

Project-Based Learning: Fostering Critical Thinking and Collaboration

Casey Moore
PhD
ETH Zurich
Rämistrasse 101, 8092 Zürich, Switzerland

Kim Robinson
Dr.
University of Auckland
22 Princes St, Auckland 1010, New Zealand

Taylor Nelson
Prof.
National University of Singapore
21 Lower Kent Ridge Rd, Singapore 119077

Abstract. This article explores project-based learning as a tool to enhance critical thinking and collaboration among students. It discusses the principles of project-based learning, its benefits, and challenges. The study provides case studies and practical guidelines for educators looking to implement this approach in their classrooms.

Keywords: Project-Based Learning, Critical Thinking, Collaboration, Active Learning, 21st-Century Skills

Introduction

Project-based learning (PBL) is an educational approach that emphasizes learning through active exploration and real-world problem-solving. By engaging students in meaningful projects, PBL fosters critical thinking, creativity, and collaboration. This article delves into the principles and practices of project-based learning, highlighting its benefits in developing 21st-century skills. It also addresses the challenges educators may encounter when implementing PBL and offers strategies for overcoming these obstacles. Through case studies and expert insights, the article provides practical guidance for teachers seeking to integrate PBL into their curricula.

This is a preliminary version. To read the full version of the article, please purchase a subscription.

References

1. МАМАЖУСУПОВА, М., & ЛУТФИЛЛА, У. С. И. АРАБАЕВ АТЫНДАГЫ КЫРГЫЗ МАМЛЕКЕТТИК УНИВЕРСИТЕТИНИН ЖАРЧЫСЫ. И. АРАБАЕВ АТЫНДАГЫ КЫРГЫЗ МАМЛЕКЕТТИК УНИВЕРСИТЕТИНИН ЖАРЧЫСЫ Учредители: Киргизский государственный университет им. И. Арабаева, (1/1), 555-564.