

PROJECT BASED LEARNING

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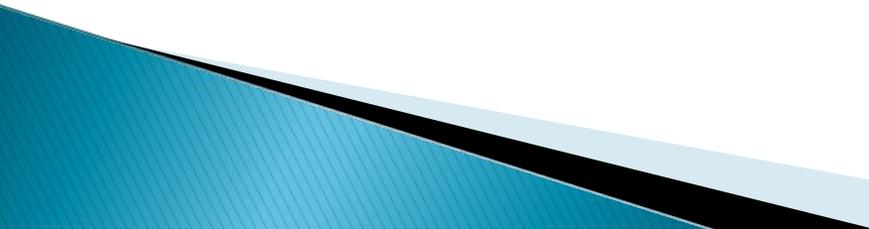
Present Context of Learning

- ▶ In modern discourse on education emphasis upon fact oriented and superficial skill based learning
 - ▶ Education defined as dissemination of skills and knowledge mainly through formalized institutions and teacher dominant teaching.
 - ▶ Kind of learning labels our qualification for differential access to resources in society.
 - ▶ We indeed do most of learning outside the formalized institutions.
 - ▶ Learning in communication, thinking, love, empathy, feel, affective domain outside the syllabi and classroom teaching .
 - ▶ Education in classrooms is of course important but the existing way of learning provides little scope for nurturing human potential and creativity, no scope for free exploration
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Neglecting Important Questions

- ▶ What learners are going to learn.
 - ▶ What kind of value systems they would internalize.
 - ▶ Will they learn to love or cooperate in the system which prefers to burn them in excessive competition.
 - ▶ What place learners enjoy in the system of teaching learning
 - ▶ When the learner will be able to construct knowledge.
 - ▶ What makes knowledge.
 - ▶ Do teachers help learners in construction of knowledge ?
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From Behavioral theories to Cognitive Theories

- ▶ Decades ago, Pavlov and Skinner came up with behavioural theories of classical and operant conditioning.
 - ▶ These theories justified the use of repetition and practice, rewards and punishments, recognition and shame to get children learn.
 - ▶ Cognitive theories of Piaget and Vygotsky revolutionized the education scenario and brought the role of the learner in learning.
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- ▶ Piaget focused on the child as an active learner, Learning understood as a process, learners construct new knowledge from their existing one.
 - ▶ According to Vygotsky, learner construct knowledge with help of peers and persons with whom he often interact.
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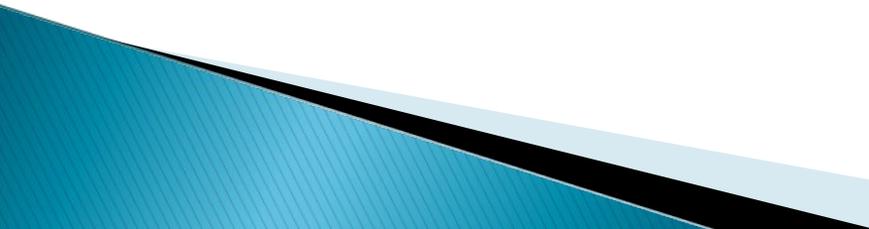
Paradigm Shift in Teacher's Role

- ▶ Just accepting that a learner constructs knowledge changes the whole concept of teacher's role.
 - ▶ Teacher engages in thinking about how learner will construct knowledge instead of engaging in questions such as how would the learner memorize and remember what is taught.
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Understanding Learners

- ▶ Learners also learn at their own pace.
 - ▶ However, this does not mean the slower ones do not have capacity to learn. It is just that they take some more time to learn.
 - ▶ This may happen due to various reasons, for example, they may not have any prior knowledge about concept being taught.
 - ▶ Learners have multi-dimensional and different levels of different intelligences.
 - ▶ Intrinsic and extrinsic motivation also play significant role in constructing knowledge by learners.
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- ▶ Imbalance between individual tasks and cooperative activities also lead to disinterest in meaningful learning activities.
 - ▶ Too many individual tasks will make learner feel that they are working in isolation and look for other ways of social interaction.
 - ▶ Too many group activities, may make a learner feel that his individual need to accomplish a task independently is not met.
 - ▶ Heightening the levels of curiosity and interest in knowing more is a key to learning.
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- ▶ Developing a loving relation or trust, compassion, and companionship is crucial for success in learning.
 - ▶ Accepting the proposition that children are active learners and construct their knowledge through past experiences, current understanding and the questions that puzzle them.
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Basics of PBL

- ▶ Project based Learning involves student centred pedagogy, dynamic classroom process approach.
 - ▶ Active exploration of real world challenges and problems through inquiry based learning
 - ▶ PBL integrates 'knowing & doing.' (Thomas Murkham, 2011)
 - ▶ Refocuses education around student instead of curriculum, intangible assets (drive, passion, creativity, empathy, resiliency)
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- ▶ PBL is associated with ‘situated learning’ perspective & with constructivist theories.
 - ▶ PBL capture students’ interests & provoke serious thinking as they apply and acquire knowledge in problem solving context.
 - ▶ PBL takes place around a problem by asking and refining questions, debating ideas, making predictions, designing plans /experiments, collecting & analyzing data, conclusions.
 - ▶ Authenticity or real life application of research
 - ▶ Students work in team on a driving question/s
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- ▶ Directed to create artefact/s to present their gained knowledge
 - ▶ Gained knowledge may be variety of media-writings, art, drawing, 3D presentation, videos, photography, technology based presentations etc.
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- ▶ Learning outcome of PBL
 - ▶ Better understanding of concepts
 - ▶ Broader knowledge
 - ▶ Improved communication
 - ▶ Social skills
 - ▶ Enhanced leadership skills
 - ▶ Increased creativity
 - ▶ Improved writing skills etc.
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- ▶ The basis of PBL is Dewey's idea of 'learning by doing'
 - ▶ Learners select influences from affecting them from their environment.
 - ▶ Teachers role is to assist children to properly respond to the influences.
 - ▶ Peer evaluation in blended tem project.
 - ▶ 'Loafing' may be taken as negtive aspect of PBL (Hye-Jung & Cheoli, 2012)
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THANK YOU