core State Standards (CCSS), educators change their methodology to match new requirements that not only include changes in content, but also emphasize cooperation and problem solving. CCSS (Ellison & Freedberg, 2015). Regardless of location, population or focus, many schools use PBL as a cornerstone of their curriculum in pursuit of the rigor in many countries adopted CCSS. According to Ellison and Friedberg (2015), "The common core standards include explicit expectations that students will learn to work together, acquire real-world problem solving skills and perseverance are all essential components project training"(p. 8). PBL has been around for almost a century. The following sections focus on history of PBL, types of PBL, and advantages and disadvantages of using PBL in class.

Dewey, being a professor at the University of Chicago at the end 1800s, for several years developing a project approach. Currently, many teachers supported the idea that knowledge is a fixed set of facts awaiting must be discovered and collected (Warde, 1960). Dewey challenged this popular view and instead interpreted learning as a smooth process resulting from interaction with peace. Dewey and other reformers changed public opinion that teaching was possession available only to those in the wealthy class (Clark, 2006). Colleague and interpreter of Dewey's work, William Heard Kilpatrick (1918), further described PBL in the "Design Method" which subsequently made it literary fame with his new approach to teaching in industrial educational institutions. Kilpatrick described the need to "involve students in activities that meaningful to them "(Beyer, 1997, p. 3), and then developed actions that kept interest of students as the main goal. His guiding principles united the interests of students actions in the real world and emphasized the "heartfelt purposeful action" that connected learning to do (Beyer, 1997, p. 8).

The Society in project: We live in a society for projects: community, organizational, corporate projects, leisure, development, etc. This is hardly surprising: faced with the accumulation of almost "natural" individual projects, how do not wait for the extension of "social projects".

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In our time more than ever perhaps, social projects do not only present themselves in plethora, they clearly benefit from a prejudice ideological favorable. The presence of projects - and their number - has practically become the yardstick for measuring dynamism companies or organizations. Competition helping, each of these organizations lays out projects almost in series for make sure you're at the front of the line. In this sense, we are indeed in a society "in projects" in the plural. But we are also in a society "in project" in the singular. Indeed, the company is also a project in itself. The expression "Project of society", so noble and so overused at the same time, testifies very explicitly to this fact. Governments, community charitable organizations, unions, writers, philosophers, etc., all feed a project of society. Some would say here that such projects do not bring butter on bread and that in this sense their interest is rather academic, because they inevitably give into utopia. The democratic society of the Greeks, that without social classes of Marx, the just society of Trudeau, so many social projects unfinished. Perhaps. But in an excellent article on the relationship between the project and utopia, Dias de Carvalho (1987) shows that it is very often utopia itself which, like with a locomotive, pull the project. In his words, "utopia does not does not detach itself from the project, it radicalizes it "(Dias de Carvalho, 1987, p. 95). In fact, the democratic society of the Greeks has always been and is still "in project". But in this utopia have many eminently democratic social projects have emerged. And if others are wanted and to come, it is because of utopia democratic continues to seduce. In fact, maintain a project of society (a "planned" society) is to put oneself in the order of the ideal and give it a place in our representation of the social life. Hence, the project becomes the vital sign that we cultivate this ideal, not so much to chieve it, but for ourselves bring them as close as possible, knowing that such a breakthrough will always be more advantageous for us than the fact of there give up in stagnation. In summary therefore, both individually and collectively, we are inhabited by the project in the sense that we are from almost permanent way of beings in project. The project is a basic driving force of our life period. But, by the way, that should we understand by this notion of "project"?

What is a project?

A project is: "What we intend to-do" (1999, p. 828). The key word of course here is "intention». From a more philosophical point of view, Sartre (1960) said of project that it is "[...] the most rudimentary conduct [which] should to determine [...] in relation to a certain object to come that it tries to give birth". We can therefore see that the intention is also present in this definition.

In comparison with desire, intention is linked much more intimately to the action. She is, in the words of Joannert and Vander Borcht (1999), "an action in power". Desire, him, is less engaging. We can very well desire the good of others without intending to appropriate it. In this sense, the project can therefore be understood, from a psychological point of view, like the passage from desire to intention. Note however that a project assumes an intention, but not necessarily desire. We can have the intention in a vacation projector renovate the house, which does not imply that feels a strong desire. This remark is important, because in project-based learning, in particular, a preconceived idea wants that projects are designed to match the wishes of the learner and their areas of interest. Maybe go for the sake of it, but for desires, it can only stay in the order of desirable. If any project had to necessarily correspond according to the wishes of the learner, the dropout rate would increase soaring in Quebec, at least in elementary school!

The substrate of a project therefore resides first and foremost in the dynamism of intention-action relationship. But there is more: this intention relates to an object or a state of the world that we

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want to see change or see appear. This assumes that the project is configured in a mental image that not only reproduces the desired end state intentionally, but also lets see the main actions to be taken for achieve it. In any project, there is an implicit commitment of the individual to ensure that the state of the world in which he is finds has added value. In its own right, the project calls for to change and this one to action. We can't have as a plan to "do nothing", unless you are in action. In in this case, the plan to do nothing will assume that we will act in such a way that our current occupations will cease, which is indeed change in action. This is the case, for example, with some workaholics who happen to have plans to quit taken for a while. That understood, we will then say of a project that it is at its author: The expression of an intention to take action to ensure that a desired change in his current situation occurs at least partly under his initiative. This definition that we propose of the project does not want to serve academic interest; rather it comes to highlight the elements that will make it possible to apply it properly pedagogic. Indeed, if the human being and, by extension, the society feed on projects in their development, if they The project approach. Before we get straight to the foundations historical and theoretical aspects of project-based learning itself, two remarks are in order in our opinion on this way to address the training of learners. First, the project-based approach is not, in its essence, a technique or a specific way of teaching. Rather, it is a way of thinking about teaching of a learning that we hope will be better. Certainly, to apply it, there are modus operandi to follow. But these techniques do not by themselves ensure the success of the business. The approach by project is situated pedagogically in a conceptual framework and axiological. She takes sides with teaching and learning in action, for the learner as a leader undergoes training and for the teacher as his guard. It is necessary say it, the project-based approach is ideological before being fashion or an educational formula strictly speaking. Thesis its strength and its limit at the same time. We must not think that this approach will solve all the problems learning. But the light it brings throughout the problematic of the training of learners is such that to ignore it would be to condemn yourself to seeing only one eye this problematic. Second, we're going to talk a lot about "learning «by project in this book. However, we should not be mistaken. The project approach does not appeal only to the learner; she aims just as much the teacher. He is sometimes reckless in pedagogy to treat these two functions too isolated. It exists ineffective training a form of intrinsic partnership that that sometimes it is difficult to distribute equitably merits or faults of successes or failures. The approach by project poses a challenge for learners that motivates them. She makes even for teachers who care about their profession. In reading the literature on this subject, one sometimes has the impression that this approach is a desired invitation to load shedding of the responsibilities of the teacher in favor of the learner. This is an error of perspective. We teach differently, but we teach. We learn differently, but we learn. This is our conviction and we wish to transmit to the means of this work written in simple, concrete and useful terms for all those who, from far or near, share our pleasure in making a significant contribution to current development and the future of people both individually and socially.

Project approach

In the first chapter, we invite the reader to take note historical and theoretical foundations of learning by project. We will then see that this formula educational, perhaps recent in its popularity, is not however, a whole new way of thinking about teaching and learning. Chapters 2, 3 and 4 will be devoted to a definition and characterization of project-based learning that we will locate in a particular typology constructed by Chamber land, Lavoie and Marquis (1995) and that we will detail

according to different criteria of distinction. Chapter 5 will lead us, on the theoretical level, to take a critical look at the advantages and limitations of learning by project applied to pedagogy. Chapter 6 will continue a bit in the same vein but with a more practical emphasis on the different conditions of using this formula of projects. Chapter 7 will take an even more concrete path by proposing a standard approach to developing projects for the teacher and the learner who would like to experience this educational formula. Chapters 8 and 9 will present, respectively, as suggestions, some project ideas and examples of projects carried out in schools. Following this, we added two testimonials from teachers who, each at their own level of education, have experimented with happiness the formula of project-based learning. Finally, a brief conclusion will highlight the gist of our remarks and situate project-based learning in the context of teaching in general.

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