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Item	PBL through VLE
<b>Introduction</b>	<p>This case study concentrated on how to apply the project-based learning technique through the use of new technologies, and specifically through the resources available in the virtual learning environment.</p> <p>PBL is about getting the students collaboratively and actively to plan, develop and assess a project that has a practical application. The objectives of integrating PBL and VLE were to a) foster the students active participatory and collaborative learning, and b) apply and evaluate the use of ICT mediated PBL.</p>
<b>Type of institution involved</b>	<p>Higher Education Institution</p>
<b>Title of the methodology used</b>	<p>Project-based learning in virtual environments</p>
<b>Type of educator</b>	<p>Professor</p>
<b>Tool/tools used</b>	<p>Virtual learning environment</p>
<b>Main Challenges, Key Success and Enabling Factors</b>	<p>During the application of the case study, virtual communication and interaction tools in the VLE were used in conjunction with educational resources containing attractive, open content that promoted critical, complex, divergent and creative thinking. Attempts were made to foster a continuous learning process by intensifying the guidance and tutoring work, and by implementing an assessment system that was not exclusively linked to the content, but instead to the acquisition of general and specific competencies.</p> <p>At the start of the academic year, the lecturers offered an introductory session about the project objectives and development stages, and the didactic and methodological strategies to carry it out. The project was divided into four stages, with four assignments and students were divided into groups of 4-6 people. Then an explanation was given of the tools that were going to be used during the process.</p> <p>Tutorial action was also implemented, aimed to foster continuous learning, where the lecturer would serve as a support, supervisor and guide in the students' learning processes. To achieve that, face-to-face group tutorials were held before and after the students had submitted</p>

	each assignment.
<b>Lessons Learnt and Recommendations</b>	<p>The assessment of the experiment showed that there was a sustained majority participation in activities in both the classroom and the VLE. The tutorials also produced highly satisfactory results.</p> <p>For the monitoring of the procedure, lecturers kept class diaries, where they noted down any observations and incidents that had occurred in either the classroom or the VLE. Furthermore, students were asked to keep field diaries and participate in the forum, which were the main tools for strengthening reflectiveness in the learning process.</p> <p>The application of the virtual environment enabled a greater adaptation of the teaching-learning process as it gave the students the opportunity to undertake self-directed learning according to their circumstances.</p>
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<b>Name of the Institution/Education Center</b>	University of Seville (US)



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