ABSTRACT

This action research study documents the observed behaviors and reported experiences of 11th and 12th grade Algebra II students when implementing problem-based learning (PBL). This study found that approaching Algebra through real word examples and PBL afforded students the chance to develop in-depth understanding of mathematics concepts such as linear equations and their graphs as well as developing 21st century skills such as communication and organization. This study also suggests that teacher intervention during group work time is a critical step in implementing PBL effectively.