

Project-Based Learning as an Effective Solution for Distance Education: A Case Study of Flagman School

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Abstract

As a result of the COVID-19 pandemic, distance learning has demonstrated its value. Nowadays, many students face the challenge of choosing between maintaining international academic standards and dedicating time to their true talents. For example, many gifted student-athletes have to be absent from classes due to training and participation in events such as the Olympics. Online schooling provides them with the flexibility to manage their time effectively and devote enough attention to their athletic pursuits. However, they often encounter difficulties during online lessons. One of the main challenges is the lack of participation and communication with classmates. A potential solution to this issue is project-based learning, which addresses several challenges simultaneously. First, it fosters group collaboration, encouraging students to work together. Second, it enhances interdisciplinary connections and promotes real-world applications. Additionally, project-based learning increases class participation and reduces stress related to midterm and final exams. The objective of this paper is to present an application of the Project-Based Learning (PBL) as a case study of Flagman online school.

Keywords: project based learning, distance learning, online school, interdisciplinary connection, group work