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TITLE

Empowering Students through Project-Based Learning

Speaker: Josh Kidd & Rory Banwell

Presentation Type: Workshop



Abstract

University magazines are valuable for fostering community and sharing information within the student body. This project involved 17 first-year students in an honors English program, who collaborated to create a university magazine as part of a project-based learning (PBL) initiative. The students made independent decisions on content, layout, and design, working in teams of 3-5. The final product showcased the benefits of PBL, including enhanced critical thinking, teamwork, creativity, and autonomous learning. Challenges included maintaining student engagement and fostering self-regulation. The research provides insights into EFL students' perspectives on PBL in Japanese universities and aims to guide educators in implementing collaborative projects.

Biography

Josh Kidd is an Associate Professor at Utsunomiya University. He earned his PhD in Applied Linguistics from Macquarie University. His research interests include EGAP, program development, teacher training, and pragmatics. At Utsunomiya University, he focuses on applying multimodality in language teaching and a process approach to academic writing.