A Systematic Review of the Literature: The Impact of Constructivist Learning Through Authentic Project-Based Learning Experiences

Project-based learning (PBL), in one form or another, has been a pedagogical possibility in classrooms for over a century. The degree to which PBL is defined, planned, and executed varies immensely. This systematic review analyzed nine databases, and screened 747 studies. The selection criteria were met by 145 studies to determine further what the existing literature states about how the design and implementation of an authentic PBL unit of study. The results returned a three-themed categorization of the research that has been previously classified as authentic PBL: extended project-like activities, academic projects with limited inquiry, and authentic project-based learning experiences.