**Project-based learning PjBL**

In this learning, students are provided with opportunities to construct knowledge by solving real problems through asking and refining questions, designing and conducting investigations, gathering, analysing, and interpreting information and data, drawing conclusions, and reporting findings. PjBL immerses students in a teamwork environment where they work in cooperation towards commonly agreed upon goals (Blumenfeld, Fishman, Krajcik, Marx, & Soloway, 2000).

Bender (2012, pp. 65-66) described six steps that provide a structure for a teacher's initial foray into teaching via PjBL:

1. Introduction and team planning the project: review anchor and reflection on a driving question; class-wide brainstorming on specific research questions; assign teams for the process; set goals and develop time lines; division of labour on research questions (everybody has a role); assignment of required artefacts and products.
2. Initial research phase: gathering information from various sources such as the Internet, interviews with locals, newspapers, books, media; specific topics might be offered; evaluation of information.
3. Creation, development, initial evaluation of presentation and prototype artefacts: storyboard development; begin downloading videos, images; develop prototype (initial) presentations and artefacts; group evaluation of the prototype; formative evaluation of prototype artefacts.
4. Second research phase: seek additional information to develop prototypes more fully; mini-lessons or specific topics might be offered; revisions of prototypes and storyboard with new information.
5. Final presentation development: storyboard revision/additions.
6. Publication: final class-wide evaluation (peer-evaluation); publication of project or artefact.