

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING
UNDER SCIENTIFIC APPROACH IN TEACHING SPEAKING
ENGLISH AT ENGLISH HOME SOLO RAYA COURSE**



**Compiled as one of the requirements for completing the Strata 1 Study Program
in the English Department Faculty of Teacher Training and Education**

By:

ANITA MUKTI RAMADHAN

A320170242

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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APPROVAL

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PUBLICATION ARTICLE

by:

ANITA MUKTI RAMADHAN

A320170242

Checked and approved to be tested by

Consultant,

A handwritten signature in blue ink, appearing to read 'Koesoemo Ratih', is enclosed within a rectangular box.

Koesoemo Ratih, Ph.D

NIDN. 0605026901

ACCEPTANCE

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**ANITA MUKTI RAMADHAN
A320170242**

**Accepted by the Board of Examiner
Faculty of Teacher Training and Education
Universitas Muhammadiyah Surakarta
On Monday, 25 July 2022
and declared to have met the requirements**

Team of Examiners

**1. Koesoemo Ratih, Ph.D
(Head of Examiner)**

()

**2. Nur Hidayat, M.Pd
(Member I of Examiner)**

()

**3. Drs. Djoko Srijono, M.Hum
(Member II of Examiner)**

()

Dean,



Prof. Dr. Sutama, M. Pd.

NIDN. 0007016002

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Surakarta, 30 July 2022

The Researcher



ANITA MUKTI RAMADHAN

A320170242

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Abstrak

Abad 21 merupakan era yang menuntut siswa memiliki beberapa keterampilan seperti berpikir kritis, kreativitas, kolaborasi dan komunikasi. Scientific Approach menjadi pendekatan pembelajaran untuk semua mata pelajaran termasuk bahasa Inggris yang diusung oleh kurikulum 2013. Dengan pendekatan ini, siswa dapat dengan mudah memperoleh keterampilan abad 21 dalam proses belajar mengajar. Di antara model-model yang ada dalam Scientific Approach, Project-based Learning merupakan model yang berhasil meningkatkan kemampuan berbicara bahasa Inggris siswa. Dalam proses pembelajaran, model ini memiliki empat prosedur diantaranya adalah tahap starting the project, tahap developing the project, tahap reporting to the class, dan yang terakhir tahap assessing the project. Tujuan dari penelitian ini adalah untuk menyelidiki prosedur Pembelajaran Berbasis Proyek dengan Pendekatan Ilmiah yang diterapkan dalam pengajaran berbicara bahasa Inggris di kursus English Home Solo Raya. Metode penelitian dalam penelitian ini adalah penelitian kualitatif deskriptif. Subjek penelitian ini adalah tiga tutor dan sepuluh siswa di kelas privat. Observasi dan wawancara digunakan untuk mengumpulkan data penelitian. Dari hasil tersebut, penulis menemukan bahwa hanya satu tutor di kursus English Home Solo Raya yang menerapkan prosedur model Project Based Learning yang akurat. Hal ini disebabkan karena kurangnya pengetahuan dan pemahaman tutor tentang model Project Based Learning, serta ketidaksesuaian model Project Based Learning terhadap beberapa siswa di kelas privat Bahasa Inggris pada mata kuliah English Home Solo. Namun, penulis menyimpulkan bahwa pendidikan dan pemahaman bagi tutor terkait dengan model Project Based Learning diperlukan. Sehingga hasil dari proses pembelajaran dapat tercapai dan siswa juga dapat meningkatkan kemampuan bahasa Inggrisnya, khususnya dalam keterampilan berbicara.

Kata Kunci: Pendekatan Ilmiah, Pembelajaran Berbasis Proyek, Pengajaran Berbicara.

Abstract

The 21st century is an era that requires students to have several skills such as critical thinking, creativity, collaboration and communication. Scientific Approach becomes learning approaches for all subjects including English, which is promoted by 2013 curriculum. Using this approach, the students can be easily obtained the 21st century skills in the teaching learning process. Among the models that exist in Scientific Approach, Project Based Learning is the model that successfully could improve students' English speaking skill. In the teaching-learning process, this model consist four procedures that must be conducted, such as starting the project phase, developing

the project phase, reporting to the class, and assessing the project phase. The purpose of this research is to investigate the procedures of Project-Based Learning under Scientific Approach that implemented in teaching speaking English at English Home Solo Raya course. The research method in this study was descriptive qualitative research. The subjects of this study were three tutors and ten students in private class. Observations and interviews were used to collect the data of the study. From the results, the author discovered that only one tutor at English Home Solo Raya course who applied the accurate procedures of Project Based Learning model. It was due to the tutor's lack of knowledge and comprehension about Project Based Learning model, and also the incompatibility of Project Based Learning model towards a few students in English private class at English Home Solo course. However, the author concluded that education and understanding for tutors related to Project Based Learning model are needed. So that the outcomes of the learning process can be achieved and the students can also improve their English skills, specifically in speaking skill. Keywords: article, stylesheet, scientific publication, template.

Keywords : Scientific Approach, Project-Based Learning, Teaching Speaking.

1. INTRODUCTION

The book "Language and Society" stated language is a means of communication (Downes, 1998). It can be understood that language is the ability of humans to interact with other humans. Therefore, when someone knows and understands a language, that person will be able to speak and be understood by others who also know that language. The existence of language is very important as an expression of thoughts and feelings. Globalization has recently forced people around the world to master a foreign language in addition to their mother tongue. By mastering a foreign language, people can share their thoughts and feelings with one another. English, Mandarin, Hindi, Spain, Arabic, France, and Russian are the languages that are widely spoken in the world. Based on the data contained in Ethnologue, the research center for language intelligence by The Summer Institute of Linguistics (SIL), which is a referral site of basic database about the features, classification, and geographical range of the languages of the world, it showed that English language is the world's most commonly spoken language. It was due to the British Empire's colonial impact, but later due to the development of American culture.

English has rapidly spread around the world in recent decades. Many countries officially declare English to be their primary language. Currently, English is

still popular and in demand by the public. Crystal (2003) stated that English is a global language. Almost all global information is conveyed in English. Learning and understanding English has become a necessary thing that cannot be avoided. As a global language, English has a very big role and purpose. English language has become one of the important points that a person must master in the modern era. The ability of someone to speak English will make them easier to interact with and communicate with across languages and cultures. Therefore, many people around the world have improved their English skills to be able to learn and compete with people from various countries. With great English speaking skill, it will be easier for someone to show their proficiency to other people.

Many experts have been trying to discover the right method of English language teaching. It regularly changes about every quarter of a century, and the revolutions of the method have emerged as a response to the previous bad theories of learning. Traditional Method, Designer Method, Communicative Approach, and Scientific Approach were all mentioned in the book “The Method of Teaching English as a Foreign Language:” as four approaches that have emerged over the history of foreign language teaching (Fauziati, 2014). The 21st-Century is currently known as the era of information technology and communication. The complexity manifested in this era requires students to have several skills to achieve success and compete with the global community. Therefore, to guarantee that adolescents are ready to compete in the constantly changing work environment, there is a movement to foster them called the 21st-Century Skills, (Ball, Joyce & Butcher, 2016). In this regard, several organizations including the American Association of School Librarians (AASL), the International Society for Technology in Education (ISTE) and the Partnership for the 21st-Century Skills (P21) provide frameworks and guidelines outlining the basic skills required to fulfill the challenges of today’s world. Although the three proposed frameworks differ in some ways, they all emphasize the importance of focusing on three primary skill categories: learning and innovation (e.g., creativity, critical thinking, collaboration); information, media, and technology

(e.g., digital literacies); and life and career skills (Ball et al., 2016). The Partnership for the 21st-Century Skills emphasizes the importance of focusing education on both basic academic subject mastery and the development of the 21st-Century Skills. And English is one of the basic academic subjects in the 21st-Century Skills. The usage of English is a must-have skill for everyone in responding to and facing the challenges that arise in the 21st-Century. And to achieve the 21st Century skills, teachers are expected to apply different strategies and methods in the English language teaching process.

The goals of national education for the 21st-century skills are not only directed at making a learner knowledgeable but also to adopt a scientific attitude (i.e., critical-logical thinking, inventive-innovative thinking, consistent, and adaptable) and the cultivation of noble values and commendable attitudes in social life oriented (Afandi, Sajidan, Akhyar & Suryani 2019). The regulation of the minister of education and culture of the Republic of Indonesia number 103 of 2014 stated that "The 2013 Curriculum take a scientific approach or a scientific process-based approach". In English language teaching (ELT), Scientific Approach, as the new strategy in K13, is considered capable of fulfilling the challenges that exist in the 21st-Century. Pedagogues can use technology in the learning process and combine it with the skills desired in the 21st-Century.

Project-Based Learning (Pj-BL) is one of the methods included in Scientific Approach. Gaer, who taught ESOL (English for Speakers of Other Language) sessions to a populace of Southeast Asian refugees, helped them improve their speaking skill, and reported on the efficacy and success of Project-Based Learning (Pj-BL) implementation in teaching English as a foreign language in 1989. Project-Based Learning helps them enhance their speaking ability. In Indonesia, the usage of the scientific approach, especially Project-Based Learning method, in teaching English has been nearly implemented in formal and non-formal education. Formal education can be found in primary and secondary schools, and non-formal education can be found in course institutions. One of the English courses that apply Project-

Based Learning method is ENGLISH HOME SOLO RAYA. This course focuses on improving speaking skills. There are 4 programs offered by this course institution, namely General English (private and non-private classes), Conversation, Translation, and TOEFL classes. The application of a scientific approach in the ELT process in this course is to support the Minister of Education and Culture Regulation in achieving the 21st-century skills for Indonesian students and to adapt to 21st-century learning standards, which contain several skills that must be mastered by students.

As a result, the primary goal of this study is to discover the implementation of Project-Based Learning in teaching speaking English using the theory of Stanley and Markham. The following research question is formulated in this study: How did the tutors of English Home Solo Raya course apply the procedures of Project-Based Learning method in teaching speaking?

2. METHOD

Descriptive qualitative research was used in this research, which is in the form of a case study approach. Sagadin, (1990) in Mohajan (2018, p.11) stated, "A case study is used when we analyze and describe, for example, each person individually, a group of people, individual institutions, or a problem, process, phenomenon, or event in a particular institution in detail." The use of a case study was very suitable to respond to the interest of the author in discovering the implementation of Project-Based Learning method at a non-formal education (course institution). Due to the pandemic COVID-19, this research was intended only for a few tutors of English Home Solo Raya course. They were: Mrs. A, Miss L, and Miss R.

The data collection methods were the most crucial component in this study because the main goal of the research was to collect the data. The author did observations and interviews. For the observations, the author applied participation observations with the tutors in the teaching learning process in a private class at English Home Solo Raya course. It was a method of collecting data by personally observing, feeling, and participating in the daily lives of the research subjects (Bungin, 2011). So, the author directly joined and scrutinized the learning process.

The execution of this process was carried out by recording the teaching-learning process and also writing the activities in the form of field notes. Furthermore, to support the previous data (observation), the author conducted interviews with the tutors via mobile phone (online) face-to-face and used semi-structured interviews. Additionally, subsequent to the observation and interview data having been collected, the further phase carried out by the tutor was analyzing those data. There were a few steps to analyze the data. Reducing the data from observations and interviews was the first step. The author only summarized and took the field notes of observations on the main teaching-learning process as the tutors applied Project Based Learning method in their private class. Meanwhile, for the interview data, the author only summarized and took the script of interviews based on the tutors' statements about the comprehension and the implementation of Project Based Learning method. Next is the process of displaying the data that has been reduced in the form of tables, figures, and descriptions. Finally, the author showed the final data by explaining the findings and making the conclusion.

3. RESULT AND DISCUSSION

Based on the result of research process, the author obtained the findings that there was alignment and inappropriateness of Project-Based Learning implementation by the tutors at English Home Solo Raya course. Project-Based Learning method was comprehended only by Mrs. A and Miss R. In addition, only Miss R used the procedure of Project-Based Learning in accordance with the theory. And the two other tutors, Mrs. A and Miss L used Project-Based Learning procedure in a way that was incompatible with the theory. The theory of Stanley (2000) and Markham, et al (2011) were utilized to find out how Project-Based Learning was implemented at English Home Solo Raya course. Project development is divided into four stages: (1) Starting the Project, (2) Developing the project, (3) Reporting the project, and (4) Assessing the project.

The first tutor, Mrs. A only handled and taught student R. The findings

showed that Mrs. A did not seem to offer any type of project for student R to work on. The field notes observation of Mrs. A class revealed that the tutor did some activities that were not related to the first phase in the teaching-learning process, such as surrounding the parts of the house and introducing the material. The following stages, such as developing the project, reporting to the class, and assessing the project, were all comparable. There was no evidence of the alignment in the implementation of Project-Based Learning procedures by Mrs. A class. Nevertheless, the author found different results from the interview with Mrs. A, who described the learning process as follows:

“In applying the method, okay.. For example today's speaking lesson for elementary school student is about "Weather", for the activities we will make pictures of clouds, pictures of rain, and pictures of the sun. During the process of making the product we tried to always use English or speaking English from the beginning of the process, as well as in making the presentation words. The first teaching-learning process was asking questions, and next was observation, then continues by collecting information, collaborating and the last communicating. So, for the speaking skill, I apply it more in the process of making the project”

(The Transcript of Interview with Mrs. A)

Furthermore, Mrs. A stated that no all students were suitable and have pleasure when Project-Based Learning was used in the teaching-learning process. The method needed to adapt to each students' characteristic so that they could be engaged and participated in the entire of the teaching-learning process. The following is the interview transcript:

“Okay... not all of them were like that... but if they have friends, they are usually happy. The students were active and having a lot of curiosity as well. So, it depends on the background of each student. It's usually good. So the

student and the tutor can work well together in the teaching-learning process, their speaking is also more natural. But perhaps, the students who were not interested in games would not really like this method. So, it would be difficult. Even though the tutors have used a media, it's also hard to get engaged. But on average, mostly the students were easy to work with and only one or two students who were being difficult. Sometimes the speaking treatment for each student is different, so perhaps student A who has difficulty using Project Based Learning method might suit with other method or media. For example, student A only likes the snake and ladder game... as we can see in the previous teaching-learning process... well, why was the snake and ladder game could make student A so enthusiastic in the class? Alright, because student A likes this game, so I continually used it."

(The Transcript of Interview with Mrs. A)

In addition, Mrs. A revealed the other statement that Project-Based Learning method was easier and more suitable if applied for secondary students in middle school level or high school level. The following is the proof of the interview transcript:

"We precisely often use Project Based Learning, but it is adjusted to the student's condition as well. Because the principle of this course was applying "Fun learning" and "Meaningful learning"."

(The Transcript of Interview with Mrs. A)

"...however, there are different implementations for each student. I mean for example, the students from large class program. During the teaching-learning process, if these students are good, suitable with Project Based Learning method and active as well. Then, Project Based Learning is constantly applied. In addition, the private class program. The projects that provided to students in private classes mostly only make simple or uncomplicated things,

even a little as well. The implementation of Project-Based Learning method also will be more difficult if the students' levels of education are from kindergarten and primary school. The children are oftentimes being disinterested even though the tutors have made an attractive thing, that's all."

(The Transcript of Interview with Mrs. A)

The second tutor, Miss L handled and taught five students. They were student NS, student K, student A, student F, and student NB. The findings showed that Miss L used variety activities in the teaching-learning process for each student. Miss L explicitly did learning activities that were not related to the first procedure, starting the project. Miss L, on the other hand, prefers activities such tell and explain the material, read the material aloud, give exercises, translate a word or a phrase, and watch videos related to the lesson. And the Miss L even failed to implement the other three following procedures: developing the project, reporting to the class, and assessing the project. Miss L focused her main learning activities on the phases of Scientific Approach such as observing, questioning, gathering information, associating, and communicating. This was also comparable to what the tutor had mentioned during the interview:

"Oh... for the observing phase, it was like what i said previously. But i was like more... Perhaps Mrs. A could be able to apply all the phases. However, the way i conduct the teaching-learning process was more... Only implementing the questioning phase, the associating phase, and the experimenting/collecting information phase..."

(The Transcript of Interview with Miss L)

"In the questioning stage, students initially asked to the tutors using Indonesian. But then, I highly advised students to speak English or to ask in English. For example "Please, asking question in English". The other activity in the questioning stage was usually asking questions related to the material.

So, oftentimes I was like saying "Do you have questions?". Then students would ask questions. Furthermore, for the communicating phase or the associating phase, I commonly ask students for their opinions. In the past when teaching student NA, I was more asking a moral story. I mean... It was like asking opinions to the student about what a moral message of a story. I would firstly ask to the student with the question "What is the moral story?". The student eventually answered my questions, and after that i explained and added a few more points about the moral message to the student. In addition, i would explain about the observing phase. I take the example of student A. perhaps we learn about animals or plans... okay about animals. When we learn about animals from students' book, but usually the animals' picture in the book do not have any colors yet, so then i searched them on Google and showed to my student so that they would know how the picture looks like. That's for the observing phase. The last, concerning to the associating phase. That phase is almost similar to asking opinions. it was like the communicating phase that is added by providing a feedback for students' answer. Even so, the associating phase is only asking opinion activity."

(The Transcript of Interview with Miss L)

Meanwhile, the other findings during the interview with the second tutor, the author noticed that Miss L was unfamiliar with Project-Based Learning method. And the interview even showed a slight difference with the observation, Miss L knew Scientific Approach but did not recognize or grasp with Project-Based Learning method, as evidenced by the following transcribed interview:

"...the answer is yes. Scientific Approach is an approach in scientific manner. And... there are a few things that need to be considered in Scientific Approach, mostly in the teaching-learning phases, such as observing, asking, continuing to observe, asking, trying, and associating..."

(Transcript Interview with Miss L)

The last tutor, Miss R handled and taught four students. They were student C, student E, student NY, and student NA. The findings discovered that in the classroom, Miss R almost entirely applied Project-Based Learning method. However, the two other classes of Miss R were dissimilar, because the learning process was more like working on worksheets than project.

The first stage was starting the project. Miss R did not immediately start the project at the beginning of the first stage. On the contrary, Miss R added a few extra activities. For each student, Miss R did the same activities such as explaining the lesson briefly, reviewing the previous material, working on simple worksheets, and providing or suggesting a project to be developed and completed by the students. The next stage was developing the project. Miss R did not implement this stage for all students. Student C and student E applied and used this stage in the learning process through conducting the activities of preparing the things or tools and creating the project. In contrast, student NY and student NA did not work on the real project but rather on worksheets. During this stage, Miss R also played a role in the teaching-learning process. In hope, the students' ability in speaking and communicating could enhance through the interaction between the tutor and the student. Furthermore, the stage of reporting to the class was not applied for all students. In the result of field note observation, this stage was conducted by only three students; they were student C, student E, and student NA. And for student NY, Miss R changed the learning activity in this stage into coloring worksheet. In particular, student NA did not report the project but rather report the final work of his worksheets. The last stage, assessing the project was similar to the previous stage. Only three students conducted it. While student NY changed to a singing song activity. In this stage, Miss R carried out the learning activities including correct the student reports, assess the project made by students, provide a few questions related to the project, and motivate students.

In addition, the interview discovered that Miss R recognized and implemented Project-Based Learning method in teaching speaking. This differed slightly from the

findings in the filed note observations yet. With student NY, Miss R only applied the beginning stage of Project-Based Learning. While with student NA, Miss R only applied the first, third and last stages of Project-Based Learning. The following was the statement of Miss R during the interview, regarding to the procedures of Project-Based Learning:

Furthermore, the author provided a sharp description that could assist the participant/the tutor/the reader in upgrading the quality of the teaching-learning process and in creating more competent output of students' ability. Moreover, the current finding contradicts with the two previous studies. Ferra's study (2020) highlighted five stages of Project-Based Learning method, such as get an idea, design the project, deal with the project, do the project, and exhibit the project. The other study from Herlina (2016) revealed four dissimilar stages of Project-Based Learning method, such as speculation, designing the project, conducting the project activities, and the student performing in front of the class.

4. CLOSING

The result of the current study discovered that the procedures of Project-Based Learning in teaching speaking English at English Home Solo Raya course were not implemented by all tutors. However, the reasons for the tutors' inability to implement the method and to carry out all the procedures of Project Based Learning were the tutors' unacknowledged towards the method and the inappropriateness of Project Based Learning method in the teaching-learning process for some students. The usage of Scientific Approach, specifically Projects-Based Learning method in English Language Teaching (ELT) not only could help students enhance their English ability but also fulfil the need of the 21st-Century Skills. In the future, a more in-depth study and analysis should be conducted using a different theory of Project-Based Learning as well as alternative.

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