Problem-based Learning Project

TDG PBL Project Team
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26 June 2008
Assessment of learning outcomes

- **Formative assessment**
  - Classroom observation and teacher facilitation
  - Analysis of learning issues
  - Student presentation
  - Analysis of web-based work

- **Summative assessment**
  - End-of-module PBL assignment
  - Student questionnaire/interview
Time management/Scheduling of activities

1. PBL → TDA

2. PBL → Self-D A → PBL → TDA

3. PBL → Self-D A → PBL → Self-D A → PBL

4. PBL → Self-D A → TDA/PBL → Self-D A → TDA/PBL

5. PBL → Web-based learning → TDA
Feedback of students

- Quantitative data
- Qualitative data
Feedback from students

Undergraduates (GE - Living Healthily in the 21st Century):

- Analysing the case from multiple perspectives
- We could decide our own learning issues
- I appreciate having the chance to use lesson time to find information, discuss with classmates, and express our views.
- The time taken was too long.
- I like all those interactions!
- Deepen my understanding
- I would like to have more difficult and “open-ended” cases.
Feedback from students

Inservice teachers (MEd(LS) – Health & Environment):

- I learnt more about the procedure for implementing PBL
- PBL could enhance students’ attitudes toward enquiry
- Students could understand different points of views
- More suitable for high ability students; teachers need to provide more guidance to weak students
- Could be applied to other disciplines to stimulate thoughts, making those lessons less boring

If students lack motivation and initiative, will PBL still be useful?