

Research on the Application of PBL in the Study Travel of China

Wanting Ye^{1,*†}, Wuxi Zhong^{2,†}

¹*Department of Politics and History, Cangzhou Normal University, Qinghai Street, Cangzhou, China*

²*Faculty of Physics and Engineering Technology, Chengdu Normal University, Haike Street, Chengdu, China*

**corresponding author: s1122125@s.edu.hk*

†These authors contributed equally.

Abstract: In terms of the application of Project-based learning (PBL) in China, there are some applications of combining PBL with study travel. This paper analyzes the advantages of PBL application, including stimulating students' interests, enhancing cooperative spirits in teams, and cultivating interdisciplinary thinking and problem-solving abilities. Besides, there are some challenges when applying PBL into the context of study travel, including teachers and students' lack of knowledge base and comprehensive literacy, mere formality and imperfect operation system, low overall quality, and difficulties in assessments. Therefore, this paper poses corresponding solutions to overcome these challenges. For future development, PBL in China is to further publicize and promote the advantageous role of PBL in the study travel practice of China, establish and facilitate the operation of China's study travel, and improve the comprehensive quality of teachers in China.

Keywords: PBL, Study Travel, China.

1. Introduction

With the development of education, educational methods of China have gradually shown the characteristics of diversity, and various innovative educational ideas emerge in endlessly. Study travel is a new kind of teaching activity, which requires teachers to reasonably organize students' study-based learning of centralized accommodation outside the school based on local actual conditions. Since study travel is very practical, the curriculum design is very important in practical teaching. Apart from this, the PBL teaching method can be useful to improve students' learning enthusiasm, and then cultivate students' autonomous inquiry and autonomous learning abilities, improve students' learning efficiency, and achieve students' overall development. Therefore, it is of great significance to use PBL teaching method in the course design of study travel.

2. Overview of PBL

PBL is also called project-based learning [1]. It is a student-centered learning model under the guidance of teachers. PBL was first used in medical teaching. Under the guidance of teachers, students discuss a case or disease topic in groups, learn cooperatively, and finally acquire relevant

knowledge. Subsequently, this teaching model was also extended to various teaching practices, including study travel. Different from the traditional teaching mode, learning is no longer a process of students' passive acceptance of knowledge, but a process of cultivating students' independent exploration of problems, forming problem-solving skills and autonomous learning abilities [2]. Students could become proficient problem solvers through inquire, as well as work collaboratively to research and create projects that reflect their knowledge [3].

3. Overview of Study Travel

"Study travel " is also called study-based learning, which is an exploratory learning mode. "Study travel" is an innovative form of school education. It combines "study" with "travel" to broaden students' horizons and enrich their knowledge in a more intuitive way. The predecessor of the "study travel" is the "grand tour" that emerged in Europe during the 16th-17th century [4]. Up to now, there are mainly four modes: exchange learning, nature education, cultural investigation and life experience [5]. These four modes allow students to directly acquire knowledge through specific experience scenes.

4. Application of PBL in the Study Travel of China

4.1. Advantages

4.1.1. Stimulating Students' Interests in Learning

The application of PBL in study travel is to stimulate students' interests in learning by taking the project as the guide and combining the real situation. Learners can intuitively feel the existing things through study travel, so as to explore the professional knowledge they have learned, and can concretize the relatively abstract knowledge. It encourages students explore through real perception and in combination with the specific projects they have learned so that students can learn to pay attention to things in life from the perspective of professional knowledge, so as to truly apply what they have learned [6].

Before designing the project, students' acceptance abilities, life experiences, and interests should be fully considered. The selected questions should be clear and close to students' life. They should adapt to students' existing knowledge reserves so that students can easily grasp them. However, the questions raised should also be researched, which are complex and challenging. Situations that teachers created are necessary to consider whether it is interesting, scientific, practical and feasible.

4.1.2. Enhancing Cooperative Spirits in Teams

The application of PBL in study travel is to take students as the main body and carry out group cooperation in combination with specific projects, so as to enhance cooperative spirits in teams. From asking questions to designing routes to a field investigation, the students participated in the whole process, highlighted the students' dominant position, and practiced the independent, cooperative, and inquiry learning mode.

Different from the traditional teaching methods, the process of project-based learning pays more attention to students' autonomy. Therefore, let students actively participate in the whole process of project determination, planning, implementation and evaluation, so as to truly improve students' autonomy [7]. Determine appropriate driving questions to enhance students' curiosity about the research topics; According to students' characteristics and abilities, establish a good research group, improve students' participation in research and learning and collective sense of honor, and promote students' diversified development [7].

When PBL is applied to a project, the inquiry learning can be carried out from different angles. PBL in groups can cultivate students' cooperation abilities, and carry out a clear division of labor according to their respective advantages and areas of expertise, so as to efficiently complete tasks. This is to better understand the advantages of their team partners in the collision of various ideas and learn from each other's strengths, and working together for a common task is the best embodiment of team cooperative spirits.

4.1.3. Cultivating Students' Interdisciplinary Thinking and Problem-solving Abilities

The application of PBL in study travel is to conduct interdisciplinary project inquiry learning based on students' existing cognition, so as to train students' interdisciplinary thinking. In the comprehensive study travel activities, the problems explored by the research sites can be combined with the professional content, which reflects the principle of combining principle learning with practical practice.

The design of the research tasks of the research sites conforms to the students' cognitive laws to several degrees, from simple to complex, from perception to analysis, and from layer to layer. It can enable students to participate in it, continue to think deeply and achieve the purpose of in-depth learning. Students no longer passively accept knowledge, but become the creators of knowledge, and continue learning until after class, which effectively improves students' comprehensive quality and greatly enhances their hands-on, expression and innovation abilities [8].

Project-based learning has strong discipline integration. The completion of a project often requires the integration of multi-disciplinary knowledge, which perfectly fits with the concept of a study travel course. The proposal of a core driving problem requires students to have knowledge and abilities in geography, history, Chinese, art and so on. Study travel is closely combined with the reality of life. In the process of study travel, we broke the traditional subject-based teaching, realized the interdisciplinary and knowledge interconnection, enabled students to integrate the knowledge of various subjects, and improved their abilities to comprehensively apply knowledge.

4.2. Problems

4.2.1. Lack of Knowledge Base and Comprehensive Literacy of Teachers and Students to Some Extent

The application of PBL not only has higher requirements on teachers' teaching abilities and comprehensive quality, but also has certain requirements on students' knowledge base and comprehensive abilities. If it is in a more open and diverse study travel, the corresponding requirements will be higher.

Study travel is a highly comprehensive, cross-border and diverse practical activity course in the school [9]. First of all, it is a course [9]. It is a course, and it cannot be developed by anyone [9]. It does not understand education and does not understand students' cognition [9]. It is impossible to effectively complete the development task [9]. First, if the teacher does not have a solid knowledge base, excellent teaching skills, good communication skills and other qualities, it is difficult to guide the teaching content with good effect in the study travel. At the same time, the ability and experience in the development of research courses in China are still shallow. The teachers do not have a deep understanding of study travel of PBL, and their awareness of innovation is relatively low. The quality of research courses designed and developed by teachers is not high and the teaching organization is not smooth.

Second, in view of students' habits and dependence on traditional education, it is easy to lose the direction of learning and inquiry under the guidance of the PBL concept. If students cannot understand and are not familiar with the content of study travel, and they cannot reasonably divide

labor and cooperation, there will be not good. For example, some students have heavy tasks, and some students have doing nothing [10].

4.2.2. Mere Formality and Imperfect Operation System

In the process of practice, the application of PBL in study travel tends to be a mere formality, and related activities are constructed in the name of using the concept of PBL, but the substantive content is not closely connected with the core concept of PBL, and the advantages of PBL are not brought into play. It has not been able to form a relatively mature operating system.

First of all, most of the study travel activities are still mainly in the form of traditional visits, supplemented by lectures, questions and answers, games and other content links. It can be seen that the relevant design concepts are relatively conservative, outdated, and have limited sense of innovation, ignoring the essence of PBL - the concepts of "student-centered". Teachers still become leaders rather than facilitators, which greatly reduces students' participation and sense of experience. Secondly, it is difficult to conduct on-the-spot research influenced by factors. In this case, study travel of PBL is empty of design concepts, but lacks of practical practical platforms and opportunities. For example, the course field research has been adjusted many times due to typhoons, thunderstorms, etc.; The physical distance between the school and the revolutionary deeds point is also one of the factors affecting the implementation of the course [10]. The field research should comprehensively consider the closing time and prioritize the venues that need to see the exhibition. It cannot be carried out according to the timeline of historical events, which increases the difficulty for students to sort out the historical line [10].

Finally, the content design of some study travel does not start from the real situation, does not actively optimize the allocation of resources for study travel based on its own characteristics, lacks scientific planning and fine management in the entire practice process, and reduces the presentation of research activities to a certain extent. The sociality, practicality and richness of the results have not been able to form a relatively complete study travel course operation system. Many museums of second and third tier cities don't pay enough attention to research education and practical expansion [8]. Management systems of some museums are relatively lagging behind and their internal institutions have not yet been optimized, which are relatively difficult to carry out research activities [8]. It is easy to see that a perfect study travel operation system has not yet been formed, and there is still a lot of room for improvement.

4.2.3. Low Overall Quality and Difficulties in Assessments

The effect presentation and achievement transformation of PBL in some study travel is not outstanding, and the evaluation dimension is far from enough, which shows the phenomenon that the overall study travel quality needs to be improved to a certain extent.

First, the content of study travel of PBL is relatively simple, and the phenomenon of homogeneity of results is more serious. There is a lack of awareness of differentiation from traditional study travel. Either too much attention is paid to subject knowledge, or it only focuses on life situations, and it is easy to ignore subject knowledge. The situation related to the life situation separates "study" and "travel", and does not reflect the interaction of various factors. The following scholars say, if there is no "study", it will be reduced to pure sightseeing; If there is no "travel", it will become an alternative conventional classroom education [5].

Second, the results of study travel of PBL are often easily overlooked, and there is still room for further improvement in multi-dimensional evaluation. In Sun's "Guangzhou Revolutionary History Research" PBL course implementation process, it is mentioned that the course is evaluated from three perspectives: group discussions, school teachers, and museum researchers [10]. Some scholars also

believe that PBL course evaluation requires experts, scholars, teachers, peers and learners to complete the evaluation of both the results and the process.

4.3. Improvement Measures

4.3.1. Further Publicity and Promotion of the Advantageous Role of PBL in the Study Travel of China

Teaching practice of PBL in China is relatively short, especially in the context of study travel. The cognition of most people on PBL is relatively superficial, and there is not much in-depth research and thinking. In the field of education, the core elements of PBL will be further discussed, especially to further publicize and promote the advantages of PBL compared with traditional education, to expand the group of people who know PBL, and to increase the possibility of PBL being used in practice to a certain extent. At the same time, the advantageous role of PBL will be actively further played and optimized in the study travel of China.

4.3.2. The Establishment and Improvement of China's Study Travel Operation Mechanism

The development history of research and study travel is still short in China. The experience in related practice is still shallow, and many contents are not perfect. It is necessary to establish relatively standardized study travel operation mechanism with Chinese characteristics, establish relevant industry standards, strictly implement relevant regulations, and increase supervision from the schools, society, parents and other parties to jointly help the development of study travel, form a good atmosphere for study travel practice, and lay the relevant basic conditions for the smoother development of study travel.

4.3.3. The Improvement of the Comprehensive Quality of the Teaching Staff in China

Teachers will be strengthened the relevant training, especially deepening their understanding and application of PBL, and changing the role of teachers to guide students to build a more scientific and reasonable teamwork and incentive system, and encourage students to actively participate in the process of research travel. Schools will need to strengthen the construction of the study travel tutor team, select a group of full-time teachers who are good at teaching and guidance, high quality and strong sense of responsibility [9]. Schools also will need to organize the study and practice of the study travel development theories, communicate and exchange with research bases, travel agencies and education experts, design corresponding courses for specific activity destinations in cooperation and interaction, and provide necessary and timely guidance in student activities [9]. This will be more conducive to the normal and effective implementation of study travel activities and the achievement of educational goals.

5. Conclusion

To sum up, this paper reviews the advantages and disadvantages of the application of PBL in the study travel of China along with its challenges with corresponding solutions. Also, this paper suggests that the future development of PBL in China's study travel practice can be further publicity and promotion of the advantageous role of PBL in the study travel of China, along with the establishment and improvement of China's study travel operation mechanism, and the improvement of the comprehensive quality of the teaching staff in China, etc. Overall, it has reviewed the development of the application of PBL in the study travel of China after reviewing previous relevant literature. Future research will carry out more in-depth research and exploration over time, thereby contributing to continuous research results for the academic community.

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