

CARRYING OUT THE COURSE OF VIETNAMESE SOCIO - ECONOMIC GEOGRAPHY THROUGH PROJECT-BASED LEARNING

Trinh Chi Tham

School of Education, Can Tho University

Abstract. This study analyzes the results of teaching and learning the course of Vietnamese socio – economic Geography through the project. The research results are based on pedagogical experiment, interview and observation in order to collect enough data for the research. The research results have presented 04 steps and effectiveness in carrying out the course of Vietnamese socio – economic Geography through project – based learning. Thereby, a number of solutions are also proposed in relation to changing students' awareness and providing more help in order to promote teaching and learning the course through the project more effectively.

Keywords: Can Tho University, Geography Teacher Education, project – based learning, Vietnamese socio – economic Geography.

1. Introduction

Since the early years of the 20th century, American educators have built the first theory for project – based learning called the project method (1). At that time, there were a lot of educators who have considered the project – based learning as an important method as it can support to implement learner – based learning. After a few years, the project – based learning was popularly used not only in the United States but also in European countries, Australia, Singapore and many other countries in the world. The project – based learning is a form of learner - centered learning that aims to activate learning activities. It helps to develop learners' competencies through taking specific tasks as well as encourages learners to explore and realize what can be learned. Lessons is designed according to the project contain a lot of different teaching and learning techniques and aids which can appeal to all learners. During the time of conducting project, many different assessment methods can be used to help students create good learning products (2).

In Vietnam, the project – based learning has been concerned and applied in recent years; however, this teaching and learning method is mainly used in higher education and high school, especially in higher education. In other words, the implementation of the project – based learning is not popular in other educational levels. More specifically, the project – based learning can be implemented in general fields or educational levels. In other words, it can not be applied in particular courses regularly. There were some researches that have focused on studying the project – based learning such as Project-based learning – from theory to practice (3), Project – based learning is a method that has a dual function in training teachers (4). In those

Received September 11, 2019. Revised October 4, 2019. Accepted November 5, 2019.

Contact Trinh Chi Tham, e-mail address: tctham@ctu.edu.vn

studies, the authors just have presented basic background about the project – based learning such as definition, function, form of the project – based learning as well as strategies in carrying out the lectures through project.

In fact, Vietnamese socio - economic Geography is a course with broad and applicable knowledge in teaching and learning; therefore, implementing the project – based learning to link theoretical understanding with practical knowledge is a necessary demand. Specifically, this application helps learners to develop their competencies as well as apply what they have learned thanks to their practical experiences (4). This also helps to ensure the output objectives in training the student in Geography Teacher Education in general and in the course of Vietnam socio - economic Geography in particular. However, there have not specific studies on the application of the project – based learning to the above course. Therefore, the results of this study will provide both educators and teachers with a practical basic and experience for the application of this teaching and learning form in conducting the course of Vietnam socio - economic Geography.

2. Content

2.1. Data collection

2.1.1 Documentary study methods

To acquire a theoretical and practical basis for this research, academic documents in the field were collected and studied. Specifically, the collecting resources related to some different issues such as project – based learning (definition, features, the implementation of the project – based learning in education as well as in teaching and learning Geography), introduction about the major of Geography Teacher Education, and the course of Vietnamese socio – economic Geography. The writer has obtained the basic information about those issues from international and national books, journals, magazines, scientific yearbooks, and online forums which provided the author with extensive and profound information. It cannot be denied that such understanding helped the writers to approach research object easier.

2.1.2 Pedagogical experimental and observation methods

In order to obtain teaching and learning results in the course of Vietnamese socio-economic Geography through the project, pedagogical experimental and observation methods were conducted in 2 different semesters consisting of the first semester of the 2017 – 2018 school year and the first semester of the 2018 – 2019 school year. In the first semester of the 2017 – 2018 school year, this pedagogical experiment has conducted for 41 students within the discipline of Geography Teacher Education. Similarly, in the first semester of the 2018 – 2019, it was experimented for 37 students at the same major. During the time of experiment, the writer has obtained how to conduct the course through the project and what are techniques for effective implementation. In addition, the writer can see how their students can be developed specialized competencies. To collect data during the experimental time, besides teaching the researcher has to observe all teaching and learning activities, especially learning tasks. It is believed that pedagogical experiment in this circumstance can help the researcher to collect authentic and reliable data which can ensure for how to implement the project – based learning in the selected course effectively.

2.1.3 Interview method

A focus group interview was selected with 25 students to explore learners' assessments and attitudes on implementing this teaching and learning method. All 25 students were divided into five different small groups in order to discuss about the emerged issues consisting of how they

comment on this application, how they have improved thanks to learning through project, how their competencies have been formed and developed, what are difficulties that they have faced and have they proposed any solutions to overcome those obstacles?... During the discussion time, the researcher moved around in order to discuss with participants as well as support and guide the interview in the right direction. In conducting this focus group interview, the researcher has based on semi-structured interview with open – ended questions as this can provide the research with rich and profound information (5).

2.2. Data recording

Recording and storing data are essential parts in doing research in general and in carrying out this study in specific. Some means were used to record and store data for this research. It is stressed that recording and storing data can help the author to save and approve what can be gathered. This recording can be used while the author analyzes and interprets about the data (6). In specific, the researcher has used recorder, camera, interview protocol and notebook as main tools to record and store. It is stressed that the researcher should store all collected data, participants' voice and body language (6). It means that the author needs to save both verbal and nonverbal language.

2.3. Data analysis

The analysis should follow six steps as mentioned below (5):

- Prepare and organize the data;
- Read through all data;
- Code the data or organize the data into different segments;
- Decode the data based on meaning and sort them into different categories;
- Describe the theme according to typical meaning of each data sort;
- Analyze, conclude and propose solutions to the problem.

In this study, the research has also based on such steps in data analysis; however, the writer focused on how to interpret the participants' perspectives and attitudes towards implementing the project – based learning in the selected course.

2.4. Research results and discussions

2.4.1. Introduction about the course

This course is taught in 60 class hours (04 credits points). Correspondingly, students must have 120 self-study class hours. The detailed information about the course can be presented as below:

2.4.1.1. The course content

The course content is presented in 6 different chapters.

Chapter 1: Natural resources for Vietnamese socio-economic development

Chapter 2: Population and labor resources

Chapter 3: Agriculture, forestry and fishery sectors

Chapter 4: Industrial sector

Chapter 5: Service industries

Chapter 6: Socio-economic development in specialized regions

Besides, teachers also update to discuss with learners some emerged issues such as island economy and national security - defense, climate change, environmental change, international and regional integration of Vietnam,...

2.4.1.2. Output objectives

After finishing this module, students need:

- Understand and assess the potential of Vietnam in socio-economic development;
- Assess current situation in exploiting natural resources and propose solutions to better exploit those natural resources;
- Understand the development of Vietnamese economy;
- Propose a number of solutions to develop Vietnamese socio-economic sectors sustainably;
- Understand specific natural resources and socio-economy conditions in each Vietnamese region;
- Apply what can be learned in real life situations as well as evaluate and propose solutions to effectively develop local socio-economy;
- Understand the national security and defense in Vietnam;
- Realize opportunities and challenges of Vietnamese economy in the context of international and regional integration.

2.4.1.3. Teaching and learning forms

Teaching and learning this course are conducted both inside and outside the class. In the class, lecturer provides the Geography pedagogy students with basic knowledge and skills. In particular, the students are instructed to practice specialized skills and apply obtained knowledge into practical situations. Additionally, the students are instructed to acquire theoretical knowledge; complete assignments and take part in fieldtrip. All those teaching and learning form are carried out by doing projects, conducting presentations, studying local socio-economic,...

2.4.1.4. Teaching and learning methods

To carry out this module, following methods are used to impart knowledge and skills as well as support students to practice what they have provided:

1. Conversational learning;
2. Problems – based learning;
3. Interpretation and explanation learning;
4. Group working;
5. Project – based learning.

It is stressed that project – based learning is an important learning method in teaching and learning this course as it helps learners to experience and apply what is learned. It also means that the learners are involved in specific professional works in order to develop specialized skills in Geography.

2.4.1.5. Assessment ways

It is combined by various assessment forms, methods and means. It can be divided into three different groups of assessment criteria as follows:

a. Assessing on how the student show their diligence, ability to complete tasks, capacity to think and solve problems,... In general, the criteria include learning tasks except midterm and final tests,... This section accounts for 20% of the total score.

b. The midterm test is a test in the form of project – based learning and it has a score of 30% compared with the total score in this module. Specifically, students will be divided into small groups with a number of 4 to 6 students in each group. They will consider carefully in selecting and implementing project in 4 or 5 weeks.

c. The final test is a test that combines both multiple-choice questions and essays that can be designed to develop learners' competencies. In particular, there are a number of questions designed under the Program for International Student Assessment (PISA) that use actual situations, diagrams, charts, maps, tables of data, poetry, folk songs, proverbs,... This test accounts for 50% of the total score.

2.4.2. Overview about the project – based learning

2.4.2.1. Definition

Project-based learning is a learning form in which learners identify a working topic, unify project tasks, make plan and conduct task by themselves. In doing the project, the learners aim to create a product that can be presented (7). It can be understood that this learning style asks the learners to participate in specific activities that can support them to obtain a practical result or product. Specifically, the learners play an important role to actively explore new understanding through their own knowledge and learning resources.

2.4.2.2. Characteristics of the project – based learning

a. Learners are in the center of teaching and learning activities

In the project-based learning, the learners have new roles as they are those who need to solve emerged problems, make decisions, carry out project, make presentation,... Meanwhile, the teachers mainly play an essential role in guiding, observing, encouraging and helping the learners during the project implementation. (8).

b. Teaching and learning are conducted through practical tasks

Participating in this learning process, the learners can observe, experience and reflect on their own understanding; therefore, it helps them to understand what can be learned in depth (9). From practical activities, students can also discover themselves and do not depend too much on theoretical information. It means that they will gain experience from real-life adventures or experiments that are always associated with real practices.

c. Learning activities are multiform and plentiful

In this learning form, the students not only receive and memorize information but also participate in specific activities, so learning activities are more multiform and plentiful (2). Specifically, the learners carry out the project by asking questions, debating, giving opinions, planning, conducting experiments, collecting and analyzing data, making conclusions, presenting their ideas,... Thus, the learners must join in many different learning activities which can enable them to improve their specific competencies.

d. This needs to combine group and individual working

The projects are usually conducted in groups in which there is a division and collaboration among members to obtain common results (10). Through group activities, project staff will combine and promote each individual's forte; therefore, the project product is good in quality. This learning form helps the learners not only to be responsible but also to understand their own forte. The teachers' observation and recognition enable the learners to be confident because they can be oriented and supported on time (2).

e. It must care about the final product

The project products are interested by both teachers and students and it can be material or non-material ones. In other words, the products in project – based learning can usually be presented (11). The teachers and students often pay attention to what happens during the time of doing project; however, they most concern about final products.

2.4.2.3. Disseminate project-based learning in teaching and learning Geography

In all Vietnamese educational levels, the geographical teachers are gradually disseminating the project – based learning to support the learners synthesizing and applying specialized knowledge in real life situations. Besides, the learners also need to combine geographical knowledge with other subjects' knowledge such as civic education, physic, biology, history,... This can be considered as one of main goals that the geographical teachers desire to achieve through implementing the project – based learning in their teaching task. In addition, the teachers also want learners to practice specialized skills as well as improve specific competencies. In addition to the available skills such as self-study, reading, using charts/tables/videos/statistic,... the learners can form and develop some new skills such as skills of using information technology, doing research, managing time, solving problems; therefore, the implementation of the project – based learning can be more popular.

In recent years, the project – based learning have been applied by some geography teachers in order to teach following topics/contents:

+ Transportation industry. In this case, the teachers usually ask their learners to study about current situation of local transportation as well as propose solutions for improving local transportation quality.

+ Environment and sustainable development. In this lesson, the teachers require the learners to implement projects on local environmental pollution (studying current situation, propose solutions).

+ Rational use and natural improvement in the locality where students are living. In particular, the teachers ask the learners to implement projects about pollution, climate change, environmental change,...

+ Local geography of provinces and cities. For instance, the learners are tasked to conduct project on potential for economic development in a specific locality, economic activity in particular areas, cultural values in the local,...

2.4.3. Teaching and learning the course of Vietnamese socio – economic Geography through the project

2.4.3.1. Steps to implement the project – based learning

Step 1: Determining the topic and objectives of the project (week 1)

In this step, both lecturer and students need to do some following tasks:

- The teacher helps the students to understand about overall goals of the project – based learning;

- The students form groups themselves, find ideas and choose suitable topic for the project;

- The students are advised by teachers so that they can agree to keep or change topics for the project;

- The students critically debate to protect their choice for the project topic.

Step 2: Making plan for the project (week 1)

The specific tasks and techniques in this step are:

- The students make their own plan for the project;

- Both lecturer and students discuss about each group's project plan to help students adjust and complete their plans;

- The project team must clearly plan specific tasks and how to carry out each task;

- It has to assign particular tasks for each team member;

- It needs to predict difficulties in the process of implementing the project and try to propose solutions;

- It must have a team leader and a project secretary to manage and inform teacher about the project progress.

Step 3: Implementing the project (weeks 2)

- The project group must conduct the project as they have planned. In this step, the students need to ensure both project quantity and quality;

- The team leader and secretary need to manage and inform teacher about the project implementing.

- The teachers are responsible for monitoring, checking and supporting if it is necessary. In special cases, the teachers can work with their students but it does not mean that they replace the students to work.

- All groups of students and the lecturer check completed tasks to make sure that the project has done completely.

Step 4: Presenting and assessing on project results (week 3)

In this step, the students present the project results through presentation. The project product may be material or non-material depending on the specific situations. However, no matter which form the result is, it must be the actual research result. It means that the project result is not copied from others.

In addition to the presentation, the students have to present all pictures, videos, models, materials,... in order to approve for the project result. This can also help the teachers and other students to learn and assess as accurately as possible.

The project accounts for 30% of the overall score. The final score bases on implementation process, final project products/results and project presentation. It is presented as follow:

The project implementation ensures the following requirements:

- The students perform well on the project schedule and process;
- The students cooperate and communicate with other people to work;
- The team leader and secretary record and report the project progress each week;
- The project results must not be copied from others;
- The research methods are appropriate for the project;
- The project results must be reasonable, practical, and reliable;
- The project results are presented to the class.

The project presentation ensures the following requirements:

- The content is short, complete and accurate to research results;
- The presentation structure is easy to follow and understand;
- Presentation making is scientific and aesthetic;
- Presentation implementing is effective (easy to understand, professional);
- The presentation ensures time length (10 minutes for conducting presentation, 10 minutes for students to discuss/debate, 10 minutes for lecturer to finalize and assess).

The component score rate from all reviewers:

- Teacher assessment: 60%
- Self assessment 20%
- Peer assessment: 20%

Step 5: Rethink about the conducted projects (week 3)

In this step, the teacher needs to look back on the process of conducting teaching and learning through the project to better improve their own teaching. In particular, they are

concerned with collecting data to supplement the techniques and tricks which can support them to organize the next project – based learning more effectively.

Similarly, the students pay their attention to rethinking about the project implementation to clearly see their own and their team's strengths and weaknesses. Besides, they also recognize the advantages and disadvantages of other groups so that they can obtain more experience. It can be said that self-reflection of the project implementation can help the learners to better organize the project – based learning in the future. Moreover, this also enables them to be more stable in applying this form of teaching after graduation as they will be high schools' Geography teachers in the short term.

*** Some typical projects have been implemented**

In two semesters as it has mentioned before, the students conducted a lot of projects in relation to Vietnam socio - economic Geography. Listed projects below are just some typical ones.

- Evaluating the effectiveness of the model of Jaboticaba/Jaboticaba planting in Thot Not district, Can Tho city;
- Assessing the potential and current situation of the model of tropical cherry planting in Ben Tre province;
- Assessing the potential and effectiveness of Sugarcane cultivation model on alum soil in Phung Hiep district, Hau Giang province;
- Current situation of local people's livelihoods in An Giang province when floods are late and erratic in order to propose solutions to improve local livelihoods;
- Assessing current situation to propose the orientation for the development of coconut industry in Cau Ke district, Tra Vinh province;
- Assessing current situation to propose solutions for tourism development in Cai Rang floating market, Can Tho city;
- Planting fresh vegetables at home;
- Assessing current situation of water pollution in Xuan Khanh ward, Ninh Kieu district, Can Tho city;
- Assessing potentials and current situation of Artemia breeding industry in Vinh Chau district, Soc Trang province.

2.4.3.2. The effectiveness of implementing the project – based learning in carrying out the course

a. Effective learning results for the students

- Experiencing what is learned

The research results have shown that when studying this course through the project, the students can easily experience what is learned (all 25 interviewed students indicated). For example, the students can directly learn and assess on natural resources such as soil, water, creatures,... in a specific locality or in their own hometown. In other case, the learners also experience in farming tasks, discussing with farmers about specific farming economies. Such actual learning activities help students to deepen their knowledge in a practical way.

- Verifying knowledge thanks to practical activities

As 23/25 students shared, knowledge is learned in the class is theoretical and does not reflect real life situations well. Therefore, carrying out this course through the project helps the students to verify what they have learned. Moreover, the students can compare and assess what they have learned with their own experiences. The implementation of such projects helps

learners to recognize the reliability of information from books as well as apply their understanding in real circumstances.

- Improving some competencies such as cooperating, doing research, making plan, managing work, communicating, making presentation, thinking critically,...

It can be said that the project – based learning requires the learners to work with many different people in different complex and demanding works; therefore, after completing the project, students can develop a lot of competencies, especially specialized ones. One of the students said that “In doing my project, I had to convince the farmers to observe alkaline soil as well as to be provided detailed information about sugarcane”. In other case, the student said that “It is not easy to be allowed observing in artemia experimental areas; however, in order to get a good project result we had to try our best”. In some cases, they need to discuss, debate and analyze collected data in order to finalize the results. Thanks to such tasks, the learners can get along with and participate in real working environment as well as possible.

- Getting more opportunities to express their ideas and forte

In implementing the project, each student has their own responsibilities, so the students themselves must actively and proactively try their best to complete their tasks. For example, a student shared that “In implementing the project of planting fresh vegetables in dormitories and hostels, a group of 4 students have assigned and performed themselves in some tasks such as buying foam box (student 1), looking for soil (student 2), buying the seed (student 3) and checking all stages before planting (student 4). In the process of growing vegetables, each student has different responsibilities consisting of watering, fertilizing, observing and recording the vegetable growth”. It can be said that the implementation of this task promotes both individual and group working capacity. Thus, they have more opportunities to perform and learn from other people so that their competencies can be formed and improved easily.

b. Great teaching results for the lecturer

- Teaching and changing classroom atmosphere actively

Traditional classrooms are no longer appropriate with the objectives in education in general and in university training in particular. Similarly, the output of the Vietnamese socio - economic Geography course also requires teaching activities to be carried out in various forms. The project – based learning has helped to create more opportunities for the lecturer to experience and implement many active learning activities. Unlike traditional teaching methods, the project – based learning can also enable the teachers to meet teaching objectives through touching, looking, and feeling; therefore, teaching tasks is more active and interesting. Due to that, the classroom atmosphere was becoming more exciting.

- Innovating the ways of organizing, controlling and teaching in the class

Training objectives should be closely linked to the needs of the society and the training results need to meet the job requirements; therefore, changing the organizing, controlling and teaching methods is inevitable. It implies that the learners need to understand and apply what they have learned into practical contexts. It is true that teaching this module through the project has contributed to changing teaching methods, so it shapes and develops some necessary competencies for the students. In addition, the classroom is no longer within the school or class but rather in society or in a specific community. Teaching is not only lecturing, listening, taking notes but also experiencing, contemplating, reflecting on what have observed. The learners have good chances to think, assess and debate with their classmates and teachers critically. Thus, the knowledge is highly practical and reliable so that such understanding can support the students to achieve more success in their working life after graduating.

- Changing the teachers' roles

In teaching the course of Vietnamese socio - economic Geography through the project, the lecturer can demonstrate leading role in the class. In particular, they base on their own knowledge and experience to help, advise, orient and construct their learners during the time of implementing project. At the same time, the learners do not depend on lectures; they can actively build and demonstrate their own truths in the learning and researching process. Therefore, the fundamental role of teachers and students in the traditional perspective of education is changed completely.

- Having good opportunities to experience and improve knowledge

When conducting teaching task through projects, the lecturer has good chances to improve and actualize knowledge based on all projects' results or products. On the one hand, this helps the teacher to gain more new and innovative understanding which can help to better their teaching in the future. In addition, updating information through the project work is necessary as it enables the lecturer to improve their knowledge authentically.

In carrying out the course of Vietnamese socio - economic Geography through the project, the researcher has found that the teaching results directly impacted on the quality of training. Specifically, this implementing of project – based learning can contribute to improving the quality of teaching and learning. This also means that it can support the Department of Geography Education, School of Education and Can Tho University to train and educate more students with practical capabilities that can meet the society's and employers' requirements. In other words, if this implementing can be continued, it will contribute to maintaining and improving the quality of training in Geography Teacher Education at Can Tho University.

2.4.3.3. Some obstacles and proposed solutions

- Some students who are not aware of studying this course through the project are essential. To solve this problem, the lecturer should help the learners to realize that the change of learning styles and methods plays an important role in ensuring the outputs of this module in general and of the training program in particular. Besides, the lecturers also encourage students to carry out their project as well as provide their learners with necessary information on how to conduct the project effectively.

- In some cases, the students have difficulties in asking for information, experience and research. In order to support students, the lecturer needs to care about the situation as well as advice and work with the project team in necessary. On the other hand, the lecturer can write recommendation letters which can help the students to contact the local people or organizations implementing the project.

- Some students are not good at research skills; therefore, the lecturers need to share or provide the learners with helpful experiences and advice which can support the learners to choose good method and strategies in implementing the project. In addition, it can let the students to refer to previous projects so that they can learn and adjust for their projects.

- The students are still unfamiliar with the project – based learning because in the previous modules they were less learned with this method and form. Therefore, the lecturer should guide and instruct the students step by step in doing specific plan and task, especially focusing on how to carry the tasks. Thus, the students can be used to and perfect their ability in implementing academic projects.

2.4.4. A typical example of conducting the project – based learning for the course of Vietnamese socio – economic Geography

Step 1: Determining the topic and objectives of the project (week 1)

Topic: Current situation of local people's livelihoods in An Giang province when floods are late and erratic in order to propose solutions to improve local livelihoods;

Objectives:

- Assess the the current situation of developing livelihoods of local people in An Giang when the flood is late or erratic;
- Analyze the relationship between flood and local livelihoods in An Giang;
- Propose solutions to stabilize livelihood development and increase income for the local residents.

Step 2: Making plan for the project (week 1)

The following is a project plan that can enables the project team to carry out specific tasks oriented track.

SHOOOL OF EDUCATION Socialist Republic of Vietnam
GEOGRAPHY EDUCATION DEPARTMENT **Independence - Freedom - Happiness**
THE PLAN FOR PROJECT IMPLEMENTATION

Title: Current situation of local people's livelihoods in An Giang province when floods are late and erratic in order to propose solutions to improve local livelihoods

I. Objectives:

- Assess the the current situation of developing livelihoods of local people in An Giang when the flood is late or erratic;
- Analyze the relationship between flood and local livelihoods in An Giang;
- Propose solutions to stabilize livelihood development and increase income for the local residents.

II. TIME, PLACE, PARTICIPANTS

1. **Time:** from September 3, 2019 to September 24, 2019.
2. **Places:** in 5 different hamlets are heavily influenced by flood.
3. **Participants:** 5 group members

III. RESEARCH METHODS

1. **Data collection**
 - Collecting and learning for previous documents
 - Surveying by questionnaire
 - Conducting in-depth interview
2. **Data recording:** questionnaires, interview questions, notebooks, recorders, cameras and telephones.
3. **Data analysis**
 - 23rd version SPSS (Statistical Package for the Social Science)
 - Adobe Photoshop for making infographic

IV. MAIN CONTENTS OF THE PROJECT NEED TO BE STUDIED

1. Overview about the flood
2. Livelihoods are related to flood
3. The impacts of flood on local livelihoods
4. The proposed solutions to the problem

V. ASSIGNMENT OF RESPONSIBILITIES

The project member	Learning from previous documents	Making plan	Carrying out the project	Making infographic	Conducting the presentation
Nguyen Do Thao Vi			*	*	*

Truong Thi Cam Van	*	*	*		
Ho Cam Luyen	*	*	*		
Nguyen Thi My Kieu			*	*	*
Ho Nhat Minh		*	*	*	

VI. THE PROCESS OF THE PROJECT IMPLEMENTATION

Week	Date/dates	The work needs to be done
1	September 3, 2019	Presenting the project plan
	September 4, 2019	Revising the project plan
	From September 5 to September 7, 2019	- Collecting related documents - Finishing literature review
2	September 11, 2019	Setting up the research data collection
	From September 12 to September 14, 2019	Collecting data for the project by surveying and interviewing (The specific plan for field trip have Attached)
	September 15, 2019	Preparing for analyzing the project data
	September 16, 2019	Analyzing the project data
3	From September 18 to September 21, 2019	Making infographic
	September 22, 2019	Presenting the project result
	September 23, 2019	Revising the project result
	September 24, 2019	Handing the final project result

VII. THE PROJECT PRODUCTS NEED TO BE SUBMITTED

- The project plan
- All photo, video and related documents
- All data collection recording and analysis
- The infographic that presents the project result
- The outcome of self-assessment and peer assessment

VIII. THE LECTURERS’ COMMENTS ON THE PROJECT PLAN

.....

Step 3: Implementing the project (week 2)

- The project was carried out in 5 hamlets are heavily influenced by flood;
- The participants have finished the survey with 12 local people and conducted indepth interview with five local residents and leaders;
- The project team also has experienced some real activities that are related to the local livelihoods in the localities;
- All works have been done as they were mentioned in the project plan;
- The team leader and secretary have provided the lecturer with all photos and videos related to flood and livelihoods in An Giang dirung the time that they are taking their field trip in the selected areas;

- The lecturer has also checked to make sure that all works were done in the right track;

Step 4: Presenting and assessing on project results (week 3)

The project result was presented through infographic which has made by Adobe Photoshop.

Besides infographic, the project team has to present all pictures, videos, models, materials,... in order to approve for the project result.

Table 1. Criteria for formative assessment toward the project

Student					
Criteria	1	2	3	4	5
Working attitude					
Cooperative ability					
The scale of work completion					
The performance scale of work					
The scale of contribution to the project result					
Overall score					

Table 2. Criteria for summative assessment towards the project

Criteria		Score	
The project product (Infographic)	Form of infographic	Formatted scientifically and beautifully	
		Layouted reasonable	
		Presented creatively	
	Content of infographic	Have enough contents as planned	
		Be accurate and scientific	
		Be high reliable in the project result	
		Be new or independent in project result	
Presentation skills	Managing time well		
	Presenting effectively (concise, clear,...)		
	Colaborating effective among members		
	Good answer and feedback		
	Be creative in presenting		
Overall score			

Step 5: Rethink about the conducted projects (week 3)

- The field trip should be done at the most critical time of the flood in An Giang;
- It should be more time to experience livelihood activities;
- There should be a more specific explanation of the assessment criteria.

3. Conclusions

- The project – based learning is one of teaching methods or styles that can activate both teaching and learning activities, especially learning activities. Implementing the project – based

learning in conducting the course of Vietnamese socio - economic Geography is an actual demand as it is appropriate to current educational policies in Vietnam.

- The application of the project - based teaching to the Vietnamese socio - economic Geography course has brought some positive and encouraging results such as helping students to deepen their knowledge; making learning activities more active and positive; leading the students to more practical experience, developing a lot of necessary specialized competencies,...

- There are still some difficulties in applying this projects – based learning in the selected course. Therefore, both teachers and students need to consciously and actively overcome some obstacles. Besides, the stakeholders should be responsible in essential situations in order to support both teachers and learners on time.

REFERENCES

- [1] Nguyen Van Cuong and Bernd Meier, 2006. *Basic background about innovating teaching methods in high schools*. Secondary Education Development Project.
- [2] Wright, J.. 2007. *Implementation of project based learning in a training package context*. RMIT University Publication.
- [3] Trinh Van Bieu, Phan Dong Chau Thuy and Trinh Le Hong Phuong, 2011. Project-based learning – from theory to practice. *Journal of Science of Ho Chi Minh City University of Education*, 28, 3 – 11.
- [4] Nguyen Van Cuong and Nguyen Thi Dieu Thao, 2004. Project – based learning is a method that has a dual function in training teachers. *Journal of Educational Science*, 80, 15 – 17.
- [5] Creswell, J. W., 2009. *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.): Place of publication: SAGE.
- [6] Denscombe, M., 2010. *The good research guide: For small-scale social research projects* (4th ed.). Maidenhead, England: McGraw-Hill/Open University Press.
- [7] Duong Thi Phi Oanh, 2007. *Teaching and learning through project*. The press of Can Tho University.
- [8] Nguyen Dang Nguyet Huong and Vu Phuong Lan, 2015. Promote students' self-study activities through project teaching. *Journal of Educational Science*, 115, 41 - 47.
- [9] Ngo Xuan Quynh, 2011. *Materials for project – based learning*. Accessed in June 12, 2018 from <http://www.hoahoc.org/tu-lieu-day-hoc-theo-du-an-dhda.html>.
- [10] Robinson, J. k., 2013. *Project-based learning: improving student engagement and performance in the laboratory*. *Anal Bioanal Chem*, 405, 7 – 13.
- [11] Dang Van Duc and Nguyen Thu Hang, 2003. *Active teaching methods in Geography*. The press of Ha Noi National University of Education.