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Project Method in the Educational Background: A Review of Recent Literature (2000 - 2013)

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Although Project Methodology is known to be an effective tool in teaching physical concepts while at the same time fostering essential skills, it received surprisingly little academic interest over the last years. For this comprehensive review of research published on Project Methodology and closely related didactic methods during the years 2000 to 2013, we looked at the 26 international and 14 national (Brazilian) journals on physics education considered the most important (Qualis rated with A1, A2 and B1) by the Brazilian funding agency CAPES. We found that the topic is not only under-researched in general, particularly in Brazil, but that important aspects of such student centered approaches require more attention in both academic research and its application at day-to-day teaching, such as: Conceptual development, teachers resistance against increased student autonomy, effectiveness of Project Methodology different educational levels, and teacher training strategies that encourage more teachers to really implement student centered approaches in class, to name but few. This review itself aims at helping interested teachers and researchers to gain an overview and deeper understanding of Project Methodology, as well as summarizing the current discussion on the subject in the scientific literature. Furthermore, we hope that the ideas and experiences in the examined articles inspire both academics and practitioners to explore further the potential of Project Methodology and similar methods.

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No

Level for award (Hons, MSc, PhD, N/A)?

PhD

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