



the process with these questionnaires and diaries. Similar to the suggestions of other authors writing about PBL, cultivating students' self-awareness of their learning and promoting peer assessment were also emphasized.

Debski introduced two course assessment outlines in PBL classrooms at a university, where students create websites. The assessment outlines contain example criteria to evaluate the projects, such as presentations, interviews, chats, journal entries, self-introductions, peer reviews, final products, and portfolios. Detailed rubrics or self-assessment forms are not provided. However, this chapter offers

Hunaiti, Z., Grimaldi, S., Goven, D.,  
Mootanah, R., & Martin, L. (2010).



and the project diary," which are two key components in the Project Framework.

The authors considered project-based learning to be *social practice* where students are socialized into content domains and language registers. Therefore, they suggested that teachers should know the Knowledge Framework, developed by Mohan (1986, 2001), to assess students' language, content, and social skills. Social practice is "a combination of knowledge (theory) and action (practice), meaning that students participating in a social practice are required to *know* something and to *do* something" (p. 246). The KF comprises theory (classification, principles, and evaluation) and practice (description, sequence, and choice). That is, for example, students use the discourse of choice and evaluation when they get together to decide on a group research topic. Next, when they talk about methodology for the research, they use sequence discourse. Last, classification and description skills are used when they organize and define content about their research topic.

The authors also offered information about how to apply systematic functional lin-

Beckett, and Aufderhaar (2006). Products are