

Adaptation of PBL

PBL的調適



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Basic Information

Programme : MEd (Liberal Studies)

Module : Learning, Teaching & Assessing Liberal Studies

Brief Introduction :

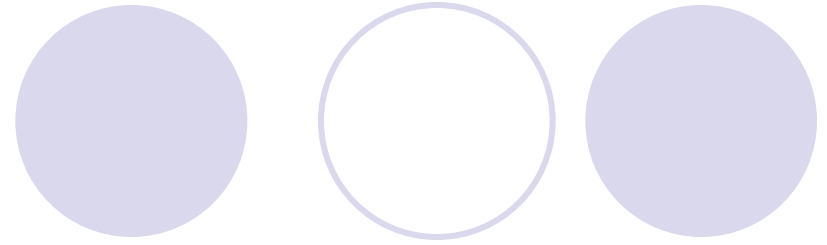
- Teaching method module (PBL is included)
- 2 trials in the year of 06-07 & 07-08
- Aim: let participants experience PBL by role-play



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Design (1st trial)



● Content

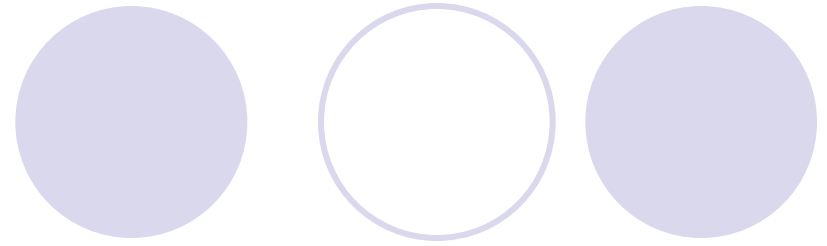
- Use online discussion forum in Blackboard as learning platform
- Act as different roles in 3 problem scenarios

● Activities

- Participants are divided into 3 large groups & then 3 small groups within each large group
- According to instructions of worksheet, participants discuss the response in Blackboard
- Act as “students”, “teachers” & “observers” alternatively in 3 problem scenarios



Design (1st trial)



● Method

S “Students” first analyse the problem scenario, identify learning issues & post them to “student forum”

T “Teachers” discuss the analysis by “students” in “teacher forum”

T Post the useful suggestions for students in “student forum”

S “Students” are required to have further discussion

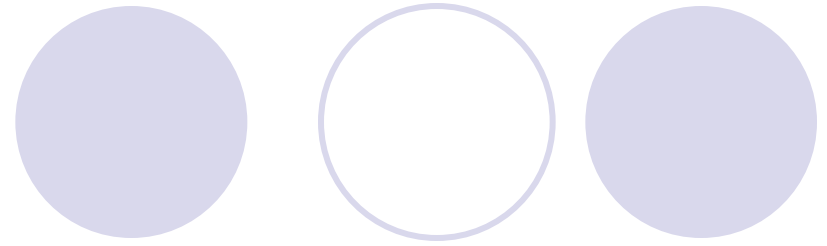
O “observers” post opinions to “observer forum” if necessary



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Reflections (1st trial)



- Discussion process is complicated

- Discussion process: “students” > “teachers” > “students” > “observers”, it takes time
- Different discussions should be posted in different forum, it causes confusion

- Heavy workload

- Each participant has a role in every problem scenario, i.e. they have to participate in 3 times



Reflections (1st trial)

● Benefits of using online platform

- More flexible, participants may discuss at anytime & anywhere
- Enrich the content, participants have more time for preparation, not restricted to finish discussion in limited classroom time

● Role-play

- Participants can reflect on the different roles in discussion

- Prepare implementation of PBL in near future



Design (2nd trial)

Simplify the online discussion and role-play in 1st trial

● Content

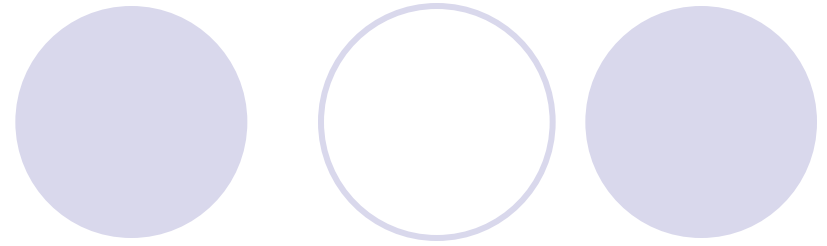
- Use online discussion forum in Blackboard as learning platform
- Act as “students” and also “teachers” in the problem scenario

● Activities

- Participants are divided into 6 groups
- According to instructions of worksheet, participants discuss the response in Blackboard
- Scenario same as scenario 1 in 1st trial

- Act as “students”, then “teachers”

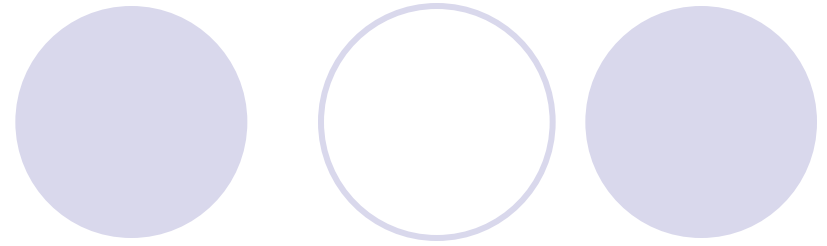
Design (2nd trial)



Method

- All groups act as “students” in a specified period
 - “Students” identify learning issues and also search for related information
 - Discussions are posted in the online forum
 - 1000 word response is required from each group
- Then act as “teachers” to follow the response from one of “students” groups
 - Discuss in forum
 - 1000 word response is required from each group

Reflections (2nd trial)



- Discussion process

- 2 discussions in 1 scenario → save time
- Less confusion → less wrong posts in discussion forum
- Focus on cooperative learning and the integration of information

- Online forum

- Some groups not only discuss in learning platform
- As a complementary way

- Learning outcomes

- Deeper and wider learning issues as compared to

the 1st trial



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