PROJECT-BASED LEARNING: A HISTORICAL REVIEW OF ITS THEORETICAL FOUNDATIONS AND DEVELOPMENT IN THE HIGHER EDUCATION CONTEXT

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ABSTRACT

This review paper provides an overview of Project-Based Learning (PBL) in the context of higher education. It presents the theoretical foundations and development of PBL from its origins to its contemporary applications. Through a historical review of relevant theories, the paper examines the underlying theoretical foundations that have influenced PBL, such as constructivism and experiential learning theories. The paper also discusses the development of PBL in higher education systems, examining its integration into curricula across disciplines, the challenges faced in its implementation, and its impact on student engagement and outcomes; thereby identifying future directions for PBL application in higher education, emphasizing technological advances, interdisciplinary collaboration, and the need for ongoing research to evaluate its effectiveness in comprehensive educational contexts.

Keywords: *Project-based learning, theoretical frameworks, constructivism, student engagement, challenges*

1. Introduction

The project method is one of the teaching strategies used by instructors. Kilpatrick created this approach in 1918, which strongly emphasizes experiential education, or hands-on learning, as Dewey (1938) recommended. Education reformers, an activity that can be categorized as a project if it satisfies the self-determination and self-satisfying need criteria, were developed as a result of Dewey's (1938) recommendation. Thus, project-based learning methods that provide students with practical experience are among the subfields of experiential learning. Through projects, PBL is thought to assist students in gaining social and language proficiency, contrast to other conventional in teaching approaches.

Project-Based Learning serves several important educational purposes. It enhances student engagement and motivation, promotes critical thinking problem-solving skills, fosters and collaboration and communication, develops real-world and transferable skills, encourages independent learning, improves retention and and understanding of academic content. Through its focus on active, studentcentered learning, PBL prepares students for academic and professional success in the 21st century. The primary purpose of PBL is to engage students actively in the learning process. By working on realworld projects, students are provided with a context that makes learning more relevant and interesting. Research suggests that PBL leads to higher levels of intrinsic motivation because students

see the direct application of their learning to authentic situations (Thomas, 2000). When students are invested in the outcome of their projects, they are more likely to participate, take ownership of their learning, and demonstrate greater enthusiasm for the subject matter (Bell, 2010). Moreover, PBL equips students with skills directly transferable to realworld situations. By engaging with realworld problems, students gain practical experience and develop highly valued competencies in the workplace, making PBL an effective way to prepare students for life beyond the classroom. Another important purpose of PBL is to promote independent learning. In PBL, students take responsibility for their learning, make decisions about how to approach tasks. and monitor their progress throughout the project. This autonomy encourages students to become selfdirected learners who can manage their time effectively and pursue their academic goals independently (Hmelo-Silver, 2004). This aspect of PBL helps students develop the skills and necessarv confidence for lifelong learning.

Despite the growing recognition of PBL's potential, a significant gap exists between the theoretical foundations of PBL and its practical application in higher education contexts. This conceptual paper aims to provide muchneeded clarity on the barriers to PBL adoption, identifies best practices for overcoming these barriers, and offers a comprehensive analysis of how PBL can be effectively implemented in today's higher education landscape. By doing so, it will contribute to the development of a more flexible, relevant, and futureoriented educational system.

2. Method

In this study, the research method employed was known as a literature review in terms of searching, selecting, analyzing, elaborating, and synthesizing previously published papers relating to the theories of the PBL approach of teaching and learning. This study particularly used a historical review of theoretical foundation and features of PBL in improving students learning ability. The findings from the analysis results of the study are hopefully used to pave the way for both instructors' perspectives in shifting their teaching methods and conducting future research in the field.

3. Discussion

3.1. Definition of Project-Based Learning

According to Thomas (2000), PBL is an instructional approach in which students engage in solving real-world problems or creating products through extended. collaborative, and interdisciplinary projects. In PBL. students are encouraged to investigate a central question or challenge, applying their knowledge, skills, and critical thinking abilities to produce tangible The process emphasizes outcomes. self-direction, active learning, teamwork, and the development of higher-order cognitive skills. PBL fosters understanding deeper bv integrating practical experiences with theoretical knowledge, typically culminating in a final project that can be shared with the broader community.

3.2. Constructivism Theory and Project-Based Learning in Education

Constructivism's Learning Theory, which has been used in sociology, psychology, cognition, and education for a long time, is based on philosophy. PBL is the foundation of constructivism education for students. Student-involved activities are highly effective among constructivists. Kearsley (2010) asserts that cognitive flows from theoretical pioneers like Dewey (1938), Piaget (1964), and Vygotsky (1978) provide the foundation of project-based learning and teaching approaches. According to constructivist ideas, people create the meaning of the world by fusing new information with what they already know. They develop rules by thinking back on how they engage with concepts and things. They either modify their rules to better explain this new information or interpret what they perceive to fit the rules they have formed when they come across objects that have no significance for them (Brooks & Brooks, 1993).

On the other hand, every individual uses their selected experience to create their unique knowledge. In general, constructivism is the belief that people actively create their own knowledge or concepts by drawing on their prior experiences and knowledge. They will combine what they have learned with what they already know in order to create new knowledge during this Cognitive and social process. constructivism are the main two subfields of constructivism theory that include learning theory.

Vygotsky, a Russian psychologist, developed the social constructivism theory in 1978. He believed that with the assistance and direction of others,

humans' concepts grow methodically, logically, and rationally. Consequently, constructivist this social theory contributes the sociocultural to environment of learning. Humans share and create new information in a social setting. Humans have a chance to assess and expand their knowledge through interaction with others (Parker, 2014). Vygotsky (1978)outlines some principles pertaining to the learning process, including (1) social learning, according to Vygotsky, children learn by interacting with peers who are more experienced or productive; (2) the zone of proximal development, also known as "proximal development zone." the Children who are in the Proximal Development Zone (ZPD) will be better able to understand the concepts. They will seek assistance from peers or older adults if they are unable to solve the problem on their own; (3) this assistance is meant to help them tackle more challenging challenges than their current level of cognitive capacity. According to Vygotsky's thesis, a method that will transform a person cognitive function is derived from each person's social interactions within a cultural framework. According to Vygotsky, learning also occurs when people strive to finish new tasks that they haven't learned yet but that are still within their PDZ or within their skills.

Students have been significantly impacted by the use of the social constructivism learning theory in the classroom. The learning activities that best fit this approach include problembased learning, group project-based learning, and brainstorming and discussion techniques. According to a number of studies, active discussion exercises will improve students' capacity to test concepts, combine ideas with one another, and develop a deeper comprehension of what they are learning (Kizkapan & Bektas, 2017).

Remarkably, Pereira et al. (2017) emphasize that communication and collaboration with peers can enhance motivation, teamwork, and problemsolving skills. This aligns well with the principles of social constructivism, which suggests that learning is most effective when individuals engage in social interactions and work together to build knowledge. In a PBL approach, students collaborate with instructors and peers to discuss, exchange ideas, and complete tasks, fostering a dynamic learning environment. Through these interactions, students not only improve their academic skills but also develop crucial skills such as teamwork and critical thinking, making PBL an excellent method for applying the social constructivist theory in education.

conclusion, the In Theory of Constructivism aligns closely with the principles and practices of Project-Based Learning, offering a strong theoretical foundation for this pedagogical approach. Both constructivism and PBL emphasize active learning, studentcentered inquiry, and the importance of real-world problem solving. The constructivist theory supports the idea that learners build knowledge through hands-on experiences, social interaction, and reflection, all of which are central to the PBL process. By engaging in projects that require critical thinking, collaboration, and practical application of knowledge, students are able to

construct deeper, more meaningful understanding of content. the Furthermore, PBL provides an ideal context for constructivist teaching, as it encourages explore. learners to hypothesize, and test ideas in authentic, dynamic situations. However, for the full potential of PBL to be realized, educators must thoughtfully design projects promote active that engagement, scaffold learning effectively, and address the diverse needs of students. Ultimately, the integration of constructivist principles into PBL enhances the learning deeper experience. fostering а connection between students and the material while preparing them for the complexities of the real world.

3.3. Experience-Based Learning Theory

Experience-based learning is a theory of learning that emphasizes the importance of experience in the learning process, namely the active participation of students and the impact of interactions between students and their surroundings. One of the educational psychologists who supported project-based learning and invented learning experiences was Dewey (1938). Dewey anticipates that students will have a genuine educational experience. The author thinks that students will acquire new knowledge and real-world abilities by hands-on, experience, and that knowledge and skills will have more significance through active learning. Kolb et al. (2009) claim that experiential learning offers a thorough account of the learning process and how people learn, grow, and change.

Kolb, an American educational theory creator born in 1939, created the most important theoretical learning experience. He gained notoriety in 1984 with his book Experiential Learning: Experience as a Source of Learning and Development. According to authors like Dewey. Lewin. and Piaget. the experiential learning theory integrates learning theory, assessment style, and the framework for developing the learning process (Kolb & Kolb, 2005). Kolb and Kolb (2005) elaborate on experiential learning theory and its application to understanding how people learn, grow, and change. They argue that experiential learning offers а comprehensive framework for exploring the learning process, highlighting how individuals engage in cycles of learning through concrete experience, reflective observation, abstract conceptualization, and active experimentation.

In a seminal paper, Kolb and Fry (1975) propose a model of experiential learning that lays the foundation for

Kolb's later work on the Experiential Learning Theory (ELT). They suggest that experiential learning is a cyclical process involving four key stages: experience. reflective concrete observation, abstract conceptualization, and active experimentation. These stages describe how people learn from their experiences how learning and contributes to personal growth and change. The paper emphasizes that learning is a dynamic and ongoing process. and through this cycle, individuals can continually grow and adapt as they integrate new experiences and insights into their understanding of the world. The claim about experiential learning offering a thorough account of the learning process, growth, and change is grounded in this model. Based on Lewin's theory (1946), he presents this model as a cycle, as seen in Figure 1:



Figure 1: Experiential Learning Cycle Adopted from Kolb and Fry (1975)TheaforementionedKolbthe ideas of social psychologist Lewinexperience learning cycle is founded on(1946), who mobilized the theory of

integration and practice. He encouraged the integration of social problem solving and scientific investigations, which served as the foundation for the growth of social behavior change within the organization. According to Lewin (1946), the planning cycle, action, and fact-finding conclusion of action are the forms of the action study as a process within the circle of every action level. This indicates that learning is a continuous process in which research influences action, evaluation results, and further research. Lewin's action study concept of a loop served as the basis for the development of the Kolb experiential learning cycle.

In addition to Lewin's perspective, the creation of the Kolb experiencebased learning model was founded on the renowned pragmatic philosopher Dewey (1938). In developing his philosophy of experience, Dewey emphasized the close connection between experience and learning. proposing that experience was a learning and learning was an experience. According to Dewey, learning is a student-centered activity that entails discussing problems with teachers (Dewey, 1938; Kolb, 1984). In Kolb's experience, learning is an organizationfocused activity. Dewey's ideas have been incorporated into the creation of the Model Kolb model mentioned above.

It may be inferred from the opinions of the three educational psychologists who discuss experiential learning theories and make reference to PBL definitions that the use of PBL in the teaching and learning process falls within the purview of these theories. This is due to the fact that every student working on the project will gain knowledge from organizing, carrying out, and writing a report as part of their project assignment.

In short. Experience-Based Learning Theory provides a robust that complements framework and enhances the principles of Project-Based Learning. Both EBL and PBL prioritize learning through direct, hands-on experiences, emphasizing the active engagement, importance of reflection. the application of and knowledge in real-world contexts. By cycle integrating the of concrete experience, reflective observation. abstract conceptualization, and active experimentation, EBL offers valuable insights into how students deepen their understanding through iterative processes of learning and reflectioncore elements of successful projectbased approaches. In PBL, students are not merely passive recipients of knowledge; they actively engage in solving complex, real-world problems, drawing on their prior experiences while continuously refining their understanding. This connection between EBL and PBL underscores the importance of creating learning environments that encourage exploration, critical thinking, and practical application. To maximize the benefits of both approaches, educators must thoughtfully design projects that allow for rich, experiential learning, provide opportunities for meaningful reflection, and ensure a supportive experimentation. environment for Ultimately, Experience-Based Learning

Theory enhances the effectiveness of Project-Based Learning by fostering deeper, more personal connections to the material and preparing students for lifelong learning.

3.4. PBL through Experience Learning Rooted in Constructivism Learning Theory

The social constructivism learning theory serves as the foundation for the project-based learning approach. Vygotsky developed this hypothesis in 1978. He considered the lessons the childrens had learnt and how they believed they were directly influenced by the culture in which they lived. All of the thoughts, ideas, knowledge, abilities, and attitudes they possess come from the societies in which they live.

Collaborative, student-centered learning strategies, project methods, field experiences, problem solving, conversations. advances. and simulations are some of the most common learning strategies in constructivism (Fernando, 2017). Nearly all of these tactics may also be found in project-based learning techniques. This demonstrates how project-based learning and constructivism learning theory are closely related.

Experience Learning Theory (Dewey, 1938) is another theory that has to do with PBL. One subset of experiential learning is project-based problem-based learning, which exposes students to real-world situations in both life and the workplace. The Experiential Learning Theory is one of the learningrelated theories of PBL; it integrates learning theories, assessment methods, and the framework for developing the learning process as articulated by academics like Dewey, Lewin, and Piaget (Kolb & Kolb, 2005).

In conclusion, **Project-Based** Learning emerges as a powerful branch of learning through experience, deeply rooted in the principles of Constructivism Learning Theory. Both PBL and constructivism share a common belief that knowledge is actively constructed by learners through engagement, exploration, and problemsolving, rather than passively received. PBL, by its very nature, aligns with constructivist ideals, as it encourages students to tackle real-world challenges, collaborate with peers, and reflect on their learning process. Through these experiences, learners build connections between theoretical concepts and practical application, fostering deeper understanding and critical thinking. Moreover, PBL's emphasis on active, hands-on learning, self-directed inquiry, and peer collaboration mirrors the constructivist focus on social interaction and experiential learning as essential components of knowledge construction. This synergy between PBL and constructivism provides а robust framework for developing learners who are not only knowledgeable but also capable of applying their learning in meaningful, real-life contexts. To fully realize the potential of PBL, educators must create environments that nurture these constructivist principles, offering students opportunities for active engagement, reflection, and authentic problem-solving. In doing so, PBL serves as an effective pathway to experience-based transformative.

learning that prepares students for the complexities of the modern world.

3.5. Implementation of Individual and Group Based Learning Projects

Both individuals and groups can participate in project-based learning. Lee et al. (2015) assert that individual initiatives are frequently simpler and less demanding than group ones. Group social skills are more significant than individual social abilities. This indicates that cooperative initiatives have far larger problems and learning objectives than solo projects. The process of social interaction in which a student does a favor for oneself when PBL is used in groups. Research indicates that small group learning techniques are superior to individual learning in this instance (Lou et al., 2017). Condliffe (2017) asserts students that share information. knowledge, and skills in a team setting while working on a project, encourage one another, respond to peer evaluations. and learn from one another.

3.6. Effect of Implementation of Project Based Learning on Ability, Intellectual Skill and Attitude

PBL's incorporation into the educational process has significantly enhanced students' performance in terms of developing their abilities, attitudes, and intellectual capacities. The ability is to make reference to a variety of competencies, such as teamwork and communication. Thinking abilities including critical, analytical, synthesis, and problem-solving abilities are referred to as intellectual capabilities. On the other hand, attitudes describe a person's actions or conduct. According to a highly significant finding in his research, Filippatou and Kaldi (2010) found that Project Based Learning has improved academic achievement by making learning more enjoyable, engaging, and appealing while also helping students develop the abilities they need most. According to numerous research on PBL in the educational process, students' intellectual abilities, particularly their ability to think, are greatly enhanced by this method.

PBL is thought to have an impact on students' thinking abilities as well as their capacity for teamwork. According to Wurdingez and Qureshi (2015), this method makes students more willing to voice their opinions and become actively involved in their education.

In student-centered learning environments, PBL enables peer-to-peer cooperation (Chinf-Wen, Pearman, & Farha. 2010). When collaborative groups are used, students will gain indepth information from the activity materials while simultaneously developing their cooperation abilities (Grierson et al., 2012). Kerr, 2010 states that collaborative learning illustrates scenarios in which two or more subjects are developed concurrently and interactively to demonstrate a shared solution to an issue.

Jo (2011) points out that the conversation that occurred during the participants' involvement on the assignment is a crucial feature of collaborative work. The principle that "every student learns from another student" is emphasized in this lesson, which motivates students to share their thoughts and value those of others. When opposed to solitary learning, collaborative learning can assist students in acquiring more significant knowledge (Miller, 2017).

Chamberlain and Mendoza (2017) assert that the abilities in PBL truly indicate that it can integrate abilities like reflection and teamwork and link the abilities to actual learning. They contend that regardless of their attitudes and early reactions to one another, students who study cooperatively and collaboratively can grow to care about and be committed to one another (Han, 2017). Generally speaking, any group-based project-based learning program offers collaborative learning. Based on past research, it can be concluded that group PBL now heavily relies on collaborative learning.

Attitude is a significant component of how PBL implementation affects the learning process. In this sense, attitude describes a person's conduct or personality. A person's attitude is closely linked to how they live out their values. According to Posner et al. (1987), a value is a broad standard that influences how an individual forms their attitude, which in turn influences how they behave. In conclusion, one's values and experiences during the learning process both have an impact on how one forms their attitude. Because each student will go through a learning process that gives them experience when executing the project. PBL's experience might therefore affect someone's values.

Students' application of values as a consequence of their hands-on learning experiences had a big influence. On the professional worth of educators, according to Miller (2017), instructors practice interpersonal and intrapersonal abilities at a modest degree. The ability to communicate and comprehend others is a component of interpersonal skills, while self-reflection, self-awareness, and ongoing self-improvement are components of intrapersonal skills (Chyung et al., 2017).

Generally speaking, the literature evaluation indicates that PBL can be used to help s tudents increase their knowledge, intellectual abilities, and attitudes.

3.7. Issues and Problems in Implementation of Project Based Learning

Several aspects, including the student, the instructor or lecturer, the curriculum, the type of activity, the workshop requirements, the equipment and materials, and the facilities for information and communication technologies, are frequently involved in the implementation of PBL in the learning process. This element supports Jenkins' (2017) assertion that three elements contribute to learning effectiveness, including the type of peerto-peer interaction method. There are undoubtedly difficulties and problems in carrying out the project in order to obtain the best grades or high-quality items. Similar to the influence on the students, there are occasionally differing opinions among teachers regarding how effective the learning process using PBL is, which frequently causes problems.

The student is one of the most important elements of the PBL. Sometimes, a student's attitude becomes a problem during the PBL's implementation, raising doubts about its efficacy. In the Design course's project implementation study, Han et al. (2015) claim that students are unable to come up with fresh solutions to the issues at hand. Students, the existence of classroombased learning activities, and how challenging the assignments are viewed by the students.

The use of PBL in the educational process frequently linked is to evaluation, meaning that the project's results will be assessed and graded as part of the evaluation. This acknowledges that the students' limited understanding of today's technological advancements has hindered their ability to generate innovative design concepts. Additionally, sketching, designing, and obtaining materials to construct models provide challenges for students. Their product-creation process is intricate and even problematic for certain students. He clarified that the process of their development is extremely intricate and difficult to explain (Quint and Condliffe, way they 2018). The go about developing such a system will just turn problem-solving into a ritual, with little impact on students' critical thinking, creativity, confidence, or efficient work practices.

Regarding the same topic, Loizzo Lillard (2015)examine and on multimedia product development projects discovered that student teams are capable of using creativity to adapt and produce relevant and captivating audio and video creative items. However. Jenkisn (2017)also discovered that students' comprehension of transistor themes improved, their achievement increased, and they had more positive attitudes. According to a

study by Kizkapan and Bektas (2017), students believe PBL provides time for discussion, design, and creation in realworld scenarios, and they have the chance to solve problems, think critically, and make decisions. The issue is that various scholars continue to have differing opinions on how PBL learning is being implemented in the same field. These are some of the intriguing problems with PBL's integration into the educational process, where conflicting opinions exist regarding its advantages, disadvantages, and difficulties.

In addition to the problem, there are issues with the curriculum, the students. the teaching and learning methods, and the workshop requirements when PBL is implemented in the learning process. Lack of interaction time is one of the issues with PBL application in the process. teaching Yaman (2014)discovered that there was insufficient time for peer and lecturer interaction and discussion. This is because Basic Design has a rigorous curriculum and little time for meetings. According to Petersen and Nassaji (2016), the Living Skills measure was too broad, and the class size occasionally exceeded thirty, making it impossible to conduct practical learning effectively. As a result, the PBL is rarely used, and the teacher did not have enough time to finish the syllabus. High school PBL time issues include students working one hour at a time without following the schedule. teachers concentrating on particular courses, difficulty integrating disciplines, and teachers providing students with only enough preparation to pass the test (Quint & Condliffe, 2018).

Materials and workshop requirements are another issue that has come up in earlier research on the use of the educational PBL in process. According to Basjaruddin and Rakhman (2016), one issue that instructors and students deal with when implementing the subject is the availability of the Engineering Drawing Room. One prerequisite for using PBL in technical and vocational topics is workshop equipment. These are some of the concerns and difficulties that are frequently seen in research pertaining to the application of PBL, particularly in technical and vocational fields.

In conclusion, while PBL offers numerous benefits, such as fostering critical thinking, collaboration, and realworld application of knowledge, its implementation is often fraught with challenges. These issues range from limited resources and inadequate teacher preparation to difficulties in assessment and the integration of technology. Teachers may struggle with designing that align with learning projects objectives while also ensuring they are feasible within the constraints of time and resources. Additionally, the shift to a more student-centered approach requires educators to adapt their teaching methods, often requiring professional development and ongoing support. Assessment methods also pose a challenge, as traditional testing may not adequately capture the depth of learning that occurs in а project-based environment. Despite these barriers, the successful implementation of PBL can be achieved with careful planning, appropriate training, and a supportive learning environment. Addressing these challenges by providing teachers with the necessary tools, resources, and training, as well as developing more flexible and authentic assessment strategies, will enhance the effectiveness of PBL and ensure its long-term success in educational settings.

3.8. Models of Project-Based Learning

There are several models of Project-Based Learning that have been developed and implemented in teaching, each with its own approach to structuring projects and fostering student learning. Here are some prominent PBL models: i) The Buck Institute for Education (BIE) by PBLWorks, model. developed provides a structured framework that focuses on key elements like real-world projects, collaboration, inquiry, and student-driven learning. It is designed to a comprehensive guide be for implementing project-based learning in classrooms (Buck Institute for Education, 2015); ii) The XQ Institute's model emphasizes community engagement and collaborative, longterm projects that are grounded in realworld issues. It's especially useful for addressing issues within local communities or global challenges (XQ Institute, 2017); iii) The STEM PBL model integrates science, technology, engineering, and mathematics education into project-based learning. It is aimed at fostering students' skills in these areas by working on real-world projects (Beers, S. Z., 2011); iv) The Genius Hour model allows students to explore a topic of personal interest, where they have the freedom to choose the direction of their project. This model fosters creativity and

self-directed learning (Bielaczyc, K., & Collins, A., 2006); v) The Project Zero model, developed by the Harvard Graduate School of Education, emphasizes critical thinking and reflective learning through investigative projects that encourage students to question assumptions and explore multiple perspectives (Gardner, H., & Winner, E., 2005). The basic approach of PBL is an empowering approach, in which with projects, a favorable situation will be naturally created to allow students to develop their full translation competence.

4. Conclusion

In conclusion, this review of the theoretical history and implementation Project-Based Learning issues of underscores the transformative potential PBL in enhancing student of engagement, critical thinking, and problem-solving skills. The findings consistently highlight that PBL fosters deeper learning, promotes collaboration, and bridges the gap between theoretical knowledge and real-world applications. However, the successful implementation

of PBL is not without its challenges, including issues related to resource availability, teacher training, assessment methods. and the integration of technology. Addressing these challenges requires a holistic approach that includes adequate support for educators, a clear alignment between PBL activities and learning outcomes, and ongoing evaluation of the effectiveness of PBL strategies. Future research should focus on exploring strategies to overcome these barriers. refine assessment techniques, and further investigate the long-term impacts of PBL on student outcomes in diverse educational settings. Bv continuing to address these implementation issues, the full potential of PBL can be realized, contributing to the development of learners who are better equipped to meet the demands of the modern, rapidly changing world. Finally, this paper is hopefully to be a useful reference for other researchers, maybe including the author himself, to carry out a deeper study into the field of teaching and learning.

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HỌC TẬP DỰA TRÊN DỰ ÁN: TỔNG QUAN LỊCH SỬ VỀ CƠ SỞ LÍ THUYẾT VÀ SỰ PHÁT TRIỀN CỦA HỌC TẬP DỰA TRÊN DỰ ÁN TRONG NGỮ CẢNH GIÁO DỤC ĐẠI HỌC

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TÓM TẮT

Nghiên cứu này tổng quan về phương pháp Học tập theo dự án (PBL) trong bối cảnh giáo dục đại học. Nghiên cứu trình bày nền tảng lí thuyết và sự phát triển của PBL từ nguồn gốc đến các ứng dụng đương đại. Thông qua việc tổng quan lịch sử các thuyết liên quan, bài báo xem xét các nền tảng lí thuyết cơ bản đã ảnh hưởng đến PBL, như thuyết kiến tạo và thuyết học tập trải nghiệm. Bài báo cũng thảo luận về sự phát triển của PBL trong hệ thống giáo dục đại học, xem xét sự tích hợp của nó vào chương trình giảng dạy trong các ngành học, những thách thức phải đối mặt trong quá trình triển khai và tác động của nó đến sự tham gia và kết quả học tập của sinh viên; từ đó xác định các hướng đi cho ứng dụng PBL trong giáo dục đại học trong tương lai, nhấn mạnh những tiến bộ công nghệ, dạy học tích hợp và nhu cầu tiếp tục nghiên cứu để đánh giá hiệu quả của nó trong các bối cảnh giáo dục toàn diện.

Từ khóa: Học tập dựa trên dự án, nền tảng lí thuyết, thuyết kiến tạo, tham gia hoạt động học tập của sinh viên, những thách thức