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these 10 learning outcomes are required to ensure that texas high school teachers can effectively teach a course related to a high school course that is designed as a team-taught professional development course. this study is an examination of how well texas high school teachers are meeting these learning outcomes when teaching a course related to a high school course. the purpose of the study was to generate a strong evidence base on the use of pbl in the early learning setting and thus inform the development of an e-learning module for pre-service teachers. the student question of interest was how well pre-service teachers identify the assumptions of pbl and assess the impact of these assumptions on their instruction when they begin their post-secondary education. the student question that was explored in the report includes the identification of the assumptions of project based learning and the assessment of the impact of those assumptions on students' learning in the school and the course. this study assesses the students' perceptions of the benefits and drawbacks of groupwork and project-based learning in the ela classroom. the experimental group participated in a whole-class discussion on the topic of budget proposals in a school district. the control group had a normal instruction period. both groups received a post-test immediately following the intervention, and a follow up study with a different set of students was done after the first semester (e.g., second semester of first year of secondary school). it was found that students in the experimental group had more positive student and teacher perceptions of the benefits of groupwork and project-based learning and that such perceptions were likely to be sustained over the course of the year.

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the teacher participants included both graduate and undergraduate teachers. the majority of the projects were done with students from one school, but only a small number of the projects were from a multi-site pbl initiative. only two of the projects had funding, and many of the projects were developed without the resources needed to make them more effective. the teachers described projects where they were participants or as a facilitator for the activities to be effective. classroom teachers from an affluent school district were surveyed about the use of projectbased instruction in classroom settings to develop their understanding of the effectiveness of projectbased learning. the study revealed that teachers perceived projectbased learning as a successful instructional strategy in schools where students received individualized, project-based instruction. they also believed their students benefited from this instructional format and believed they would like to use it more frequently in the future. moreover, classroom teachers reported that they had some basic knowledge of project based learning. teachers recognized that project-based learning was a valid instructional strategy but required more teacher preparation and planning than other forms of teaching. additionally, teachers reported that time was an obstacle to implementing project-based learning into their classrooms. this study sought to identify strengths and weaknesses of this research methodology in helping children learn a second language. the study conducted five classroom observations to evaluate the effectiveness of the project in helping students learn a second language. a comparison was made with students enrolled in a second language class in which students took two language classes per day. students learning a second language through the project, as compared to those who participated in a second language class, had significantly higher fluency scores in the assessments. furthermore, both groups of students showed improvement in language fluency for the entire school year, but no changes for the second language class. the results provide evidence that pbl can be a beneficial way for middle school students learning a second language. Sec8ef588b

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