

Project-Based Learning

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Type of method

Teaching-learning methods

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Student centered

Short summary

The project method is based on the joint activities of teachers and students, which organizes the learning process as a series of projects.

Description

The project method is a method based on the joint activities of teachers and students, which organizes the learning process as a series of projects. Students work in small groups.

Projects are complex problems and tasks that are mostly expected from the learner to solve problems of a practical nature. It can be linked to one or more subjects, and can usually be implemented with an interdisciplinary and interprofessional integrated solution.

The challenges, pitfalls of the method and ways to deal with them

The project enables a high degree of student autonomy, provides a way to integrate knowledge, get to know the world outside of school, build relationships, and acquire the skills necessary for democratic public life.

However, its implementation also encounters difficulties: it requires the breakdown of the curriculum framework, it makes difficult to develop a theoretical system of knowledge, it is difficult to fit into the usual organizational forms and frameworks, it presupposes a new kind of teacher-student relationship.



Practical application tips

Useful steps:

- Selection of goals and topics, brainstorming
- Planning phase: identification / selection of persons responsible, definition of work forms; development of evaluation methods / criteria
- Implementation - in group work, with teacher mentoring
- Project closing, evaluation - product presentation within the framework of a professional event, then a complex evaluation

Advantages of the method

Interdisciplinary, multidisciplinary topics need to be processed - it requires complex thinking. In vocational training, projects can also be launched in which students from several professions participate and work on a common topic. The final result of the project is one or more complex products. Students have a high degree of freedom and independence, as they are offered several methods, from which they choose the most appropriate tool / method for implementation.

Motivating factors of project-based teaching can be:

THE TOPIC, as the students choose the topic themselves, they will work on a topic that is of their interest and is also motivating in itself;

THE GROUP: Within the group, tasks and responsibilities are also distributed among the members of the group. If students find the right task for them, they will be motivated;

THE PRODUCT: students do not work for a mark, but create a product or create an event;

SOLVING THE TASK, ACTIVITY: it is rather a casual than traditional classroom activity, planned by themselves and involves their own activity;

RECOGNITION, EVALUATION: during the whole process of the project, recognition is important, even in the case of the fulfillment of the sub-goals. (This could be a verbal or written praise, or even a grade, other “gift,” such as a trip). Learners take part in the assessment (self-assessment, peer assessment) themselves.