Abstract

This qualitative research study investigated the observed behaviors and reported experiences of 5th grade students when project-based learning was implemented in place of traditional reading instruction. The study was conducted in a suburban school with 20 participants in an effort to increase motivation and engagement in reading. Data were gathered using surveys, teacher observations, questionnaires, reflective journals, rubrics, and student artifacts. The action research suggests that the use of project-based learning promotes student motivation, enthusiasm, and engagement in reading in the intermediate classroom. Further analysis indicates that planning, choice, collaboration, cooperation, and individual accountability are critical to the success of project-based learning.