



Project Based Learning and the Improvement of Learning at Technical University

Liliana Cascai, Ioan Ciascai

lili.ciascai@phys.ubbcluj.ro

Babeş-Bolyai University, Technical University of Cluj, (Romania)

Abstract

The project is highly used in technical university. Starting with the first year of study, university students are involved in learning activities organized around projects. At this level, the Project Based Learning represents the object of an explicit teaching. Students are informed about the steps of the project, the tasks that they need to solve and the criteria used for the evaluation of the results. The complexity of the projects that students have to solve increases while the students gain more experience. The acquisition of the new skills (such as identifying constructive alternative or evaluating the results on the basis of one's own criteria etc.) is obtained often by an implicit learning. This paper presents the results of an investigation made on 4th grade students from the Technical University in Cluj-Napoca, who were questioned concerning the importance of the project and self-regulated in learning. The results show that students appreciate the project based learning in their educational training. However, the results concerning self-regulated learning indicate that students show little interest in goal setting, in adaptation and monitorization of the strategies applied and in the control and evaluation of the results. The results of the study suggest that the project-based learning represents a useful context in order to develop self-regulation skills at university students, even if the acquisition of these skills needs the support of university teachers.