

**STUDENTS' AND TEACHERS' PERSPECTIVES ON PROJECT-BASED
LEARNING: FINDINGS FROM A CASE STUDY³**

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Abstract: *The present shift towards digitization of education has made it clear that traditional models of education evolve to encompass a range of inquiry-based pedagogical approaches that leverage learner agency and motivational capacity. In response to this paradigm change a project aimed at developing key competences in academic English is launched at Ruse University in Bulgaria. This study which is part of the project seeks to examine the responses of students and teachers to a project-based task that served as a preparation for a student public speaking contest. There are 32 participants in the study and the data was collected via two questionnaires. The results show an increase in student engagement and a good degree of learner satisfaction. Problem areas turn out to be the need for more support provided by teachers and the necessity for further development of critical thinking and information gathering skills. The attested convergence of student and teachers reactions to the project-task is a sound basis for establishing a tradition of annual student public speaking contests at Ruse University.*

Keywords: *Project-based learning, higher education, learner satisfaction.*

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