



Universiteit
Leiden
The Netherlands

Online project-based higher education: student collaboration and outcomes

Guo, P.

Citation

Guo, P. (2021, September 7). *Online project-based higher education: student collaboration and outcomes*. ICLON PhD Dissertation Series. Retrieved from <https://hdl.handle.net/1887/3209246>

Version: Publisher's Version

License: [Licence agreement concerning inclusion of doctoral thesis in the Institutional Repository of the University of Leiden](#)

Downloaded from: <https://hdl.handle.net/1887/3209246>

Note: To cite this publication please use the final published version (if applicable).

Cover Page



Universiteit Leiden



The handle <https://hdl.handle.net/1887/3209246> holds various files of this Leiden University dissertation.

Author: Guo, P.

Title: Online project-based higher education: student collaboration and outcomes

Issue Date: 2021-09-07

Propositions

associated with the dissertation

Online project-based higher education Student collaboration and outcomes

Pengyue Guo, 7 September 2021

1. To understand students' learning outcomes in project-based learning, the evaluation of artifacts is essential (this dissertation).
2. Chinese college students should consider as well as challenge peers' opinions to benefit from online collaborative project-based learning (this dissertation).
3. Students' expression of emotions and exploration of tasks determine artifact performance in online collaborative project-based learning (this dissertation).
4. The most important role of teachers in online collaborative project-based learning lies in the promotion of students' task-related social interaction (this dissertation).
5. Policymakers should vigorously promote the application of project-based learning in Chinese higher education.
6. Teachers in higher education should be educated for the design and implementation of project-based courses.
7. Using instant messaging apps for communication supports students' online social and cognitive collaboration.
8. In project-based learning undergraduates and not graduates should be directly supported by teachers.
9. Learning by doing is more effective for doing a PhD.
10. University teachers from different disciplines should closely work with educational researchers to improve curricula.