

Research and Application of Project-Based Teaching Methods in History at Can Tho FPT High School



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ABSTRACT: In the 21st century, education in Vietnamese in general and FPT Education in particular have actively innovated teaching methods to improve teaching quality. Therefore, the project-based teaching method is one of the methods that FPT Education focuses on. This is an effective method to link knowledge content with real life, theory with practice, learning and social environment. During the implementation of the project, students have the opportunity to apply the knowledge they have learned in practical activities, performing “learning goes hand in hand with practice”. The characteristic of history subject is understanding the past, and orienting actions in the present and the future, so history is sometimes considered a boring subject and is rarely seriously invested by students. Therefore, the research and application of projects in teaching history at Can Tho FPT High School will help students to be aware of the relationship between the past and the present so that students can have a better learning method and enhance their interest in learning history.

KEYWORDS: Project-based teaching, history, teaching method, high school.

1. RATIONALE

Project-based teaching is one of the teaching methods that meet the goals of the current teaching method innovation, and overcome certain limitations of traditional teaching methods. Project-based teaching helps students to be dynamic, self-reliant, proactive and active in acquiring knowledge; create an environment for students to support and promote each other in learn in towards holistic development. Meanwhile, according to the traditional method (teacher reads, students write), history subject causes boredom for students. Therefore, in order to approach the innovation of modern educational methods, Can Tho FPT High School has researched and applied the project teaching method in history to increase students’ interest, thereby, improving the quality of history subject in the education system of FPT Corporation - one of the modern and high-quality educational organizations in Vietnam.

2. CONTENT

2.1. Definition of project-based teaching method

Project-based teaching is a form of teaching (teaching method in a broad sense) in which students perform a complex learning task with a combination of theory and practice. Students perform tasks with high self-reliance in the entire learning process [1]. The essence of project teaching is that learners acquire knowledge and skills through solving a real-life case study (project tasks). At the end of the project, learners must create products associated with specific practices

2.2. Urgency to apply project-based method in teaching History at Can Tho FPT High School

Firstly, using project-based method in teaching History helps students easily access knowledge in an experimental way.

According to the educational innovation method of Can Tho FPT High School (One of the leading technology-based educational institutions in Vietnam), teaching History needs to include the necessary knowledge and skills to promote the sustainable development, so it is necessary to apply the project-based teaching method for students in History subject. Applying flexible experimental activities to minimize the passive teaching method “teacher reads, the students write”, create opportunities for students to apply learned knowledge to discover new knowledge, apply learned knowledge to learn and evaluate real life in an experimental way, “learning goes hand in hand with practice”. Through this method, teachers help train skills, develop students’ abilities and qualities to meet the standards of Can Tho FPT High School.

Secondly, project-based method helps students to memorize new knowledge and increase interest in learning History

Memorizing a large amount of knowledge and skills from world history to Vietnamese history is always challenging for any student. The vast amount of skills and knowledge stretches from the primitive global formation process to civilized society, each historical

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process has thousands of milestones, characters, events, etc, which create problems for teachers in transferring skills and knowledge so that their students can understand deeply and memorize them for a long time.

The project-based method has contributed to solving the above problem. Teachers can completely change the way they teach History through vivid historical models or role-playing entertainment activities, etc. in the lessons. From that, students have the opportunity to engage themselves in the historical events, understand the situation from the historical character's point of view, ... As result, they could fully understand the essence of the problem. This helps them not consider studying History as a burden, so they can gain knowledge with love and increase academic performance consequently.

Third, project-based teaching history projects facilitates the connection of interdisciplinary, transdisciplinary scientific knowledge.

Both world history and Vietnamese history lessons are implemented in the form of experiential projects with rich and diverse content, often integrating knowledge and skills of many subjects (History, Geography, Citizenship education, literature...), and many other fields of learning such as intellectual education, life skills education, moral education, aesthetic and physical education... This feature makes learning through project-based learning activities close and practical to life, helping students apply it to life more easily and conveniently. [2].

2.3. Application of project-based method in teaching History at Can Tho FPT High School

2.3.1. Project “creating wonders - restoring history”

The wonders of the ancient world are proof, are part of humanity's great journeys across different cultures and civilizations, and embody will and determination, the heart of ancient societies to honor the gods. These wonders are one of the great achievements of mankind, which are integrated into the 10th grade history curriculum.

Therefore, in order for students to understand and have practical lessons on reconstructing these wonders and debate to develop critical thinking, Can Tho FPT High School organized the a 3-week project called “Creating a wonder - Restoring history”.

Week 1: Launch the project and allow students choose the topic

Week 2: Support groups to implement the selected topic.

Week 3: Organize exhibitions and conduct presenting and debating activities about the topics. Then, the teacher will give evaluation and reward.

Through experimental activities: “Creating wonders - Restoring history”, students are trained a lot of skills such as teamwork, critical thinking, imagination, searching and choosing topics to create and present (Fig. 1)



Fig. 2. Project “creating wonders - restoring history” at Can Tho FPT High School

Source: <https://fpt.edu.vn/> [3].

With this project, helping students experience is a form of learning linking theory with practice, linking education in school with education in the society, it "breaks" the classroom space. “Experiential activities will create conditions for students to have a new environment to explore knowledge in an active, proactive and creative way”. [4].

2.3.2. Project “Cosplay historical characters”.

To engage students in experiential project activities through role-playing in teaching history, teachers need to follow the following process:

Step 1: Teachers monitoring students selecting historical characters.

Step 2: Students role-play the characters

Step 3: Teachers organize students to exchange and discuss after role-playing

Step 4: Teachers comment, evaluate and finalize knowledge for students

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Applying the role-playing method for students to experience the historical atmosphere, we propose two forms of role-playing in the classroom lesson: character role play and situation role play. Specifically:

- One is to play the role of a character having a great role and influence in history.
- + For new knowledge research articles:

This form has the following characteristics:

Firstly, playing the role of a character in class is mainly to specifying the knowledge. Through their roles, the “actors” must portray the image of the character (in terms of charisma, personality...). Therefore, “acting” is quite important.

Second, the role-playing is usually performed by one student or several students (a student taking on the role of the narrator, students taking on the role of a historical character, or students acting as the interviewer interviewing the historical character).

Third, the development of scripts and rehearsals are conducted by students before coming to class, so students have to prepare in advance. (Fig. 2). The teacher plays the role of an instructor, reviewing the script, and reviews rehearsals before the students “act” in front of the class. Finally, the acting time is short, so, the performance does not affect the overall progress of the lesson.



Fig. 2. Project “Cosplay historical characters” at Can Tho FPT High School

Source: Pham Thi Hue

2.3.3. Project “Models of Vietnam’s sea and islands”

Vietnam’s seas and islands are an integral part of the country. They are also a living space, a gateway for international exchanges, which are closely associated with the cause of national construction and defense. Therefore, the experiential project for students “Modelling Vietnam’s seas and islands” has practical and scientific significance.



Fig. 3. Students at Can Tho FPT High School reported at the exhibition “Models of Vietnam’s sea and islands”

Source: Pham Thi Hue

Week 1: Teachers launching the project, creating a group of 3 members in charge of content, media, and production.

Week 2: Implementing the project through the activities of teachers – students. Teachers guide students to make plans for each group, for the whole class, hand out guiding questionnaires, project tracking forms. The teachers set groups’ working time through the work plan and minutes via email.

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Week 3: Continuing to implement the Project - Organize the event “Exhibition of model of Vietnam’s sea and islands”. Teachers regularly monitor and urge students, periodically check the progress via phone, email, face-to-face meeting. Teachers suggest and orient students to seek advice from teachers of Geography, General Education and Fine Arts teachers. Teacher evaluates and summarizes the second phase of the project, synthesizes comments and suggestions. (Fig. 3)

Week 4: Evaluating the project. Teachers in the role of organizer chair the meeting for students learn from the project. Through the activities, the project helped students understand the position and important role of seas and islands, national borders during the historical process and in accordance with international conventions. At the same time, students will apply historical knowledge in affirming sovereignty over the sea and islands through the process of exploring and discovering, designing technical models, making project exhibitions, and organizing events. This is also a useful experience for students, encouraging them to promote their creativity, teamwork skills, PR skills, etc. From that, they understand the responsibility of citizens in the future.

2.3.4. Project “War correspondent”

The history program grade 11 at Can Tho FPT High School needed a challenging form of learning experience. In particular, students need to systematize their knowledge of World War II (1939-1945) through extensive activities, compare and analyze documents, thereby training their ability to write essays and synthesize historical knowledge. history. Therefore, the history group of the school organized the project "war correspondent".

Week 1: Launching the project, introducing the criteria and orienting students to choose topics.

Week 2: Supporting and reviewing the form and content of their daily newspaper.

Week 3: Organizing an exhibition of the products and conducting project evaluation.

Week 4: Organizing a meeting for students to learn from the project and rewarding.

Through this project, students put themselves in the situation of a “Journalist on the battlefield” – “living” in war to feel the fierce of wars, from which they inculcate knowledge about World War II (1939-1945). At the same time, the project train soft skills such as teamwork, communication skills, infographic design. In addition to journalism skills, the project requires reporter to show their viewpoints, the perception of that war, and then the call to stop that war that brings pain, suffering and loss. (Fig. 4)



Fig. 4. Products of project “War correspondent”

Source: Pham Thi Hue

Besides, this experiential activity will develop rich learning abilities for learners associated with the specifics of history subject, increase students’ interest in the subject, help students flexibly apply knowledge and skills of the subject to solve practical problems. The project creates a playground for exchange and learning, helping grade 11 students have the opportunity to expand their knowledge of history and historical figures in World War II.

3. CONCLUSION

According to official document 4020 on guiding the implementation of secondary education tasks in the school year 2022-2023 of the Ministry of Education and Training, it is clear that: For History subject, it is necessary to strengthen the exploitation and use of other historical source to recreate and reconstruct history in a scientific, objective and truthful manner, in association with practical activities to develop students' capacity and quality in teaching History.

Therefore, the implementation of the project teaching method in the history subject of FPT High School is very consistent with the policy situation of the Ministry of Education and Training of Vietnam.

In fact, at Can Tho FPT high school, the application of project-based teaching methods in history has had a positive effect on improving teachers' professional qualifications and contributing to improving the quality of learning history for students.

Teachers: In order to have different forms of experiential teaching for history, teachers regularly update information on History. Teachers should know how to search for digital materials on websites or online libraries and select information on the Internet. In addition, teachers should also know how to design suitable experiential project implementation processes for different students. The application of the experiential approach according to Sustainable Development Goal 4 will help history teachers keep up with the times and become global experts in history education.[5].

Students: Through various experiential activities, students will find that it is not difficult to learn history, understand deeply and instill knowledge, thereby, helping students learn about historical figures, events of war, wonders of the world in a more interesting way. From that, students will no longer be bored but love the history of the world and Vietnam.

According to the survey results on the level of interest in learning history (before and after participating in projects) (Fig. 5 and Fig. 6) at FPT Can Tho High School:

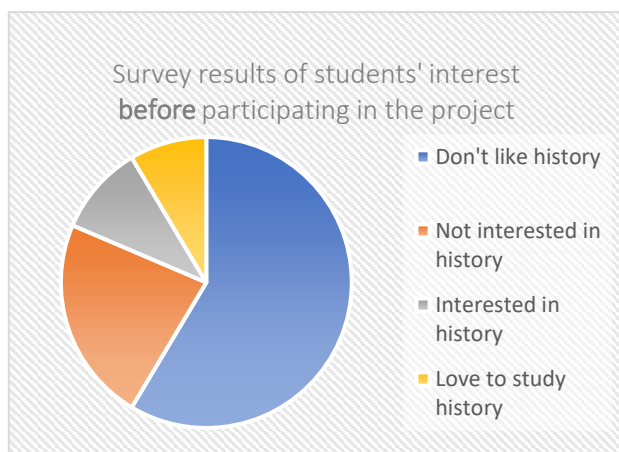


Fig. 5. Survey results of students' interest before participating in the project.

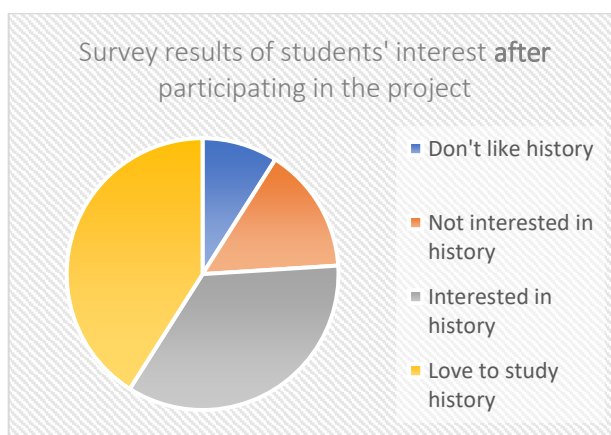


Fig. 6. Survey results of students' interest after participating in the project.

With the above survey results, we conclude: project-based learning is an effective method to increase students' interest in learning. This is a way of learning in which students really actively acquire knowledge and practice skills: exploiting, searching, selecting information; present; discuss; evaluate, comment; Use technology in product design, implementation, and presentation. In particular, students are also trained in life skills such as communication skills, group collaboration, information exchange and sharing skills, self-direction, self-regulation and situation handling skills... This ability helps students gain confidence and succeed in life [6]. The

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research and application of project-based teaching methods is really necessary to improve the quality of teaching History at Can Tho high school.

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