Project Based Learning

WHAT IS IT?

Project-Based Learning (PBL) really highlights how PBL emphasizes real-world applications and the development of essential skills like problem solving and self-direction. Projects range in scale and type, and can be focused on academic, personal or industry problems, and involve external stakeholders that collectively contribute to making PBL an effective and engaging learning strategy for real-life challenges and lifelong learning.

WHY USE IT?

Project-Based Learning (PBL) has several key features that distinguish it from traditional teaching methods. Here are some of the most important ones:

1. **Real-World Connection**: PBL integrates real-world challenges and problems into the learning process, making the experience more relevant and engaging for students.
2. **Student-Centered**: In PBL, students take a central role in their learning journey. They have the autonomy to choose their projects, make decisions, and take responsibility for their learning outcomes.
3. **Inquiry-Based**: PBL is driven by questions, problems, or challenges that students need to investigate and respond to, promoting critical thinking and inquiry skills.
4. **Collaborative Learning**: PBL often involves group work, encouraging collaboration, communication, and teamwork among students.
5. **Interdisciplinary Approach**: Projects in PBL can span multiple subject areas, integrating knowledge and skills from different disciplines.
6. **Process-Oriented**: The emphasis in PBL is on the learning process as much as the final product. This includes planning, research, problem-solving, and reflection.
7. **Public Product**: Students often create a product, presentation, or performance that is shared with an audience beyond the classroom, adding a sense of purpose and accountability.
8. **Feedback and Revision**: PBL involves continuous feedback and opportunities for students to revise and improve their work based on input from teachers, peers, and external stakeholders.
9. **Assessment**: Assessment in PBL is multifaceted, including self-assessment, peer assessment, and teacher assessment, focusing on both the process and the final product.
10. **Skill Development**: PBL helps develop a range of skills such as critical thinking, problem-solving, communication, collaboration, and self-management.

HOW I DO IT?

❖ Start with the essential question: Use a real-world topic and devise a question that poses a real-life situation or problem that students can tackle.

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- ❖ **Design a plan for the project**: engage students in decision making so that they have a sense of ownership from the outset; select activities that support the question and utilise the curriculum, recognise what materials and resources are available to support students.

- ❖ **Create a schedule**: Design a timeline for project components to keep students on track.

- ❖ **Monitor the students and the progress of the project**: Facilitate the process of the project, encourage collaboration and keep the project on track while maintaining students' sense of ownership. Use rubrics to help guide the project.

- ❖ **Assess the outcome**: assessment can provide diagnostic feedback for educators and students and evaluate the progress of the project. Wherever possible, give students the opportunity to conduct self-assessment.

- ❖ **Evaluate the experience**: educators and students will benefit from reflecting upon the experience both during and after the project through journaling, group reflection and discussion.

https://www.edutopia.org/project-based-learning-guide-implementation

WHAT IF I WANT MORE?

- ❖ http://www.ascd.org/el/articles/seven-essentials-for-project-based-learning
- ❖ https://www.pblworks.org/about
- ❖ http://www.shsu.edu/centers/project-based-learning/higher-education.html

- ❖ Crosthwaite, C., Cameron, I., Lant, P., & Litster, J. (2006). Balancing curriculum processes and content in a project centred curriculum: In pursuit of graduate attributes. *Education for Chemical Engineers, 1*(1), 39-48.

- ❖ Boss, S. and Krauss, J. (2007), *Reinventing project-based learning: your field guide to real-world projects in the digital age* (1st ed.). Washington, DC: International Society for Technology and Education (ISTE)

- ❖ Garrison, S. (1999) *Dual perspectives on the effectiveness of project-based learning in an online environment.* Paper presented at the Teaching in the Community Colleges. Retrieved from http://tcc.kcc.hawaii.edu/previous/TCC%201999/papers/garrison1.html

- ❖ Przybysz-Zaremba, M., Rimkūnienė, D., Vasilienė-Vasiliauskienė, V., & Butvilas, T. (2015). Project based learning: the complexity and challenges in higher education institutions. Journal of Educational

- ❖ Review, 8(2), 211-215. Retrieved from http://www.serialsjournals.com/serialjournalmanager/pdf/1470647184.pdf