

Entwin-ed

Learning Guide

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How it works

Have you ever considered combining language learning with the arts that surround you? Imagine improving your language skills while collaborating with a person from another city who is equally interested in learning your language. This is the essence of **Entwin-ed**'s unique approach: a meticulously crafted immersive project designed for 14-16 year old students who are presented with a series of design briefs that lead to unexpected and enriching learning experiences, allowing them to immerse themselves in the local arts of their cities while acquiring a new language.

Entwin-ed fosters cultural awareness of our surroundings by using personal connection and collaboration to get to know someone from another city with similar interests. It eliminates the idea of isolated language learning through an app and instead offers the best artistic opportunities in two great cities to enhance an exchange based on language and culture. To achieve this, **Entwin-ed** combines two learning practices: Project-Based Learning and Design Thinking.

Here's a brief definition of each practice, and how **Entwin-ed** combines both. Project-based learning, a method that originated in the late 1960s, is a student-centered approach in educational environments. It involves students learning the core content of a subject through authentic investigations, ultimately resulting in a public product. On the other hand, Design Thinking, initially not applied to educational settings, emerged during the 1960s and 70s as a methodology focused on individual and creative problem-solving. It evolved into an iterative business approach centered around empathy, experimentation, and user needs, following a five-stage process: empathize, define, ideate, prototype, and test. While successful as a strategy in the business world, Design Thinking has recently been applied to practical uses in the fields of architecture and engineering, particularly in the practice of universal design. In an educational setting, design learning involves giving a project a human face, carefully considering each phase and redesigning those that require improvement.

In Entwin-ed, we use Project-Based Learning (PBL) as a framework, giving students a voice and choice within their approximately 8-week investigations. Besides, we incorporate the principles of Design Thinking to guide the students' projects. We begin by listening to our students, understanding their interests, and challenging them with provocations that align with their passions. Essentially, Entwin-ed's facilitators empathize with students, while they support each other through interdependence, fostering both individual and pair work between two cities. We provide them with various reasoning methods, allowing them

to select and create a series of calendars, check-ups, and breakdown tasks. These tasks aim to instill a sense of organization, ultimately leading to the final product. In essence, Entwined generates PBL by Design, infusing human voice into the pedagogical framework of PBL.

Take a look at our weekly sessions

Students from both cities connect via video call with their facilitator (F) for 30 minutes once per week. During these sessions, the facilitator engages the students one-on-one in the target language, addresses their inquiries, and guides them through the project. Every weekend, students meet with their City Partner (CP) via video call to commence a new phase. These video calls typically last approximately 30-40 minutes. They will be recorded, allowing both students to revisit the conversation and gain practical experience in working and refining their language skills. The students will endeavor to speak half of the time in Spanish and half in English.

Entwin-ed Learning Cycle



Week 1. Discover.

Student profile & language goals.
Curated artistic prompt assigned



Week 2. Reflect.

Independent observation
& response. First
exchange with city
partner



Week 3. Inquire.

Shared questions & artistic
research. Bilingual
vocabulary building



Week 4. Develop.

Concept shaping.
Guided discussions with
facilitator.



Week 5. Prototype.

Creation of first project draft.
Journal · Podcast · Visual Essay ·
Exhibit ·



Week 8.

Bilingual Presentation of the
Product.



Week 6 and 7. Refine.

Sorting out
improvements and
corrections.

Take a look at our methodology: PBL By Design

While our methodology is rooted in Project-Based Learning, we have incorporated elements of Design Thinking to foster PBL by Design. Our learning cycle encompasses all the principles of Project-Based Learning, but we have adapted them through a more human, empathetic, and flexible approach.

Project based learning	PBL by design
Inquiry Process Student-led investigations that involve voice and choice.	Look into a piece of art framed within a linguistic narrative.
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