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The Use of Project-Based Learning In Teaching Speaking English

Anastasya Fitria Hidayat^{1✉}, Fauzi Miftakh², Praditya Putri Utami³

Universitas Singaperbangsa Karawang

Email: 1910631060064@student.unsika.ac.id^{1✉}

Abstrak

Penelitian ini berfokus pada implementasi Pembelajaran Berbasis Proyek dalam pengajaran berbicara bahasa Inggris pada siswa kelas sebelas. Peneliti menggunakan studi kasus kualitatif sebagai desain penelitian dan mengumpulkan data dengan menggunakan observasi dan wawancara dengan guru EFL sebagai partisipan. Hasil penelitian ini menunjukkan bahwa implementasi Pembelajaran Berbasis Proyek yang digunakan oleh guru telah sesuai dengan kerangka kerja, tetapi belum digunakan secara optimal selama proses pembelajaran. Dalam proses tersebut, terdapat beberapa kelemahan seperti kurangnya peran guru dalam memonitor dan menanyakan kesulitan siswa dalam aspek berbicara kepada siswa, tetapi hanya berfokus pada proyek drama. Selain itu, siswa juga kurang berinisiatif untuk bertanya dan berkonsultasi mengenai kesulitan mereka dalam hal tersebut kepada guru. Guru juga mengalami kesalahpahaman mengenai produk akhir dalam Pembelajaran Berbasis Proyek ini. Penelitian ini juga menemukan beberapa masalah yang dihadapi oleh guru, seperti: waktu yang terbatas, siswa masih menggunakan bahasa campuran, ketidaksetaraan dalam menentukan anggota kelompok siswa, dan kurangnya kerja sama tim dalam menyelesaikan proyek.

Kata Kunci: *Pembelajaran Berbasis Proyek, Pengajaran Berbicara, Masalah Yang Dihadapi*

Abstract

This study focused on the implementation of Project-Based Learning in teaching speaking English at eleventh-grade student. The researcher used qualitative case study as a research design and collected the data by using observation and interview with an EFL teacher as a participant. This study revealed that the implementation of the Project-Based Learning used by teacher is in accordance with the framework, but it has not been used optimally during this learning process. In that process, there were some weaknesses such as the lack of teacher's role in monitoring and asking the students' difficulties in speaking aspect to the students, but only focusing on the drama project. In addition, students also lack of initiative in asking questions and consulting regarding their difficulties in that terms to the teacher. Teacher also experienced misunderstanding regarding the final product in this Project-Based Learning. This study also found some problems faced by teacher, such as: limited time, the students still use mixed language, the inequality in determining student group members, and the lack of teamwork in completing the project.

Keywords: Project-Based Learning, Teaching Speaking, Problems Faced

INTRODUCTION

English still plays role as a foreign language, in Indonesia. Therefore, English is still rarely used in daily communication. The fact that so many individuals still struggle to comprehend and learning English leads to people continuing to communicate in their mother tongue.

On the other hand, EFL teacher struggle to motivate students to learn English, especially in speaking classes. Teaching students speaking skills is difficult due to language barriers, embarrassment in class, and poor pronunciation. Lack of speaking practice is a major challenge for EFL students (Vaca Torres & Gómez Rodríguez, 2017). Teacher must choose the best learning model to make students happy, excited, and not afraid of speaking.

Based on the principle of student-centered learning, PjBL is a highly recommended active learning model in Indonesia's national curriculum, the Merdeka Curriculum (Baharullah et al., 2022). Guidelines for Curriculum Implementation in the Context of Learning Recovery, Decree 56/M/2022 of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia supports this idea as well.

There are many advantages to using PjBL to study English as a foreign language. PjBL can help students develop a variety of valuable skills (social, cooperative skills, group cohesiveness, problem-solving, and higher-order critical thinking skills), as described in research (Thi & Lam, 2011); Students' motivation, engagement, and enjoyment have increased as project work has been adapted to the individual context and students' interests.

Moreover, Saputra et al. (2018) found that PjBL with audio-visual media in Economics increased learning activities in XI Social Science classes at two schools. Changes in student behavior and learning attitudes indicate increased learning activities and results. He also claimed that project-based learning models affect the number of learning activities students complete each cycle. Riswandi(2018) also examined how PjBL affects students' speaking skills. Students' fluency, vocabulary, pronunciation, grammar, and comprehension improved. He also noted that speaking class students were motivated to collaborate and actively learn.

Related to the previous studies above, the researcher wants to know how teacher use Project-Based Learning in teaching English speaking. In addition, the researcher will find out about the problems faced by teacher during the process of activities and teaching in speaking class.

Project-Based Learning

Project-based learning (PjBL) is an approach to education proposed by Klein et al.(2009)in which students are given the freedom to investigate topics independently and then demonstrate their progress through a variety of presentation formats. In addition, Patton (2012) notes that PjBL places the onus of project design and planning on the students themselves. Therefore, students are supposed to be doing a project to aid in the learning process. Students in a PjBL classroom frequently work in teams to research, analyze, and develop solutions to problems they encounter in the real world. It's a form of work for pay. However, it encourages students to take an active role in their own education.

Klein et al. (2009)list 7 PjBL characteristics: Encourages students to investigate important concepts and issues, Involves an investigation, Varies by student needs and interests, Promotes student creation and presentation over teacher-delivered knowledge, Critical and creative thinking, drawing, and investigation required. Provide content and conclusions Addresses real-life issues.

The Steps of Project-Based Learning (PjBL)

Stoller (2006) revealed that there are eight steps in implementing the Project-Based Learning. The steps include:

- a. Choosing Project Topic, the teacher should choose a topic initially and the students are supposed to understand the learning objective and topic at this stage.
- b. Pre-communication activities, the teacher introduces new vocabulary and language elements that students will need to complete the project in pre-communicative exercises. This stages help students finish projects and communicate in the target

language.

- c. Asking essential questions, the teacher prepares essential questions before learning. It helps students understand the project's topic, type, and investigation. Then, students must answer the teacher's essential questions in a project.
- d. Designing project plan, in this step the teacher helps students create a rational, logical, and achievable project plan. Project selection, problem solving, and inquiry planning help students develop critical thinking skills.
- e. Creating project timeline, at this stage students are assisted by the teacher to create a timeline schedule of activities while completing their project.
- f. Finishing and monitoring the project, students create a project, starting from the investigation process to completing the project, then the teacher's role is to monitor student progress.
- g. Assessing the project results, this activity results ensures group members take responsibility for their project and know the extent of their understanding.
- h. Evaluating the project. the teacher evaluates the project by providing feedback, and students reflect on their learning. This step encourages students to discuss project challenges and assess their project-completion skills.

Teaching Speaking

According to Nunan, cited in (Kayi, 2006) teaching speaking insists that teachers teach students to produce English speech sounds and patterns. Words, sentences, stress intonation, and second language rhythm. (3) Using appropriate words and sentences based on the social setting, situation, and subject matter, (4) Arranging their ideas logically and meaningfully, (5) Communicating their opinions and values through language, and (6) Speaking quickly and confidently without pauses.

In communicative language teaching, teachers help students communicate in real life. Nunan (2003) believed speaking instruction has principles, namely practice fluency and accuracy with students. work in pairs or groups, recognize the differences between second-language and foreign-language learning contexts create classroom activities that teach transactional and interactive speaking. plan meaning-negotiating speeches.

RESEARCH METHOD

The goal of this research was to investigate the processes involved in implementing Project-based Learning including the step of Choosing Project Topic, Pre-communication activities, Asking essential questions, Designing project plan, Creating project timeline,

Finishing and monitoring the project, Assessing the project results, and Evaluating the project. To find out the research objective, the researcher used qualitative case study as the design of the study. According to (Creswell & Creswell, 2010), a case study is an in-depth exploration of a bound system or case over time using diverse sources of "rich" data. The researcher collected data at one of the state senior high school in Karawang. Five meetings were held for this research. An eleventh-grade EFL teacher who uses Project-Based Learning to teach speaking was observed and interviewed with an observation checklist and interview guideline for the instrument.

RESULT AND DISCUSSION

This research findings in showed answers to the research questions. Non-participant observation and interview was used to investigate the use of Project-Based Learning in teaching speaking english.

The Process of EFL Teacher Using Project-Based Learning in Teaching Speaking English

The study focused on how PjBL was implemented by EFL teacher in the classroom. Eight steps of the Project-Based Learning Stoller (2006) were observed being used by the teacher during the eleventh-grade unit on learning to speak clearly through drama activities. There were a total of five meetings during the observation, and each one lasted for 90 minutes (2 x 45 minutes). In this time, the teacher taught about narrative text relates to fairytale.

Choosing Project Topic

This stage is the beginning of the application of Project-Based Learning in the classroom conducted by the teacher. In this step, the teacher determines a problem that will be worked on as a learning project. The topic chosen is in accordance with *Alur Tujuan Pembelajaran* (ATP). Teacher in initiating the selection of project topics can also show a picture, video, or slideshow that is relevant in achieving learning. Based on the observation in the first meeting, the teacher used a slideshow and video related to fairytale as a project topic. After all it is indicated that the beginning step of PjBL was successful.

Pre-communicative Activities

Teacher conduct pre-communicative activities before students begin working on projects, such as introducing new vocabulary. At this point, the instructor posed questions about the video's subject matter and had students look up words they didn't understand.

The class and instructor practiced repetitions of the words. This exercise was designed to help students practice speaking the target language and move the project along.

Asking Essential Questions

After choosing the project topic and doing the pre-communicative activity, the teacher asks important questions about the slides and videos. In this activity the lecturer led the students to think critically by asking some questions such as "Have you ever read or watch a Fairytale? What are the famous examples of Fairytale that you know?" and "How do you think a good fairytale drama is performed?". Therefore, essential questions are the most important questions posed by a teacher that students must answer as part of a project.

Designing Project Plan

At this point, using the guidelines established in the first meeting, students begin to draft a project plan that addresses the key questions. Students are encouraged to use online resources during the project, including examples of drama scripts, plot, and characters. In the PjBL approach to education, the teacher acts as a facilitator and inspiration to ensure that the students' project plan remains reasonable, logical, and achievable.

Creating Project Timeline

Teacher set student project deadline. Following this, the student had to plan their group project. In this case, the teacher set a time limit to keep them focused and ensure they worked hard. The teacher instructs students to create a table with the project's timeline and a list of group activities. The teacher gave students specific goals to complete this step.

Finishing The Project

Based on third-meeting observations, the classroom project completion stage was implemented. As facilitators, teacher monitored and supported students when they had project issues and made them the center of the class. Additionally, students have created a draft timeline of activities. After finishing their project timeline, the teacher asked students to present their plans, progress, and timeline in the third meeting. The teacher also evaluates students' public speaking skills at this stage. This gives the student additional score.

Assessing The Project Results

The teacher evaluated the students' fairytale drama project presentations in these two meetings. Groups performed their drama projects in order of sequence number in front of the class. Following each group's drama, the teacher provided feedback and assessed their speaking skills, including fluency, pronunciation, accuracy, clarity, and performance. Based

on the findings, group 4 had problems performing their drama performance, as they had in the previous meeting due to a lack of cooperation. Some members hadn't memorized their lines and dialogues, and the group did not seem united. Thus, the teacher gave more points to students who participated heavily in this group project to be fair.

Evaluating The Project

The teacher and students evaluate their projects after teaching and learning. After group performances, students receive teacher feedback on their projects. The teacher summarizes the learning from start to finish when evaluating it. The teacher breaks down group 1 to group 4's assessment results, covering all five speaking assessment criteria. Most students still needed to improve fluency and pronunciation. Students were asked to share their project feelings and favorite dialogue part. This is carried out as one of the evaluation and reflection processes of the learning that has been done.

Related to the PjBL steps above, the teacher's eight steps followed (Nunan, 2003)'s principles of teaching English speaking, which states that teacher should facilitate students by providing many opportunities to speak in class and giving them guidance and practice in interactional speaking.

Based on the findings of this study, teacher used all eight steps of Stoller's theory to teach speaking English using PjBL. Unfortunately, teacher' PjBL use has weaknesses. Poor teacher monitoring and asking for speaking difficulties is a weakness. Teacher supervise PjBL and drama project stages only. However, the teacher should emphasize speaking in this activity. As stated by Sartika et al.(2022), this is due to a lack of professional training and theoretical understanding of Project-Based Learning. Students don't ask for help with language and speaking issues either. Shpeizer (2019) states that a lack of understanding among teacher and students about their roles in learning is a major obstacle to PBL implementation. This causes classroom miscommunication and learning deficits (Bradley-Levine, J., Berghoff, B., Seybold, J., Blackwell, S., & Smiley, A., 2010). Based on the observation findings, students' drama project speaking skills still need improvement.

Apart from that, according to (Larmer et al., 2015) PjBL concludes with students' products undergoing reflection, critique, and revision before becoming public. In accordance with research (Žerovnik & Šerbec, 2021), students benefit from feedback, critics, and ongoing revision to enhance their work processes and final products. During PBL reflection, critique, and revision, students use feedback to improve their thinking and projects (AVID, 2020). Study results contradict these claims. The students' final product was a drama performance and a companion video, according to the findings. Thus, the product

was collected unchanged. The teacher misinterpreted the Project-Based Learning final product. This is again due to teacher' PjBL and training inexperience (Baghoussi & Zoubida El Ouchdi, 2019).

The researcher found that the results of the research were consistent with previous research, such as Thi & Lam (2011), which found that adapting project work to students' perspectives and interests increased their motivation, engagement, and enjoyment. Saputra et al. (2018) found that project-based learning models increase student learning activities throughout each learning cycle. However, Riswandi (2018) found that students' fluency, vocabulary, pronunciation, grammar, and comprehension have improved. In this study, speaking teaching weaknesses remain.

The Problems Faced by EFL Teacher While Using the Project-Based Learning in Teaching Speaking English

The researcher interviewed EFL teacher to learn about their PjBL English speaking challenges. On September 8, 2023, the teacher was interviewed during the fifth observation after teaching and learning at the XI-9 class. Based on the interview results, there are several problems face by the teacher, namely (1) limited time, (2) students still use mixed language, (3) inequality in determining student group members, (4) lack of teamwork in completing the project.

(1) Limited time

Based on interviews conducted by researcher, researcher obtained data that the first problem faced by teacher was limited time.

Excerpt 1 :

"The problems that I faced are related to limited time. In using PjBL, it must be very time consuming, because it is a project."

From this statement, the teacher explained further, that it takes a lot of time and needs the ability to manage time well so that the implementation of PjBL goes well according to the plan. The researcher found that there was a slight change in the plan because there was one meeting in the second week that was not held due to an event at school. According to Dahlgren et al., as cited in (Aldabbus, 2018) many teacher think PBL takes too much time. PBL takes a lot time to plan and implement, so teacher will struggle to manage their time (Nurkhamidah, 2023).

(2) Students still use mixed language

The data gained from interview with the teacher presented that the second problem was students still use mixed language when they forget the dialog as an improvisation.

Excerpt 2 :

"As for the speaking, as we can see during the students' drama performance in class, it turns out that there are still students who use Indonesian for about one to two words. Or it can be called mixed language. So, it seems that students forgot their dialogue and also because they were too nervous, so they improvised using Bahasa."

From this statement, the lack of vocabulary and nervousness prevented students from speaking English fluently in their performance. It made them distracted and forget their words. So, their mother tongue was used as improvisation when they couldn't think of English sentences. This is aligned with what was said by Putera Jaya et al. (2022) students' speaking challenges are caused by nervousness and a lack of vocabulary mastery.

(3) Inequality in determining student group members

Based on interviews conducted by researcher, researcher obtained data that inequality in determining group members also causes a problem especially for students in completing this project.

Excerpt 3 :

"...regarding the division or determination of group members, I do give it to students so that students can also be more comfortable and become enthusiastic about working on this project, but it actually caused unequal distribution. As a result, there was an instance of a group that tended to be passive and left behind with other groups."

In the interview above, the teacher said he let students choose their group members. The result is a group of students who have no choice or are not chosen for other groups. This makes that group less active than others that select members. According to Fink, as cited in (Hassaskhah & Mozaffari, 2015) most of these concerns are related to injustice or inequality.

(4) Lack of teamwork in completing the project

In relation to the third problem encountered by researcher above, namely the inequality in determination of group members, it also has other impacts such as the lack of teamwork in the group.

Excerpt 4 :

"... In addition, it is also seen that teamwork in the group tends to be poor, in fact, it is very noticeable that they only rely on or depend on the group leader."

From the statement above, the teacher added that the problem faced in using PjBL was the lack of teamwork in completing this drama project. As previously mentioned, one group lagged behind in several meetings. Lack of teamwork caused by relying on one member made this lateness noticeable. This greatly affects their drama performance, especially their speaking skills. This is also supported by Chan (2016), when team members aren't doing their part, or aren't putting in their best effort, it impacts the whole group and the quality of the work they produce.

CONCLUSION

Two conclusions can be drawn from observation and interview data. The first conclusion answers the first research question about how EFL teacher use Project-Based Learning to teach speaking English. Based on the results and discussion of using Project-Based Learning for teaching speaking English, it could be concluded that the implementation of this learning model followed the eight-stage framework proposed by Stoller's theory in 2006. However, teacher still have weaknesses in using PjBL to teach English speaking. The findings and discussion show that the teacher only monitors PjBL stages related to drama projects, while speaking and language skills are still poor. Students also lack initiative in asking questions and consulting the teacher about their problems. The teacher's misunderstanding of the PjBL learning model's final product is another weakness. These issues are caused by teacher' lack of understanding, knowledge, and practice using Project-Based Learning to teach speaking English. Nevertheless, students were more engaged in the teaching and learning process and more motivated to perform in front of others than when using the traditional model. Students enjoy PjBL learning too. But, students still need teacher guidance despite being the center of learning. Thus, the teacher must maximize PjBL understanding to help students. So, teacher should continue to train to improve their teaching skills, especially in speaking. Additionally, teacher must emphasize speaking learning. Thus, Project-Based Learning was not optimally used during this learning process.

The second conclusion addresses to the second research question about EFL teacher' Project-Based Learning problems when teaching speaking English. This research found and discussed that the teacher faced problems with this learning model. Limited

time was the first problem. The teacher explained that PjBL takes a lot of time, so the teacher must be able to manage time well to ensure it runs smoothly. Students' mixed language is the teacher's next problem. Because they're nervous, they forget their dialogue and improvise in their native language. The third problems faced by the teacher arises from the inequality in determining student group members. The freedom to choose group members makes distribution unfair and unequal. It impacts their project's process and outcome. The student's lack of project teamwork is the last problem the teacher faces. There was one group that didn't make significant progress in several meetings and was quite left behind the other groups. Then, they had trouble performing their drama project. Coordination and teamwork are needed to finish the project on time.

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