Project-Based Learning Steps Benefits and Classroom Implementation

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Benefits and Purpose of Project-Based Learning

Project-based learning is a detailed approach to classroom learning and teaching, which is designed to let students/individuals get a solution to any certain problem (Gary, 2015). It lets individuals form a team and try to achieve desired goals.

Project-based learning helps the group in a lot of ways. It can increase the skills of every person in the group and help them achieve their goals more efficiently (Gary, 2015). The most modern way of project learning increases the social and personal responsibility of every person in the group. It also develops critical thinking, planning, creativity, and reasoning in the phase of group learning. It then results in better outcomes for the group. Communicating with different cultured people increases the flexibility of cross-cultural understanding and results in being more productive in different cultures (Gary, 2015).

Most importantly, project-based learning improves individuals' ability to make appropriate decisions and visualize their future more efficiently. Project learning is also important in developing the skill to develop the ability to make decisions about when and how the technology will be used for the specified project (Savery, 2015). Thus, a plan should be made to improve these skills in a group and to create a method that applies these skills in a group.

Evidence-based practice has been widely used to introduce a method that directly helps develop learning in the group. A step-by-step procedure is developed to create a flow of these elements (Savery, 2015).

The focus of this research is to create a plan for group-based learning, which in turn reflects more understanding between the group individuals. When we compare traditional learning methods with collaborative (project-based) ones, the traditional way makes students engage in small groups, where they achieve better grades, a lot of information is attained, and they also have lower dropout rates. In a collaborative way, individuals engage in more friendships across different cultures and ethnicities. It also develops confidence in the children/individuals to be able to stand up in society. The following method explains how project-based learning can be developed step by step.

Define The Context:

The first step is about defining the context of what is to be explained to the students or the people included in the group. This step defines the reason for which the group is going to be created and how the learning will take place. The skills and accomplishments of the members are discussed in this stage, which clearly tells them what type of composition is made in the group (Bilgin, Karakuyu & Ay, 2015). For example, if a leader tells the business management students that we are making some groups for the purpose of analyzing the overall growth of a company. The leader tells his/her team that every person in the group will play a different role in the group, like finance, marketing, human resources, and senior management.

Identify The Context:

This step explains the implementation of real-life activities, which are introduced to the group to better understand the approach of the plan. It lets the group of individuals develop a clear understanding by practically analyzing how to gather information about the topic (Valaei, Rezaei & Ismail, 2017). The group here will implement practical, real-life activities in the business in different departments, i.e., marketing, human resources, finance, and other departments of renowned companies like Apple Inc. or Samsung. Analyzing these companies will give a clear understanding of how they manage their departments in terms of time, resources, and business plans. Identifying the context of the plan will help the members of the group to clearly know what they are going to do in the next phases of the plan (Valaei, Rezaei & Ismail, 2017).

List Possible Problems:

This step explains the possible problems that can come from the previous steps taken in the process. From defining the context of the learning plan to identifying the key areas to consider, this step tells about the problems that can occur from the previous steps. This step forecasts the problems that can be faced in the future (Valaei, Rezaei & Ismail, 2017). These can include external and internal problems, depending on the type of business. For example, if we assume that the firm is technologically based, then they might have to list down the problems regarding the PCs, their maintenance, errors that can occur, and human errors that can lead to possible problems.

Describe Potential Solutions:

After the problems have occurred, the next step in the plan is to form certain solutions to the problems. It will include critical reasoning and processes to solve the identified problems. The need for reasoning skills and procedures in this phase is developed to help solve problems, and it will improve the skills of effective problem-solving among the members of the group (Valaei, Rezaei &

Ismail, 2017). In a group which has the problem of an IT company and needs to solve its problems (listed above), the group will first analyze the measures that can solve the problem of their PCs and maintenance by creating a certain team of quality assurance and IT specialists who will serve the purpose of eliminating any defects that might occur in the future.

Calibrate The Project:

This step is taken forward to match the knowledge and steps taken to solve the problem and link them with the main purpose of the plan, which was taken in step one. It means that the solution to the problems should match the expected knowledge for which the group was actually made (Davidson, Major & Michaelsen, 2014). If it deviates from the study, then the main focus of the team is not achieved.

Describe The Task:

The task of the plan should be communicated easily to the members of the group; otherwise, it will be hard for them to understand it, as the complexity of learning is vital (Davidson, Major & Michaelsen, 2014). In order to explain the tasks easily, the group should be involved in the stepwise procedure of what an issue is and how to resolve it. By the time this step evolves, the reason for learning will be almost clear in the learner's mind.

Reflection On The Learning:

In the end, learners will tell what they have learned and how so that they can analyse the learning patterns they have come across (Savery, 2015). It can be analyzed by getting reports from them about the IT company they have analyzed and what results have been chosen from the study. For a clear learning evaluation, one should ask the members to critically present the procedure they took forward and to what extent they have learned about the topic.

References

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