

UDC 37

**THE AWARENESS AND ATTITUDES OF SAI GON UNIVERSITY LECTURERS
ON THE PROJECT-BASED LEARNING****T. H. Dang Thi***Teacher,
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Abstract. For many reasons, Project-based Learning (PBL) method is appropriate for University and College environment. However, the effective of this method depends on lecturers awareness and attitudes applied this method. This article presents results of the survey on the level of awareness and attitudes of SGU's lecturers on the PBL method and give the conclusion about the current situation of awareness and attitudes of them on the PBL method. From this approach the author suggests some improvements for lecturers of SGU in particular and University Lecturers in general.

Keywords: Project based learning, awareness, attitude, lecturer, Saigon University.

1. Introduction:

Teaching method is one of the important factor that have great influence on the quality of education. Appropriate teaching method will allow the lecturer to convey the knowledge to student effectively and will make students more creative [10, P. 67]. And the PBL method is advantaged for those purposes compare to the Tradition method. The PBL method makes student to be more active and thinking by themselves instead of passive listening from lecturer in Tradition method. In project-based learning, students engage in real, meaningful problem that are important to them and that are similar to what scientists, mathematicians, writers and historians do [9, p. 318]. Through practices on the class, student are more excited and equipped skills which could be applied on working environment after they graduated. Nevertheless, the effective of any method depends on lecturers awareness and attitudes applied this method.

This article presents the results of the survey on the awareness and attitude of SGU's lecturers on the PBL method. The collected data shows us the current situation of PBL applying at SGU and from that data the author will suggest some improvements on how PBL is applied.

2. Content:

By studying products (presentations in seminar, lessons, conferences, research results) related to PBL belongs to SGU's lecturers and collecting the questionnaire from SGU's lecturers. Author use questions to survey the level of awareness and attitude of lecturers on PBL method. The questionnaire contains 09 questions and was sent to 60 lecturers. We also use depth interview method to support questions in the survey. The results are presented as below:

2.1 Current situation on the level of awareness of SGU's lecturers on the PBL method.

Author used the questionnaire to survey the level of awareness of lecturers on PBL method. Author used the first question to classify and analyze the result into 2 groups:

- Group A: has known the PBL method
- Group B: has not known the PBL method

With group A, conducted depth interview to know how deep they have known about the PBL method. And group B, we asked how they thought about PBL should be. The result as below:

- The number of respondents in Group A is 38/60 which is 63%. Group A has approached the PBL method through variety sources: documentary, books, specialized

journals, internet, training, courses and subjects in Master Program.

- The number of respondents in Group B is 22/60 which is 37%. This ratio suggests following research on how to universalize the PBL method to all lecturers.

The result of the level understanding about PBL when we asked 2 Group the question about the features of PBL:

- The understanding about PBL of lecturers are not completely and comprehensive.

- 15 % described 4/4 features of PBL; 40 % of respondents described 3/4 features of PBL; 40 % described 2/4 features and only 5 % described 1/4 features of PBL.

- Features about how to use PBL and a main object of PBL had a more 80% right answers.

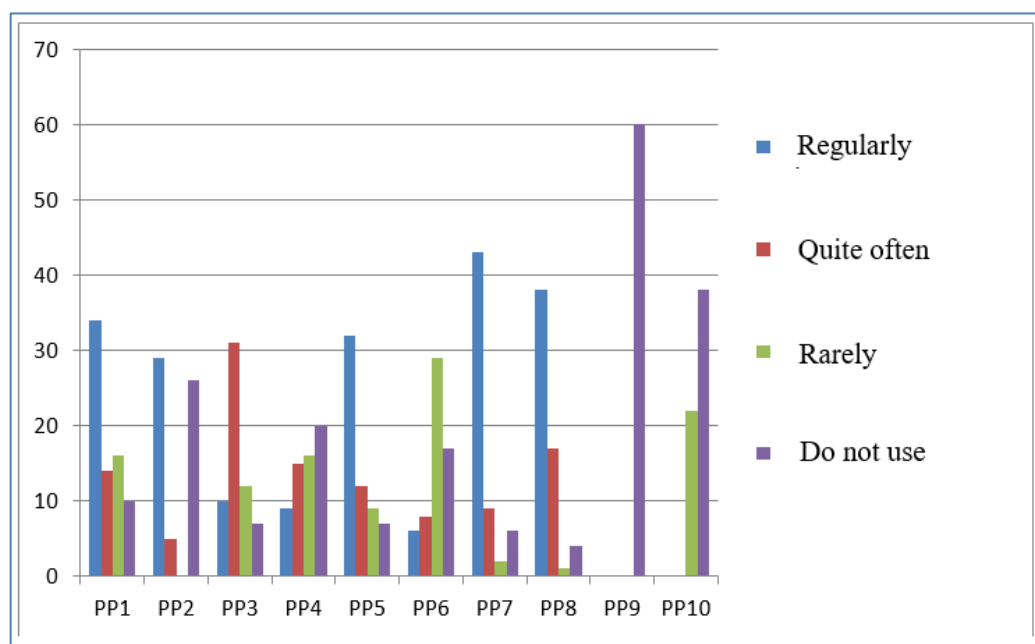
- The most importance feature of PBL is “ We much to have a product to launch” had 68 % exactly awareness.

The survey results showed that the basic features of PBL have been recognized by lecturers but not completely and comprehensive.

2.2 Current situation on the level of attitude of SGU’s lecturers on the PBL method

The result of the survey about the level of attitude to show by 4 charts:

Chart 1: Survey results on the application of teaching methods



PP1: Explanation
 PP2: Conversation
 PP3: Visualization
 PP4: Brainstorming
 PP5: Presentation

PP6: Semina
 PP7: Discussion
 PP8: Practise
 PP9: Order teachin methods
 PP10: Project-based learning

The results shows that there’s no lecturer using PBL regularly. 63,3 % respondents do not apply PBL. There are many reasons for this situation and one of them is that PBL can not applied for all subjects. It can be seen

that SGU’s lecturers apply PBL in teaching that help students more exciting. However, in order to apply PBL more effective we should have do further researchs both in practice and theory.

Chart 2: Level the attitude of lectures on PBL



Chart 3: Evaluation of PBL method



Chart 4 : Applicability of PBL method

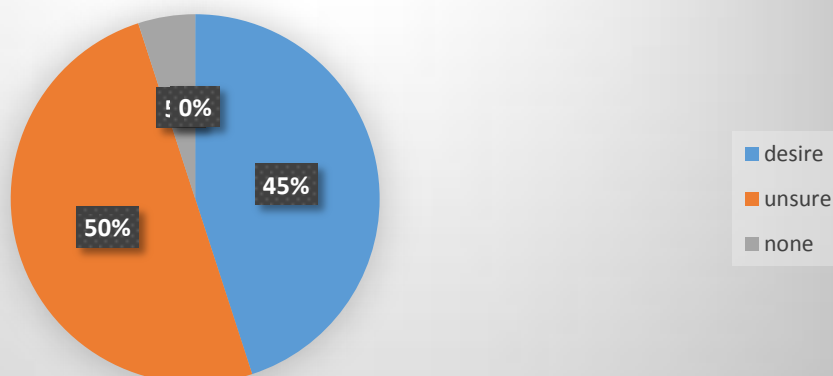


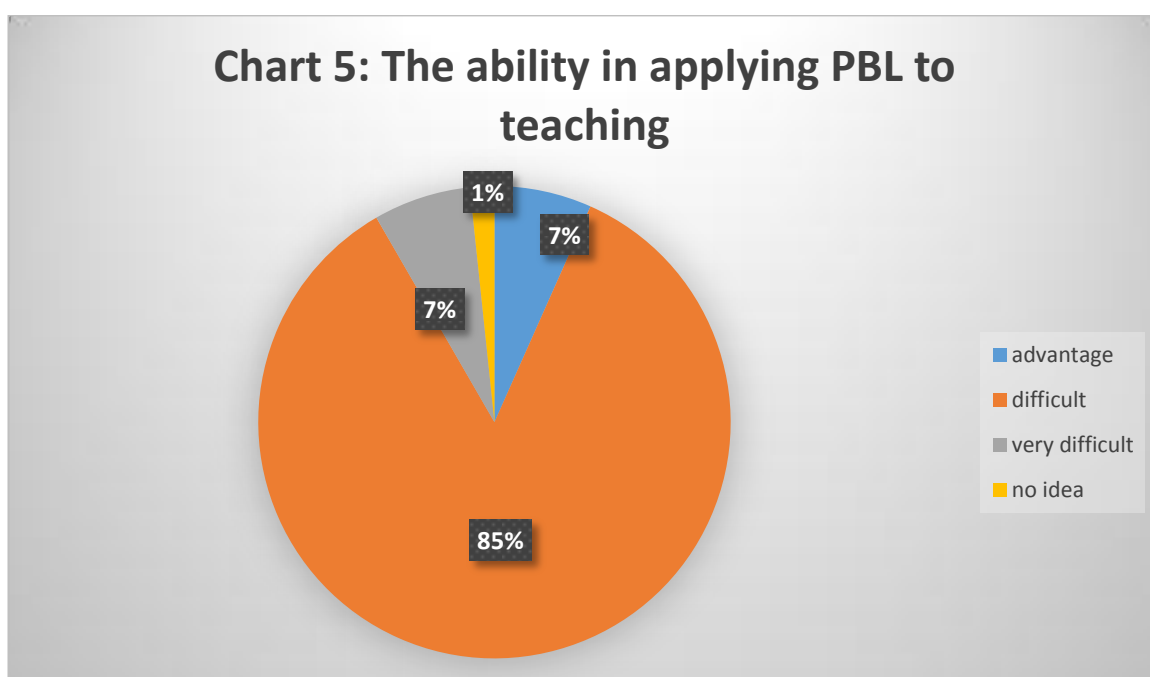
Chart 2, 3 show that the highly interest and appreciation of the important of PBL. 5 % of respondents are extremely interested, 65 % of respondents are interested. 68 % lectures thought PBL is helpful. It just had 5 % ideas think PBL is not helpful. This result gave us the information that How to show advantages of PBL to lectures is a solution to attract them.

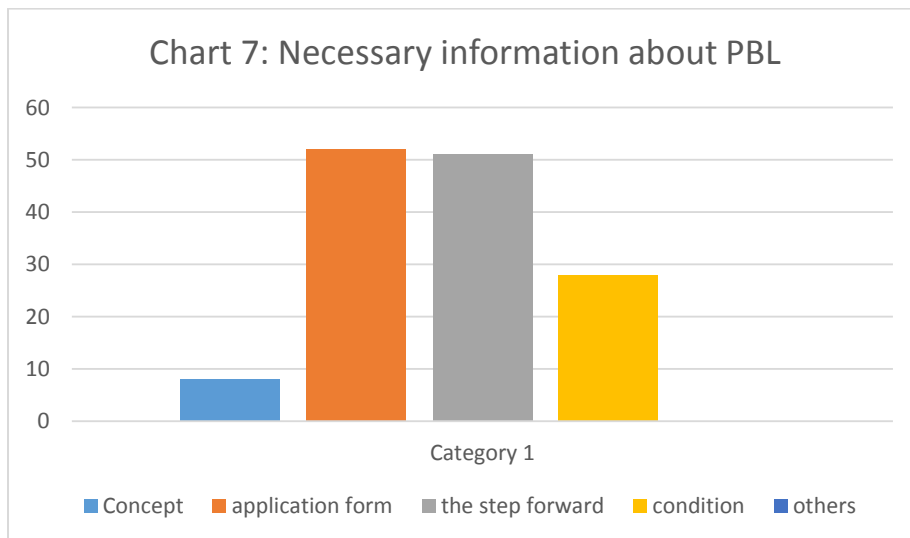
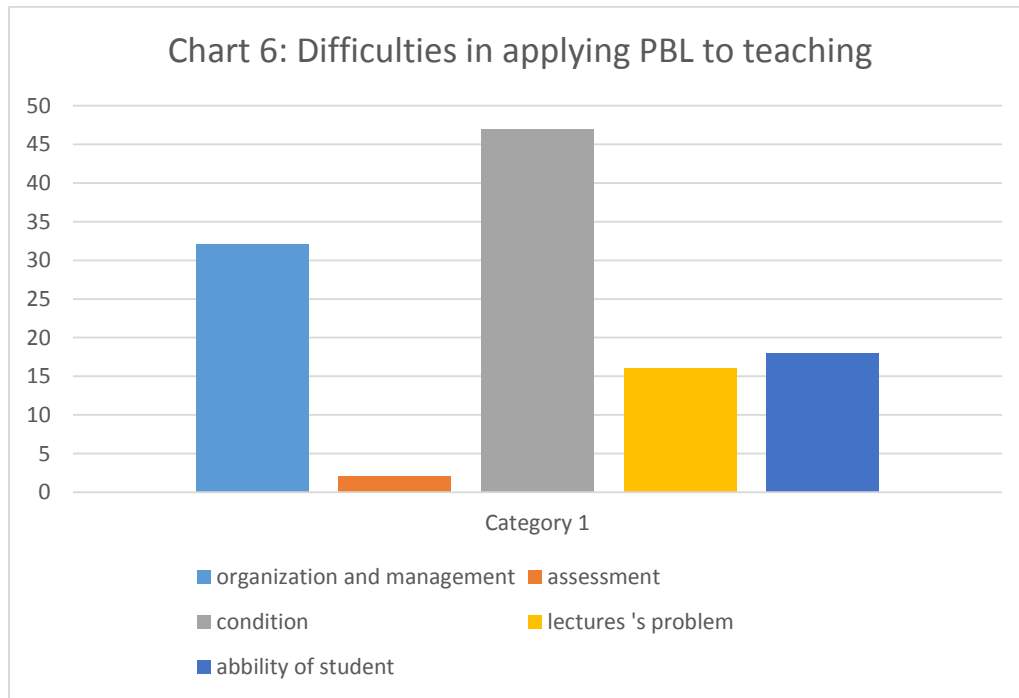
Chart 4 shows that 50 % of respondents desire to apply PBL in their subject and 45 %

of respondents are unsure about applying PBL because of the difficulty and doubt about the effective of PBL.

2.3 The current state of applying PBL at SGU.

Question 6-7-8-9 in the questionnaires ask about how PBL is applied and what is the difficulty. The results are presented by the following charts:





- 92 % of respondents have the difficulty applying PBL. 7 % in that number show it's very difficult applying PBL in their subject. Only 7 % of respondents apply PBL smoothly. So what are difficulties?

- Survey about the difficulties when apply PBL we have: conditions scarcity (47 responses), organization and management (32 responses), lectures-problem (16 responses) and the ability of student (18 responses).

These difficulties are typical in PBL. However there's a few comments on the difficulty of rating (only 2 comments). It reflects the reality there's too much students in one class, the amount of knowledge is too much, heavy theory and lack of practice. Students have not equipped self-learning skills. All these difficulties listed above are easy to understand because of the psychology, attitude and

awareness of both students and lecturers are not prepared enough for PBL applying.

Credits based teaching is applied in most of universities and colleges in Vietnam, PBL applying is very necessary. The awareness of the difficulties applying PBL will motivate lecturers to study more about PBL in order to meet the standard in University and College.

Bottom lines:

- Most of the lecturers do not understand PBL completely and comprehensive. We should implement training courses about PBL and how to apply it to all lecturers

- The SGU's lectures desire to have chances to apply PBL in their subjects but they have been waiting for instruction from the SGU's Board of Management [3, p. 45, 46, 47].

3. Conclusion and recommendation

3.1 Conclusion

Base on the survey of the awareness and attitude of SGU's lecturers on PBL method and the difficulties when applying the method, the author give some conclusions as below:

- Three important factors of PBL are an active student, a guide-lecture and a useful product. They lead to the big change in teaching... Consequently, we need to consider what is advantage and disadvantage in those factors to help PBL to be more effective.

- The survey shows that the lecturers desire to apply PBL in teaching but they have not had the opportunities to study deeply about PBL leading to the hesitant approach this method. This is the challenge for the following research how to popularize PBL method to all lecturers and how to applying it in teaching effectively.

- PBL is a modern teaching method, it emphasize on the initiative and team-work skills of the students. This method requires synchronous innovation from the target to the content, teaching methods, evaluation methods, especially the need to change the role of the teacher and learner. For the reasons above it is perfectly suited to university teaching and the opportunity to apply PBL broadly to university teaching is huge because the University program content is high-

ly interdisciplinary between subjects, students have strong foundation.

- This research of attitudes and perceptions of SGU's lecturers indicates the need and willingness of PBL application. However, difficulties in applying PPDHTDA to teachers are too much. The next challenges are finding the ways to simplify, realistic so the lecturers accept to apply PBL in teaching [3, p. 45, 46].

3.2 Recommendations:

PBL is relatively new model of teaching. This model does not fit all the subjects because of the complexity of the project and a lot of resources along with conditions to applying effectively. On the other hand, the choice of teaching methods is individualized by each lecturers, so the following suggestions do not specifically address the content such as: what to do? How to do? Proposals are only intended to provide incentives to use the PBL model as a positive and effective teaching model to benefit faculty and learners in the course of receiving activities at the University [3, p. 46, 47]. The author recommends some improvements below:

a. Organize PBL training courses for all lecturers at SGU and for each of SGU's Departments starting with general, basic training courses for interested lecturers.

b. Review the evaluation standard for lecturers in accordance with PBL teaching. The evaluation needs to be flexibility (For example, in the evaluating question collected from students should ask students if the lecturers apply PBL in teaching or not? How the lecturers apply PBL?...)

c. The Faculty Council and the School Board of Management should strengthen the suggestions and encourage the topics related to the research and application of PBL into teaching at the SGU.

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