



The Hebrew University of Jerusalem

Syllabus

Experience in project-based learning and teaching (P.B.L.) - Teaching practice and workshop - 34007

Last update 29-09-2024

HU Credits: 4

Degree/Cycle: 2nd degree (Master)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Adar Cohen

Coordinator Email: adar.cohen1@mail.huji.ac.il

Coordinator Office Hours:

Teaching Staff:

Dr. adar cohen

Course/Module description:

Innovation has become a pivotal idea in contemporary educational thought and practice. Yet, implementing alternative methods in a traditional school system is a challenging task for teachers. Building on the Active Construction theoretical approach, this course will focus on experiencing one method of active inquiry. Project Based Learning [PBL] is a teaching method in which students gain knowledge and skills by working for an extended period of time as a group that investigates and responds to an authentic, engaging and complex question, problem, or challenge.

Course/Module aims:

Experiencing a progressive teaching method and learning how to implement it in the classroom.

Learning outcomes - On successful completion of this module, students should be able to:

- a. Develop a P.B.L. teaching unit*
- b. Evaluate the advantages and disadvantages of the method*
- c. Form a personal educational attitude regarding P.B.L.*

Attendance requirements(%):

100%

Teaching arrangement and method of instruction: Lectures and discussions

Team work

Providing and receiving peer-feedback

Course/Module Content:

Experiencing P.B.L. teaching method

Required Reading:

Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. The Clearing House, 83(2), 39-43.

Holm, M., (2011). Project-Based instruction: A review of the literature on

effectiveness in pre-kindergarten - 12th grade classrooms, *Insight: Rivier Academic Journal*, 7(2), 1-13.

Krajcik, J. S., & Blumenfeld, P. C. (2006). *Project-based learning*. *The Cambridge Handbook of the Learning Sciences*. pp. 317-333.

Patton, A. (2012). *Work that matters: The teachers' guide to project-based learning*. London: Paul Hamlyn Foundation (online version)

Additional Reading Material:

Hammer, D. (1997) *Discovery Learning and Discovery Teaching, Cognition and Instruction*, 15:4, 485-529

Kirschner, P., Sweller, J. & Clark, R.E. (2006) *Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching, Educational Psychologist*, 41:2, 75-86

Stefanou, C., Stolk, J. D., Prince, M., Chen, J. C., & Lord, S. M. (2013). *Self-regulation and autonomy in problem-and project-based learning environments. Active Learning in Higher Education*, 14(2), 109-122

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 40 %

Active Participation / Team Assignment 10 %

Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 40 %

Attendance / Participation in Field Excursion 10 %

Additional information: