



UNIVERSITY OF  
EASTERN FINLAND

# Project proposal instructions

**Assignments connection to project based learning**





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  - How is PBL connected to project proposal?
2. Instructions for project proposal (final assignment)
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# 1. Theory of project-based learning

Connection to final assignment



# What is project based learning?

- PBL is learning that aims to support students' **working life skills** (Upola, Kangas & Ruokamo 2020).
- It aims to achieve more than blain knowledge acquisition (Gwee 2008) and the process increases students' **understanding of the topic, enables deeper learning, and increases motivation to learn** (Bell 2010).
- PBL is a more comprehensive approach to traditional classroom teaching, and it supports students' **engagement in authentic problems** (Blumenfeld, Soloway, Marx, Krajcik, Guzdial & Palincsar 2011).
- Process is student-centered, self-directed, integrated, reflective, collaborative and interactive and empathizes **students' active involvement** to their own learning process (Gwee 2008).
- PBL teaches valuable skills that are important for **coping in the 21st century** (Bell 2010).
- Huge amount of knowledge, the diverse sources of knowledge and the constant renewal of knowledge set a **significant challenge to our content competence** (Ainiala, Olsson, Mattila & Vesalainen 2020).
- Good working life skills support **diverse employment opportunities** and help applying learned **theory into practice** (Brauer, Pajarre, Nikander, Häkkinen & Kettunen 2020).





# What is project based learning?

According to the students' experiences, the project courses focusing on working life skills have developed **their thinking skills, working skills, working tools** and the **ability to act as a citizen** in the world.

Thinking skills	Working skills	Work life tools	Acting as citizen
<ul style="list-style-type: none"><li>•Development skills</li><li>•Creative thinking skills</li><li>•Critical thinking skills</li><li>•Ability to apply knowledge to practice</li></ul>	<ul style="list-style-type: none"><li>•Teamwork skills</li><li>•Social interaction skills</li><li>•Projectwork and project management skills</li><li>•Time management skills</li><li>•Stress tolerance skills</li><li>•Design skills</li><li>•Performance skills</li></ul>	<ul style="list-style-type: none"><li>•Information retrieval skills</li><li>•Performance skills</li><li>•Ability to utilize various methods</li></ul>	<ul style="list-style-type: none"><li>•Social interaction skills with different actors/in multidisciplinary groups</li><li>•Better identification of one's own expertise</li></ul> <p>(Anjala etc. 2020.)</p>

- **Note:** You can think about these skills when assessing your own learning outcomes in this course. You can, also, use this list as a tool to describe your skill set (e.g.) when applying to a new job.



# How is PBL connected to project proposal?

- The final assignment submitted at the end of this course is built around the theory of project-based learning.
- As a final assignment students will either individually, in pairs or in groups plan a project related to adult education promoting sustainable development.
- Writing a project proposal is a logical process of documenting the need for an actual project work. Traditionally, project proposal consist of details of the most appropriate methodology to approach the chosen issue, organized supportive documentation, summary of the project and overview of specific aims of the project. (Pendor 2003.)
- **Note:** You don't have to address project based learning in your project proposal. Explaining the background of the final assignment supports students' understanding of assignments effect to one's own learning process.

**"The problem is a vehicle for the development of problem solving skills"**

(Briggs 2015).

Read more about PBL in practice: <https://www.edutopia.org/project-based-learning>

# **2. Instructions for project proposal**

Final assignment



# Characteristics of project proposal

- Your proposal should include the following elements:
  - 1) General overview and summarizing information about the project
  - 2) Description of the problem/scenario and locating it to the field of adult education
  - 3) What are the solutions you propose
  - 4) Theoretical background of the topic (utilizing previous research and references)
  - 5) Execution strategy (description of outcomes, how those will be carried out, schedule)
  - 6) Expected results (practical outputs and results that are aimed at, who could benefit from the results)
  - 7) Risks and assumptions (what could go wrong and how could you overcome those challenges)
- + This proposal has an "Attachments" -section that also addresses students learning process and development through the project
- **Note:** Remember that you are planning and writing down project ideas not implementing a project in real life.







# Writing a project proposal 1/2

- 1) **You will write the project proposal individually, in pairs or in groups** (maximum of 4 people). If you want, you can use the "Platform for forming groups" discussion area in Moodle to form the groups.
- 2) Use the '**Project proposal template**' provided in Moodle. Template will give you the key questions, tips and structure of the final paper, so, read it through carefully before starting the process. **Page limit is 5-6 (individually), 6-8 (in pairs) or 8-10 (in groups).**
- 3) **Familiarize yourself with the module themes and materials so that you can select a topic, a viewpoint, and a heading for your project proposal.** Topic of your project proposal has to be related to, at least, one of the course modules. Topics don't need to be discussed before submitting, but if you want confirmation about your chosen topic, you can ask for assurance in the "Questions about the course" discussion area. **Also, you can ask for guidance at the end of each support meeting.**
- 4) Write your proposal based on the material you have selected **without forgetting to include your own reflective thinking and creative ideas in the text. Use normal scientific referencing in the running text and include a list of references at the end of your paper.** You can use the Open access literature provided in each module or find your own additional literature (scientific, peer-reviewed books and articles, etc.). A minimum of 4 references must be used. Using project work related references isn't mandatory, and, the primary focus should be on your project topic.
- 5) Only one person in the pair/group submits the project proposal to Moodle, so, remember to add everyone's names and student numbers to the end of the paper. **Please note that in Moodle there are two separate submission areas for essays and project proposals!**



# Writing a project proposal 2/2

## Other features of a quality writing:

- The appearance is tidy and concise and the language is understandable and allows the reader to follow the writer's reasoning.
- If the sources you have used are not in Finnish, English, or Swedish include a short description of them at the end of your paper.
- Please note the ethical principles to be followed in academic writing. **Plagiarism isn't allowed.** See Finnish National Board on Research Integrity (TENK). Ethical review in human sciences:

<https://www.tenk.fi/en/ethical-review-in-human-sciences>

## Technicalities:

- Line Spacing: 1,5
- Font: Times New Roman size 12  
OR Calibri size 11
- Margins: default (2,54 cm up, bottom, right, left)
- Reference style: APA or Harvard are preferred, but students can use any style of reference, if it's used consistently throughout the essay.



# Choosing a topic 1/2

This course consists of five independent learning modules that focus on different aspects of adult education and sustainable development. The topic of project proposal has to be related to, at least, one of these course modules:

**1. Concepts of adult education and sustainable development**

**2. Adult education policy and sustainable development**

**3. Work and family. Towards sustainable working life.**

**4. Leisure time and non-formal education**

**5. Media and new technologies as enablers & threat to sustainable development**







# Choosing a topic 2/2

Ponder the following questions when choosing your topic:

- Which of the modules seems most interesting?
- Do you have any former experiences related to the topics?
- Do you agree/disagree with something addressed in the modules?
- What topic did you discuss the most about with your group?
- What connecting factors you can find in each other's ways of thinking?
- Could you connect your interest into one integrated topic?

Remember to:

- ✓ Define the target group (has to be on the field of adult education)
- ✓ Define the type of education (formal, informal, or non-formal settings)
- ✓ Ensure that your topic is narrow enough to be discussed within the page limit!







# Example of an existing project

**Education as a Constructor of Social and Cultural Sustainability for the 21st century – project:**

**Issue:** Need to provide more equitable and inclusive quality education and lifelong learning opportunities

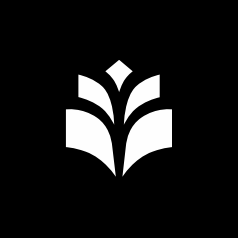
**Solution:** Promoting social and cultural sustainability through quality education

**Action:** Building a Massive Open Online Course that focus on adult education promoting sustainable development

**Benefits:** Learners can acquire equivalent skills and knowledge to promote sustainability (equitable and inclusive quality education)

All outputs:

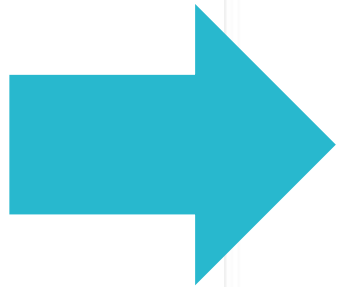
1. Dimensions of accessibility
2. Adult education promoting sustainable development
3. Responsible consumption and production. Avoid food waste!
4. Achieving gender equality and empowering women
5. Well-being and sustainability. How to build a sustainable work culture.
6. L'importante è la salute - Have your health



# THE GLOBAL GOALS

For Sustainable Development

**What  
inspires  
you?**





# References 1/2

- Ainiala, T., Olsson, P., Mattila, H. & Vesalainen, M. 2020. Työelämätaidot korkeakouluopetuksessa. Opiskelijoiden kokemuksia asiantuntijuuden ja taitojen kehittymisestä monialaisella kaupunkitutkimuksen projektikurssilla. *Aikuiskasvatus* 2, 96–111.
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- Blumenfeld, P. C., Soloway, E., Ronald W. Marx, R. W., Krajcik, J. S., Mark Guzdial, M. & Palincsar, A. 2011. Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning. *Educational Psychologist* 26(3–4), 369–398.
- Brauer, S., Pajarre, E., Nikander, L., Häkkinen, R., & Kettunen, J. 2020. Kehittämishankkeet korkeakoulutuksen työelämärelevanssin edistäjänä. *Ammattikasvatuksen aikakauskirja*, 22(1), 8–25.
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- Gwee, M. 2008. Globalization of Problem-Based Learning (PBL): Cross-Cultural Implications. *Kaohsiung J Med Sci* 24(3), 14–22.
- Pendor, J. 2003. Getting funded: Writing a Successful Qualitative Small-Project Proposal. *QUALITATIVE HEALTH RESEARCH*, 13(6), 821–832.
- Upola, S., Kangas, M. ja Ruokamo, H. (2020). Kohti työelämätaitoja – Ammatillinen opiskelija oppijana työelämän projekteissa. *Ammattikasvatuksen aikakauskirja* 22(3), 13–30.





# References 2/2

## Photos:

- First background picture: Photo by Pixabay from Pexels <https://www.pexels.com/photo/abstract-art-circle-clockwork-414579/> [accessed 20.6.2022]
- Second background picture: Photo by fauxels from Pexels <https://www.pexels.com/photo/photo-of-people-sitting-near-wooden-table-3183190/> [accessed 20.6.2022]
- Third background picture: Photo by Pixabay from Pexels <https://www.pexels.com/photo/low-angle-view-of-spiral-staircase-315791/> [accessed 20.6.2022]
  
- Slide 2: Photo by geralt from Pixabay <https://pixabay.com/fi/illustrations/nuolia-markkinointi-strategia-2023445/> [accessed 2.5.2022]
- Slide 8: Photo by fauxels from Pexels <https://www.pexels.com/fi-fi/kuva/ihmiset-toissa-sumea-kokous-3184635/> [accessed 2.5.2022]
- Slide 11: Photo by Olya Kobruseva from Pexels <https://www.pexels.com/fi-fi/kuva/kasitteellinen-paperitarvikkeet-kysymysmerkki-paperi-veneet-5428830/> [accessed 2.5.2022]
- Slide 12: Photo by geralt from Pixabay <https://pixabay.com/fi/photos/palaute-raportoi-takaisin-3653368/> [accessed 2.5.2022]





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# Good luck for your project!

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