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Abstract

The purpose of the study was to explore what project-based learning is, what are the pedagogical or psychological motives supporting it, how it has been implemented and what impact it has had on learning in post-secondary education. The study is based on a qualitative review of published articles. The work revealed that the majority of articles on project-based learning are course descriptions focusing on the implementation of individual courses, whereas serious research on the topic is virtually non-existent. In addition, the term project-based learning subsumes different activities with varying purposes. Therefore, practitioners and curriculum developers are encouraged to reflect upon the purpose and possibilities of project-based learning along with students and to set realistic, clear goals. Practitioners and researchers are urged to document courses even more carefully. Several issues for further research are identified. (HRK / Abstract übernommen), Helle, Laura, E-Mail:

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