**Project-based Learning：A Case Study in Western Culture Class in China**

**Abstract:** This research conducted an innovative teaching experiment---implemented a Project-Based Learning (PBL) approach in western culture course in a Chinese university. All participants, aged from 19-21, came from eight classes. Every class includes 37-40 EFL students. During the teaching experiment, students in 4 classes were given the PBL teaching instruction, which is the experimental group. While the rest from another 4 classes were given the traditional teaching instruction, whom were seen as the control group. The whole teaching project lasting for one semester explored the effectiveness of the implementation with PBL in the western culture course. Quantitative analysis on the final exam revealed that the average score of students in the experimental group was higher than that of the control group, which demonstrated that PBL instruction has driven the positive impact on the overall teaching effect. Qualitative descriptions in participants’ respondence to their learning progress were conducted, which showed that PBL has increased students’ motivation for learning activity, enhanced their critical thinking. Moreover, it has made a difference in augmenting students’ communicative competence, broadening their horizons and fostering their skills of understanding different cultures. Overall, compared to the control group, the experimental group made significant progress in grasping the knowledge of western culture. The study concludes that the PBL approach in western culture course can motivate students to engage in the class and promote their hands-on performance.

Keywords: project-based learning, western culture course, effectiveness, progress

**Introduction**

Project-based learning (PBL), an educative method, enables students to cope with real-world and hands-on tasks like presentation or an authentic product. PBL makes it possible for them to acquire knowledge, horn social-side skills and enhance group collaboration(Barron&DarlingHammond,2008;Thomas,Mergendoller,&Michaelson,1999,p.1). PBL can be regarded as a breakthrough in the educational field as it has transformed the teaching model from educator-centered teaching paradigm to student-oriented learning paradigm. Currently, it has become a sought-after and pervasive teaching system design in higher education institutions which aims at accommodating the needs of social-economic society.

Western culture course is an optional English course offered by some universities in China. It aims to acquaint students with some western cultural knowledge and related English expressions to carry out cross-cultural communication. However, in China, the effect of western culture course was not optimistic. Yao (2020) stated that the majority class of western culture course in China follows the traditional education model in which teachers play the role as an instructor to impart knowledge actively while students play the role as a recipient to accept knowledge passively. Yao (2020) also pointed out that teachers pay more attention to the historical and cultural concepts in western culture class, which made students slow on the uptake. New ideas should be developed to shake up the unsatisfactory status quo.

In this context, a teaching model under the guidance of PBL was designed for college students with the objective to cultivate them with global vision, cross-cultural awareness, critical thinking and autonomous learning ability. The study aims to explore the effectiveness of the implementation with PBL in the western culture course.

1. **Literature review**

PBL, highly pertinent with constructivism, believes that the essence of learning is a process of construction, which involves the transformation and construction of new knowledge (Oguz-Unver & Arabacioglu, 2014; Thomas, 2000). PBL is an instructional approach which consists of different tasks engaging students in designing plants, brainstorming ideas, searching materials, playing different roles amongst one another (Blumenfeld et al., 1991). Two essential components of PBL should be highlighted: the question, which drives and guarantees the operation of the teaching-learning activity; and the project, which serves as learners’ final presentation to solve the driving questions during the team collaboration (Blumenfeld et al., 1991). In a typical PBL class, a teacher primarily addresses and elucidates some driving questions that students need to handle through the project. Teacher should provide relevant background information, explain questions, and give necessary instruction when students confronted with difficulties. From students’ point of view, they are supposed to make a plan to solve the questions by group discussion. The final project generated by group work will be presented to and evaluated by the teacher and other students in class, which signifies the end of the PBL process. (Blumenfeld et al., 1991; Helle, Tynjälä & Olkinuora, 2006).

Since PBL overcomes numerous drawbacks of the traditional teaching model, it has been implemented vastly in different disciplines. In higher education all over the world, the application of this teaching-learning strategy is generally linked with science (M. A. P. Rogers, Cross, Gresalfi, Trauth-Nare, & Buck, 2011), mathematics (Holmes & Hwang, 2016), and medicine (Collard et al., 2016; Bédard et al., 2012; Alrahlah, 2016). Moreover, a number of instructional examples can also be found in the field of social sciences (Chang & Lee, 2010; Johnson et al., 2013).

In the specific field of English foreign language teaching (EFL), research on the application of PBL is not comparably not frequently seen. Irina. Yu. Malkova and Polina V. Kiselyova (2014) undertook an experiment research based on the module of PBL in the Faculty of Foreign Languages of the National Research Tomsk State University. They drew a conclusion that PBL method can promote the development of the pragmatic component of education and the learners’ personal competences related to motivational-axiological, volitional and, reflexive spheres of activity. Along the same lines, Munawer Sultana , Sajida Zaki (2015) studied the effectiveness of PBL in comparison to the traditional English language pedagogy. The results showed that PBL can be regarded as an alternative to the conventional pedagogy and can improve the compulsory English teaching – learning practices and outcomes at public colleges in Pakistan. More recently, Wang Juan (2018) explored the operability to apply the teaching mode combined flipped class with PBL teaching method to improve college students' ability of English reading and writing and the effectiveness of classroom. They found that the teaching mode based on PBL method can promote students' autonomous learning, motivate students’ learning interest and improve teachers’ teaching ability.

Western culture course provides students with systematic and scientific learning channels. This course is very necessary to improve students' cultural literacy and cultivate students' cross-cultural communication skills. With the deepening of globalization, cross-cultural competence has become more important and this course has also met more and more challenges (Lu lu, 2016). Under this circumstance, a number of scholars are trying to propose new teaching models to improve the effectiveness of the course. Wu Jinlin (2012) claims that teachers should apply the task-based teaching method under the guidance of constructivism when imparting western culture knowledge. Lu (2016) constructed a multimodal teaching framework in the western culture classroom. The result showed that this framework is workable as well as applicable in western culture classroom. Shi Guiren and Liu Jialin (2020) claimed that a comparison between Chinese and Western culture should be made in the process of teaching.

Overall, few studies have used PBL method to carry out teaching objectives in the western culture course, and little is also known about the effectiveness of this method in western culture class. Accordingly, this study conducted an empirical research on PBL in western culture course, with the attempt to explore the effects of PBL on student performance.

**2. Methodology**

**2.1 Participants**

All participants, aged from 19-21, came from eight classes (07773, 07776, 07777, 07788, 07778, 07781, 07782, 07783) in a key university in China. Every one of them includes 37-40 EFL students (Seen in table 1). All participants studied in their second year at university, and almost at the same proficiency level--- they all come from A-level class. Each of them has been receiving the similar systematic instruction in English listening, speaking, reading and writing for almost 11 years.

During the teaching experiment, to well examine the effects of PBL, students in 4 classes (07773, 07776, 07777, 07788) were given the PBL teaching instruction. This is the experimental group of the research. While the rest from another 4 classes were given the traditional teaching instruction, whom were seen as the control group.

At the beginning of this semester, students of each class in the experimental group were randomly organized into eight groups, with five-to-six students in each group. Details are shown in Table 1. These students attended the western culture course once a week, each lasting for 90 minutes and were taught by the same English teacher under the instruction of PBL. The whole teaching project lasted for one semester.

The control group, consisted of 147 sophomores (Details seen in the table 2) from another four classes of A-level, was constructed by another teacher on the base of traditional teaching method. In order to minimize the extra variables in this study, the teaching syllabus, teaching arrangement, form and content of the final exam, etc. were the same for both experimental group and control group. The only difference between the two groups was the teaching methodology: one was based on PBL, the other was based on the traditional model.

Table 1Descriptive features of all participants.

 Measures Value Frequency Percent

 Gender Male 191 63.2

 Female 111 36.8

 Grade Sophomore 302 100

 Class Level A-class 302 100

 Age Group 19 35 11.6

 20 217 71.9

 21 50 16.5

Table 2 Descriptive features of the participants in the experimental group.

Measures Value Frequency Percent

 Gender Male 95 61.3

 Female 60 38.7

 Grade Sophomore 155 100

 Class level A-class 155 100

 Age Group 19 17 11

 20 114 73.5

 21 24 15.5

Table 3 Descriptive features of the participants in the control group.

 Measures Value Frequency Percent

 Gender Male 96 65.3

 Female 51 34.7

 Grade Sophomore 147 100

 Class level A-class 147 100

 Age Group 19 18 12.2

 20 103 70.1

 21 26 17.7

**2.2 Course Design**

**2.2.1 Teaching content**

To meet the objectives of teaching syllabus, as well as students’ needs and to make the class efficient and practical, the main content of the western culture course includes 9 sections: Culture introduction, the overview of the United Kingdom, the overview of the United States, Greek Mythology, Religions, Bible stories, Superstitions, Hall of Fame and Superhero Culture (Yao, 2020). In terms of teaching materials, scopes have been expanded, embracing the cultural videos, teaching videos, extended reading materials. Moreover, the type of teaching tools has also been enriched. In this study, the online MOOC has become one of the essential platforms where students do exercise and practice as well as make online interaction between peers and teachers.

**2.2.2 Teaching procedure**

The implementation of PBL went as follows: Firstly, students were divided to small working groups with a leader in each group. The leader assigned different tasks to each group member and was responsible for the whole process of the work. Secondly, the teacher worked as a facilitator to give necessary instructions towards students’ problems and consultation. Then, under the teacher’s instructions and the tasks they received, students did research, collected information and finished their project reports. In the end, students need to give a presentation in the light of their project. After their presentation, students made a discussion to assess each group’s project. Finally, the teacher evaluated the students' presentation and gave suggestions for improvement. At the end of the course, a final paper exam was conducted in order to externalize students’ outcomes. To ensure that all the students could engage in the project discussion and class interaction responsively and effectively, the score of their daily performance as well as the peer project presentation and teachers’ assessment were included in students’ final score, accounting for 40% of the total score.

Groupwork preparation

Teacher assessment

Content extension

Teacher’s guidance

Implementation process

Teacher’s instruction

Task allocation

Group discussion

Final projects

Figure 1. The implementation of PBL teaching method

Self-learning

Implementation process

Teacher assessment

Group work

Teacher’s instruction

Presentation

 Figure 2. The implementation of the traditional teaching method

**2.3 Data collection**

To explore the effectiveness of the new teaching approach, the data used in this study consist of two parts: students’ final exam scores and an online questionnaire designed based on the study and teaching experience of the western culture course in 2020. The questionnaire consists of 15 items which are divided into two sub-scales, ranging from the teaching content and the teaching effectiveness. Details are shown in the appendix, 36 students were selected randomly from the experimental group and control group to answer the same questionnaire.

**2.4 Data analysis**

All the students attended the final test at the same time, which includes 20 multiple choices and several questions to comment. With the hope of minimizing the mistakes made during the process of evaluation, 3 experienced EFL teachers were responsible to score the answers to the questions. At first, 2 teachers scored the same paper respectively. If the remainder between two scores of the same paper was higher than 2 points, the third teacher was expected to do the same work. All students’ final scores were typed into computer and coded in SPSS26.

1. **Results**
	1. **The final exam scores**

**3.1.1 Analysis on Holistic scores of two groups**

To explore the different effectiveness resulted from two different teaching methods, means comparison test between the experimental and control group was conducted.

Table 4Descriptive Statistics of the two groups

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  Method | N | Mean | Std. Deviation | Std. Error Mean |
| score  | PBL | 155 | 87.13 | 5.021 | .403 |
| traditional | 147 | 81.09 | 7.781 | .642 |
|  |  |  |  |  |  |

In table 4, the mean scores of the experimental and control group were 87.13 and 81.09 respectively.

Table 5 Independent Samples Test of the two groups

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Levene’s Test for Equality of Variances |  | t-test for Equality of Means |  |
| F | Sig | t | df | Sig.(2-tailed) | MD | SED | Lower | Upper |
| score | Equal variances assumed | 26.687 | .000 | 8.063 | 300 | .000 | 6.045 | .750 | 4.570 | 7.520 |
| Equal variances not assumed |  |  | 7.975 | 247.477 | .000 | 6.045 | .758 | 4.552 | 7.538 |

According to table 5, significant difference was found on scores between the experimental and control group (Sig.2-tailed=0.000<0.05).

**3.1.2 Analysis on the experimental group**

Table 5 has shown that there is significant difference between these two groups and the score of the experimental group was higher than that of the control group. However, considering that gender could be a variable which may affect the effectiveness of teaching process, means comparison test between male and female in the experimental group was undertaken.

Table 6 Descriptive Statistics of gender in the experimental group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  Gender | N | Mean | Std. Deviation | Std. Error Mean |
| score  | male | 95 | 86.88 | 4.835 | .496 |
| female | 60 | 87.53 | 5.319 | .687 |

Table 6 shown that the mean scores of male and female under the instruction of PBL were respectively 86.88 and 87.53.

Table 7 Independent Samples Test of gender in the experimental group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Levene’s Test for Equality of Variances |  | t-test for Equality of Means |  |
| F | Sig | t | df | Sig.(2-tailed) | MD | SED | Lower | Upper |
| score | Equal variances assumed | .023 | .880 | -.777 | 153 | .438 | -.664 | .829 | -2.282 | .994 |
| Equal variances not assumed |  |  | -.760 | 116.713 | .449 | -.644 | .847 | -2.322 | 1.034 |

 Seen from table 7, no significant difference was shown on the scores between male and female (Sig.= 0.880>0.05)

**3.2 The online questionnaire survey**

At the end of this semester, 36 students in the experimental group and 36 students in the control group were randomly selected for a survey aimed at revealing their opinions about the teaching method in the western culture course. Part of the proposed survey questions and respondents’ answers is shown in table 8. More details are shown in the appendix.

Table 8 Part of the survey questions

|  |
| --- |
| **1．Which units do you like and want to spend more time studying?** |
| **Choice** | **Total** | **Experimental group** | **Control group** |
| Unit 1 Culture Introduction | 28.46% | 41.67% | 27.78% |
| Unit 2 Overview of the UK | 40.47% | 47.22% | 27.78% |
| Unit 3 Overview of the USA | 35.51% | 25% | 33.33% |
| Unit 4 Greek Myths | 49.35% | 44.44% | 47.22% |
| Unit 5 Overview of Major Religions | 16.97% | 13.89% | 22.22% |
| Unit 6 Superstitions | 18.8% | 22.22% | 11.11% |
| Unit 7 Hall of Fame | 7.83% | 0 | 13.89% |
| **2. What are the most difficult units in your study?** |
| **Choice** | **Total** | **Experimental group** | **Control group** |
| Unit 1 Culture Introduction | 9.66% | 8.33% | 5.56% |
| Unit2 Overview of the UK | 15.14% | 19.44% | 16.67% |
| Unit 3 Overview of the USA | 17.23% | 16.67% | 22.22% |
| Unit 4 Greek Myths | 56.66% | 72.22% | 41.67% |
| Unit 5 Overview of Major Religions | 49.35% | 33.33% | 50% |
| Unit 6 Superstitions | 17.23% | 22.22% | 11.11% |
| Unit 7 Hall of Fame | 8.09% | 2.78% | 5.56% |
|  In terms of teaching content, Unit 1 and Unit 3 were the ones that students disliked most in the questionnaire conducted in the last semester. Nevertheless, after our adjustment on the course content, students’ interest in those two units has been enhanced a lot as 28% of students are willing to learn Unit1 and 35.51% of them to Unit 3. Concerning the content difficulty, Unit 4 and Unit 5 were the two most difficult units for the experimental group (56.66%) and the control group (49.35%).

|  |
| --- |
| **9. What form of exam do you prefer?** |
| **Choice** | **Total** | **Experimental group** | **Control group** |
| Reading report | 16.45% | 11.11% | 13.89% |
| Paper test | 22.45% | 11.11% | 19.44% |
| Individual oral presentation | 7.83% | 2.78% | 8.33% |
| Group work presentation | 47.26% | 69.44% | 52.78% |
| Poster presentation | 6.01% | 5.56% | 5.56% |
| **12. Which form of the project presentation do you prefer?** |
| **Choice** | **Total** | **Experimental group** | **Control group** |
| Independent completion | 36.81% | 30.56% | 44.44% |
| Group cooperation | 63.19% | 69.44% | 55.56% |

Concerning the exam form’s average ranking, from top to low is: group work presentation, paper test, reading report, individual oral presentation, poster presentation. As for the form of the project presentation, group cooperation is favored by most students. More specifically, we can find that students in the experimental group attach more attention to the form of groupwork than those in the control group both for the form of exam or project presentation.  |
| **5. What do you think of the efficiency of the western culture course in this semester?** |
| **Choice** | **Total** | **Experimental group** | **Control group** |
| Strongly high | 25.33% | 36.11% | 8.33% |
| Slightly high | 57.7% | 50% | 22% |
| Neutral | 14.62% | 13.89% | 61.11% |
| Slightly low | 2.35% | 0 | 8.56% |
| The results manifest that most of the students hold the view that they have taken slightly high even strongly high efficiency in the western culture course in this semester. Besides, none of the students in the experimental group hold a negative view towards the efficiency of this course compared with students in the control group. |
| **11. What’s your attitude about “****PBL can help me acquire relevant knowledge”?** |
| **Choice** | **Total** | **Experimental group** | **Control group** |
| Strongly agree | 49.09% | 61.11% | 13.89% |
| Agree | 48.3% | 38.89% | 69.44% |
| Disagree | 2.61% | 0 | 16.67% |
| **15.What benefits do you think this course has brought to you?** |
| **Choice** | **Total** | **Experimental group** | **Control group** |
| Broaden horizons and enrich knowledge | 85.12% | 88.89% | 75% |
| Understand different cultures in an objective and systematic way; be able to avoid cultural bias | 79.63% | 83.33% | 77.78% |
| Know more real expressions of cultural allusions and idioms  | 73.89% | 75% | 61.11% |
| Improve communicative competence | 47%  | 55.56% | 33.33% |
| Develop listening and speaking ability | 40.47% | 30.56% | 30.56% |

As presented in the above chart, this course has brought a good deal of benefits to all students in those two groups. In those choices, we can find that best part of the students have broaden their horizons and enriched their knowledge. In addition, it should be noted that the values of the experimental group are generally higher than those of the control group in those options.

1. **Discussion**

According to table 5, we can find that the significant difference between the experimental and control group was 0.000, lower than 0.05, which demonstrates that two different teaching approaches with the duration of one semester has affected the teaching effectiveness. Table 4 reports that the mean score of the experiment group (87.13) was higher than that of the control group (81.09), which indicates that PBL instruction drive the positive impact on the overall teaching effect.

The results in table 6 & 7 indicate that there was no significant difference between the scores of boys and girls (sig.=0.880>0.05). The gender factor made no difference in the western culture course under the instruction of PBL. In a sense, both males and females in the experimental group can engage well in the course.

Seen from the table 8, in terms of the teaching content (Q1 & Q2 of the questionnaire), we can notice that Unit 4, Greek Myths, was the most popular unit for both experimental (44.44%) and control group (47.22), on the flipside, it was also one of the most difficult units for them. Moreover, in contrast with the experimental group, Unit 5, Overview of Major Religions, was the biggest obstacle for those students in the control group. Thus, more attention should be paid in unit 4 and unit 5 in further teaching program.

In terms of teaching effectiveness, the results show that, in general, PBL had made a difference among students. Precisely, in the experimental group, 100% of students agreed with that PBL can help them acquire relevant knowledge. In the control group, even though they were not instructed by PBL, 83.33% of students expected that PBL can bring them pertinent knowledge (Q11). As for the form of the project presentation (Q12), students in the experimental and control group both prefer the form of group cooperation to that of independent completion since that the group cooperation enables students to solve problems more easily and efficiently. Nevertheless, the proportion of the experimental group (69.44%) was higher than that of the control group (55.56%). In regards to the efficiency of the western cultural course (Q5), it is obvious that the efficiency of the teaching approach based on PBL (100%) was higher than that of the traditional method (91.44), even some students in the control group held a negative view on the traditional method. As regards to the form of exam (Q9), we can find that a majority of students in the experimental and control group chose the way of group work presentation, and the former (69.44% of the students) was higher than the latter (55.56% of the students). As regards to the benefits of the western culture course (Q15), we can notice that, in the experimental group, 88.89% of the students recognized that the learning in that semester has broaden their horizons and enriched their knowledge; 88.33% of them believed that it has allowed them to understand different cultures in an objective and systematic way, as well as to gain the cross-cultural communication competence to avoid cultural bias; 75% of them thought that they have known some authentic expressions of cultural allusions and idioms; 55.56% students admitted that their communicative competence has been improved through the learning in that semester. The proportion of the experimental group in these aspects were slightly higher than that of the control group, which is 75%, 77.78%, 61.11%, 33.33% respectively (in line with the previous order).

1. **Conclusion**

In conclusion, the present study explored the effectiveness of the teaching approach under the instruction of PBL in the western culture course in one of the key universities in China. After the duration of one semester, the research revealed that such teaching model has shown its basic attractive characteristics. It has increased students’ motivation for learning activity, enhanced their critical thinking. Moreover, it has made a difference in augmenting students’ communicative competence, broadening their horizons and fostering their skills of understanding different cultures. For teachers, PBL makes it possible for them to transfer their roles from an initiator to a helper, a facilitator and an observer. Besides, it should also note that according to the feedback in the questionnaire we received, more focus should be paid in the future research on the teaching design of the content, especially for unit 4 & 5.

**Appendix**

|  |
| --- |
| **1.Which units do you like and want to spend more time studying?** |
| 1. Unit 1 Culture Introduction
 |
| 1. Unit 2 Overview of the UK
 |
| 1. Unit 3 Overview of the USA
 |
| 1. Unit 4 Greek Myths
 |
| 1. Unit 5 Overview of Major Religions
 |
| 1. Unit 6 Superstitions
 |
| 1. Unit 7 Hall of Fame
 |
| **2. What are the most difficult units in your study?** |
| 1. Unit 1 Culture Introduction
 |
| 1. Unit 2 Overview of the UK
 |
| 1. Unit 3 Overview of the USA
 |
| 1. Unit 4 Greek Myths
 |
| 1. Unit 5 Overview of Major Religions
 |
| 1. Unit 6 Superstitions
 |
| 1. Unit 7 Hall of Fame
 |
| 1. **What do you think of the effect of understanding western culture through film and television?**
 |
| 1. strongly high
 |
| 1. slightly high
 |
| 1. neutral
 |
| 1. low
 |
| **4. Do you like to convert the "static" teaching content (e.g. text materials) into the "dynamic" teaching content (e.g. video materials)** |
| 1. very like
 |
| 1. fairly like
 |
| 1. neutral
 |
| 1. dislike
 |
| **5. What do you think of the efficiency of the western culture course in this semester?** |
| 1. strongly high
 |
| 1. slightly high
 |
| 1. neutral
 |
| 1. slightly low
 |
| **6.What do you think of the function of online homework in acquiring knowledge?** |
| 1. important
 |
| 1. average
 |
| 1. little
 |
| 1. **Which teaching model can provide students with more opportunities for autonomous learning? The online teaching or the traditional teaching?**
 |
| 1. the online teaching
 |
| 1. the traditional teaching
 |
| 1. both are the same
 |
| **8.What do you like best about the online teaching content in the western culture course?** |
| 1. extended videos
 |
| 1. videos in textbooks (videos with and without subtitles)
 |
| 1. recorded videos
 |
| 1. extended reading materials
 |
| 1. online learning community
 |
| 1. students’ excellent works
 |
| **9. What form of exam do you prefer?** |
| 1. reading report
 |
| 1. paper test
 |
| 1. individual oral presentation
 |
| 1. group work presentation
 |
| 1. poster presentation
 |
| **10. Which of the following forms of classroom questions do you prefer?** |
| 1. group discussion
 |
| 1. personal answers
 |
| **11. What’s your attitude about “PBL can help me acquire relevant knowledge”?** |
| 1. strongly agree
 |
| 1. agree
 |
| 1. disagree
 |
| **12. Which form of the project presentation do you prefer?** |
| 1. independent completion
 |
| 1. group cooperation
 |
| **13. How do you think of the difficulty of video presentation?** |
| 1. very difficult
 |
| 1. slightly difficult
 |
| 1. neutral
 |
| 1. not difficult
 |
| **14. What benefits do you think this course has brought to you?** |
| 1. broaden horizons and enrich knowledge
 |
| 1. understand difference cultures in an objective and systematic way; be able to avoid cultural bias
 |
| 1. know more real expressions of cultural allusions and idioms
 |
| 1. improve communicative competence
 |
| 1. develop listening and speaking ability
 |
| **15. In your opinion, which sections of the online course need more pedagogical resources?** |
| 1. extended reading materials
 |
| 1. videos
 |
| 1. students’ excellent works
 |
| 1. PPT on course teaching
 |

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