

How Teachers Use Project-Based Learning in the Classroom

Topic Outline

- I. Introduction.
- II. Goals of project-based learning (Katz & Chard, 1992).
 - A. Acquisition of knowledge.
 - B. Acquisition of skills
 - C. Dispositions.
 - D. Attitudes.
- III. Design features of project-based learning (Barron et al., 1998; Grant, 2002; Grant 2005; Katz & Chard, 1992; Kapp, 2009; Snyder, 2008; Thomas, 2002).
 - A. Driving question that allow reflection and deepen understanding
 - B. Investigation or construction of artifact.
 - C. Realistic projects.
 - D. Collaboration.
 - E. Scaffolding and feedback.
 1. Job aids, problem-based learning and contrast cases
 - F. Opportunities for reflection.
- IV. Challenges for teachers in the implementation (Akinuglo, 2008; Grant, 2005; Katz & Chard, 1992; Kolodner et al., 2003; Krajcik, 1994; Marx et al., 1997; Mitchel et al., 2009)
 - A. Balancing curriculum requirements with opportunities for in-depth studies and students' interests.
 - B. Selection of topic or driving question.
 - C. Time limitation.
 - D. Poor time management skills of students.
 - E. Lack of experience/ of teachers in project-based learning.
 - F. Difficulties in providing scaffolding.
 - G. Lack of technology skills.
 - H. Designing assessment.
 - I. Orchestrating the project.
- V. Technology integration in project-based learning (Inan et al., 2009; Kramer et al., 2007, Grant, 2005;)
 - A. Different uses.
 - B. Barriers.
 - C. Benefits.

- VI. Assessment of project-based learning (Akinuglo, 2008; Grant, 2005; Gubacs, 2004; Hernandez-Ramos & Paz, 2009; Myer et al., 1997; Neo & Neo, 2009; Turnbull, 2010)
 - A. Assessment methods.
 - B. Assessment results of project-based learning.