

專題導向學習、台灣中學生小論文與高中職專題製作課程比較

項目	PBL(專題導向學習)	中學生小論文	高中職專題製作課程
核心目標	以真實世界問題為核心，強調跨領域解決方案與行動	培養學生的學術研究與論述能力	培養學生整合專業知識與實務技能，完成具體作品或方案
學習方式	做中學、邊做邊反思、團隊合作	文獻閱讀、資料分析、個人寫作	專題規劃、動手實作、團隊合作
成果形式	專題報告、行動計畫、實體或數位成品	書面論文	作品展示、口頭發表、專題報告書
跨國合作	常包含跨國學生團隊協作	極少涉及	偶爾有國際合作，但多為校內或區域性合作
教師角色	引導者與協作夥伴	指導老師(主要是審閱與建議)	專業指導與技術支援
評量方式	過程性評量+成果評量	成果(論文)為主	過程紀錄、作品品質、團隊合作評分

Aspect	Project-Based Learning (PBL)	High School Essay Contest	Senior High/Vocational Project Production Course
Core Objective	Focuses on real-world problems , emphasizes interdisciplinary solutions and actions	Cultivates students' academic research and writing skills	Integrates professional knowledge and practical skills to produce a tangible product or solution
Learning Method	Learning by doing , reflection-in-action , teamwork	Literature review, data analysis, individual writing	Project planning , hands-on production , teamwork
Outcome Format	Project report , action plan , physical or digital product	Written essay	Product showcase , oral presentation , project report
International Collaboration	Often involves international student teamwork	Rarely involves	Occasionally includes international work, but mostly school or regional collaborations
Teacher Role	Facilitator and co-learner	Adviser (mainly review and suggestions)	Professional guidance and technical support
Assessment Method	Process-based + product-based assessment	Mainly product (thesis)	Process documentation, product quality , teamwork evaluation