

UTILIZING PROJECT-BASED LEARNING IN BUILDING LEARNING COMMUNITY

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By definition, project-based learning (PBL), learning institutions and community building are linked together; PBL reinforces community among learners, and a strong learning community is required for successful implementation of PBL. PBL necessitates collaboration and negotiation from the generation of project ideas to the completion and presentation of a project.

Building community fosters a learning environment in which all students feel comfortable collaborating and contributing. A strong learning community has both social and academic benefits. To begin, the establishment of a safe community enables students to take academic risks and feel comfortable confronting new complexities, which can structure and contribute to educational opportunities. As they explore new learning experiences, students must exercise effective communication. There is a lot of potential for development in trying something new.

Even though definitions and project parameters differ between schools, and PBL is usually used interchangeably with experiential education or inquiry-based learning, the qualities of project-based learning are clear and constant.

PBL can be used in all learning practices. The approach is often used as a fundamental method of teaching throughout the semester in the broadest definition of PBL. Nevertheless, various definitions and applications range from incorporating PBL into lab and design classes to simply starting a single discourse. Evaluation items can also

be created using PBL. The problem is with the common thread that connects these various applications. Project-based learning is intended to engage learners by utilizing real issues. Since real-world problems are rarely answered using knowledge or skills from different subject areas, this is an interdisciplinary procedure. Projects necessitate students engaging in inquiry, solution development, and product development in order to resolve the problem or difficulty presented. Students frequently use content experience and abilities from numerous academic contexts to successfully complete projects as they perform.

Project-based learning necessitates the use of knowledge and skills rather than just recall or affirmation. In contrast to rote learning, which evaluates a single fact, PBL evaluates how learners use various academic content in new situations. When students begin a project, they start by asking a question. Inquiry encourages learners to think critically as they apply their educational knowledge in real-world situations. The investigation process results in formulating solutions to the stated problem. They demonstrate their expertise in action by developing products that interact with remedies for a target audience.

The teacher's role in PBL moves from information-deliverer to learning facilitator. Through the PBL process, learners perform independently with the teacher, who only provides assistance when necessary. Learners are entrusted with making their own decisions on how to best complete their outputs and showcase their understanding. The PBL process promotes learners' autonomy, ownership of their work, and the improvement of their knowledge and skills.

PBL is a great way to connect students to unique projects or perform tasks that are connected to real-world career paths and experiences. The program continues to follow an adaptable, distinctive model in which students can work individually or collaboratively, in-person or digitally. Performance tasks are particularly effective when learners do not all have direct connections to the same resources. PBL has provided

students with an excellent opportunity to pursue their own learning preferences. It can be a great opportunity for families to participate in joint learning. It provides important learning experiences for learners of all grade levels and assists them in developing future-ready skills.

SEVEN CHARACTERISTICS OF THE PROJECT-BASED LEARNING

Concentrates on a broad and open-ended question, struggle, or issue that the student must research, interact with, and fix.

Incorporates what learners need to know, comprehend, and be able to do academically into the equation

PBL is inquiry-based, which activates intrinsic curiosity and creates questions while assisting learners in their quest for solutions.

Employs 21st-century skills such as critical analysis, information exchange, cooperation, and innovation.

It develops learners' learning skills in making choices and putting them into process.

Encourages self-reflection through feedback and modification of the scheme and initiative, as in real life.

- Mandates learners to execute their problems, research procedure, methods, and findings, in the same way, that scientific research or real-world projects must be subjected to peer assessment and constructive criticism.

References:

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<https://www.edutopia.org/article/using-pbl-build-strong-learning-community>