BENEFITS OF THE PROJECT - BASED APPROACH

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Annotation*: Project-based learning is filled with active and engaged learning. This article outlines the benefits of the Project-based Approach. it inspires students to obtain a deeper knowledge of the subjects they're studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning.*

Key words*: progressive, differentiate, critical thinking, strategy, relevant, genuine, conceptual, applicable, collaborative, interaction*

Pedagogy defines hundreds of terms that can be differentiated according to their transparency. The term "project" occurs in pedagogical dictionaries and methodology books in different combinations, e.g., Project Teaching, Project Method, Project Approach, Project-based Approach, Project-centered Approach, Project-based Learning often abbreviated as PBL. It might appear clear at first sight, but what is seemingly familiar can turn into a "hard nut" during a deeper insight.

The project method is a genuine product of the American progressive education movement. It was described in detail and definitively delimited for the first time by William Heard Kilpatrick in his essay, "The Project Method," which became known worldwide (Church & Sedale, 1976; Cremini, 1961; Kilpatrick, 1918; Rohr's, 1977.

Recently, however, historical research has made great progress in answering the question of when and where the term "project"-"Progetto" in Italian, "projet" in French, "projekt" in German, and "proekt" in Russian-was used in the past to denote an educational and learning device. According to recent studies, the "project" as a method of institutionalized instruction is not a child of the industrial and progressive education movement that arose in the United States at the end of the 19th century.

Confucius and Aristotle were early proponents of learning by doing. Socrates modeled how to learn through questioning, inquiry, and critical thinking -- all strategies that remain very relevant in today's PBL classrooms.

Although numerous advantages of project work naturally emerge from the previous chapters, there is still a lot to add.

"The reason that Dewey, Paper, and others have advocated learning from projects rather than from isolated problems is, in part, so that students can face the task of formulating their own problems, guided on the one hand by the general goals they set, and on the other hand by the 'interesting' phenomena and difficulties they discover through their interaction with the environment". Powerful pedagogical designs that aim at the development of general problem skills, deeper conceptual understanding and more applicable knowledge include, according to van Marionberry and Pass, the following characteristics:

1. The use of complex, realistic and challenging problems that elicit in learners active and constructive processes of knowledge and skill acquisition;

2. The inclusion of small group, collaborative work and ample opportunities for interaction, communication and co-operation;

3. The encouragement of learners to set their own goals and provision of guidance for students in taking more responsibility for their own learning activities an processes.

It allows students to work more autonomously to construct their own learning, and culminates in realistic, student-generated products. More specifically, project-based learning can be defined as follows:

1. Focuses on the central concepts of a discipline.

2. Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge.

3. Learning that requires students to draw from many information sources and disciplines in order to solve problems.

4. Learning in which curricular outcomes can be identified up-front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable.

5. Experiences through which students learn to manage and allocate resources such as time and materials

One of the many benefits of PBL is that is provides motivation for pupils to engage in learning that is self-directed and based on their own interests. It creates the framework for constructivist teaching and learning that promotes meaning to what otherwise would be compartmentalized learning that sometimes lacks connection to anything real or applicable to the life of the pupil.

Another important benefit of PBL is that it aims to develop many of the skills desired by 21st Century employers, including the ability to work well with others, be thoughtful and reflective in decision-making, take initiative, and solve complex problems.

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In conclusion, supporters of project-based learning claim that as students investigate and seek resolutions to problems, they acquire an understanding of key principles and concepts. Project-based learning also places students in realistic, contextualized problem-solving environments. In addition, students develop confidence and self-direction as they move through both team-based and independent work.

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