



## Annex C1

### Curriculum models

#### Project-based learning, problem-based learning and service learning

Project-based learning, problem-based learning and service learning are curriculum models that represent different ways in which a curriculum unit is organised.

These curriculum models allow the students to gain knowledge and skills by applying the material being taught to real-world situations while working in groups.

Project-based learning, problem-based learning and service-based learning, in addition to teaching strategies that strengthen Social and Emotional Competences, enable the teachers to help students to further improve their SE competencies and achieve learning benchmarks.

These curriculum models can be taught the whole semester, trimester, in mini-sessions or the whole school form and can be realized in several formats:

- A tangible product (performance, event etc.)
- Real-world problem solution (simulated or authentic)
- Investigation of a topic or an issue

#### Problem-based learning

This is a curriculum model in which students actively learn, investigate and try to find solutions to a complex real-world problem. It allows the students to engage in self-directed studying.

Problem-based learning can be split into stages<sup>78</sup>:

- Students receive a real-world problem or an issue that is related to the curriculum. Students brainstorm relying only on their current knowledge without curriculum input.
- Students select relevant literature and plan further self-study activities.
- Students engage in self-study activities.
- During group meeting students then again discuss the issue at hand and critically share their findings during self-study and apply curriculum input.

#### Project-based learning

This is a curriculum model in which students learn by working on hands-on projects that require using knowledge, skill and learning

The students are provided with a task and asked to address it by creating something to show their learning. In order to complete the project, the students first need to do some research on the topic. Afterwards, the students are asked to identify the most effective means to address the task. The final step of project-based learning is carrying out a specific plan. For example, in a Geography project, when the task focuses on countries and continents, the project could result in the creation of a travel brochure.

#### Service-based learning

This is a curriculum model that links the application of skills and knowledge with the actual service project that makes specific impact on the school and the community.

Service-based learning allows the students to analyse and research real-life problems (e.g., a school need) that are connected to the curriculum and extend student learning beyond the classroom.

Service-based learning can be divided into five steps<sup>79</sup>:

- Research – identification of school and/or community needs.
- Preparation and planning – selecting the need that students want to respond to . Research on the selected need.
- Action – implementation of the service-based learning project.
- Reflection.
- Demonstration and celebration.

<sup>78</sup> Loyens, Kirschner, Paas (2010)

<sup>79</sup> Lions Clubs International foundation (LCIF), LIONS QUEST programs, 2015.