

Helping your students gain the *MOST* from PBL c/pbl/singapore-plenary

1. Linda's complaint
2. Issues for discussion/learning
3. Addressing your issues
4. Feedback/accountability
5. Using the new knowledge
6. Elaboration and reflection

1. Linda's complaint

You, a teacher in a PBL program, are talking to Linda, a student graduating from your PBL program. She confides in you, *"I believe I know the expected subject knowledge but I really don't think that my problem solving skill or group skills have improved. Perhaps the curriculum planners can look more closely at the skill development being claimed in the program."*

2. Issues for discussion/learning

Activity:

As a group of _____

- 1) introduce yourselves
- 2) identify a chairperson
- 3) brainstorm the issues this case raises
- 4) prioritize the issues: criterion: what do you want to gain from this session in the context of the issues raised.
- 5) may be called up report top issue.

TIME _____

2. Issues for discussion/learning

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M helping students generate issues

M how to create a problem

M how to develop “process skill:”

- problem solving,
- chance management,
- self assessment,
- group skills,
- teaching skills,
- lifelong learning skills

M embedding process skill development into PBL

M assessment: self, tutor, teacher, marks

M helping students see success, develop confidence, trust

M select PBL form for YOU and your purpose

M gathering student feedback, monitoring, program evaluation

M

M

M

2. Issues for discussion/learning

Actions:

- individuals contract with the group:
form of contract.
- identify the topic each will research & "teach".
- agree on teaching mechanics: time, handouts, form for "teaching".
- how to handle unexpected: illness, emergencies.
- chair for teach meeting.
- share learning preferences: MBTI, LASQ, Perry scale so that each understands expectations for "teaching" to different styles.

3. Addressing your issues/ My "teach" M helping students generate issues

suggest that they:

- read problem statement carefully & thoroughly
- read it again.
- identify WHO, WHAT, WHY, WHERE, WHEN, HOW is and is not in the scenario
- use "cues" to identify five to ten perspectives;
- systematically view the case from each perspective;
- activate previous knowledge;
- 60% -> 80% -> 100%
- criteria: learning issues that:
 - pertinent to overall course objectives
 - needs for you to solve problem

Model the process; feedback to their efforts

3. Addressing your issues/ My "teach"

M how to create a problem

1. contains "cues"; correct learning objectives.
2. triggers pertinent previous knowledge.
3. complexity OK.
4. requires integration across disciplines & knowledge, skills, attitudes.
5. allows openness.
6. motivational; similar to future professional practice.
7. promotes student activity.
8. identifies context;
 - concrete scenario;
 - clearly identifies expected task.

3. Addressing your issues/ My “teach”

M how to develop “process skill”:

problem solving, chance management, self assessment, group skills, teaching skills, lifelong learning skills

How?

- set target skills based on research not personal intuition of how you do it;
- use workshops;
- built on a model of assessment;

When?

- don't admit without them;
- before; - during;

Assess? yes, yes, yes

Don't assume these skills are developed intuitively. Do you value them?

Train students the same way you train tutors?

I think that training tutors does not develop skills in students. *eg. resident MDs & self assessment*

3. Addressing your issues/ My “teach”
M embedding process skill development into PBL

For Program:

1. value process skill as outcome, *eg*
2. build in assessment.
3. consistent goals, criteria, evidence.

General principles:

4. be rigorous.
5. framework of assessment.
6. implicit -> explicit.
7. ask students to monitor: targets.
8. students write reflections.

In your PBL activity:

9. syllabus; course outline
10. build on previous training.
11. consistent terminology, forms.
12. benchmark for program improvement
13. assign students to groups.
14. student chairperson, not tutor.
15. their stage of development

3. Addressing your issues/ My “teach” M assessment: self, tutor, teacher, marks

A definition of Assessment is..

“a judgement based on the degree to which goals have been achieved based on measurable criteria and pertinent evidence.”

Five principles:

1. Based on performance... not personalities.
2. Based on evidence... not feelings.
3. Done for a purpose with clear performance conditions.
4. Done in the context of published goals,
measurable criteria
agreed-upon forms of evidence.
5. Based on multidimensional evidence.

Issues in practice:

- 3. Addressing your issues/ My “teach”**
M helping students see success, develop confidence, trust
- provide prompt feedback; work with targets, require reflection, encourage personal goal setting.**
 - develop skill in self assessment.**
 - help them discover uniqueness.**
 - alert students to four keys to interpersonal relationships:**

3. Addressing your issues/ My "teach" M helping students see success, develop confidence, trust

#1: 7 personal fundamental RIGHTS

R be Respected

I to Inform or to express your opinion

G have Goals & needs

H Have feelings & express them

T Trouble & make mistakes & be forgiven

S Select or choose your response to others

Claim yourself & honor these in others.

#2 Introduce: 4 NO!s *Gottman*

M contempt

M criticism

M defensiveness

M withdrawal & stonewalling

"Did the contemptuous critter sit on de fence or the stonewall?"

3. Addressing your issues/ My “teach” M helping students see success, develop confidence, trust

#3 Build Trust *Covey*

keep commitments to yourself & others.

clarify expectations that you have of yourself & of others.

show personal integrity, honesty and loyalty to others.

promptly & sincerely apologize when wrong.

honor RIGHTS & avoid the NO!s.

take time to see things from the perspectives of others.

accept others "warts and all."

Destroy trust by

not meet commitments.

selectively listen, use info out of context.

not accept other's experience as being valid.

make changes that affect others without consultation.

wear them down via "broken record."

subtly change the context/issues/wording gradually.

ask others to give up their fundamental RIGHTS.

#4. Give feedback that helps.

3. Addressing your issues/ My “teach”

M select PBL form for YOU and your purpose

1. Chickering & Gamson +
Improve learning:

1. active
2. cooperative
3. quality of teach-learn interaction

4. prompt feedback
5. time on task
6. environment expects success

7. personal learn style

+

8. assessment by students
9. published goals/criteria
10. attention span = 20 min

11. wait time before answering 20 s

12. knowledge/skills/attitude

2. Ramsden & Entwistle
Deep learning:

1. good teaching
2. openness to students
3. freedom to choose

4. clear goals & standards

5. vocational relevance

6. social climate

7. (-workload)

8. (-use of formal lectures)

3. Addressing your issues/ My “teach”

**M select PBL form for YOU and your purpose
select one to improve learning & deep
learn**

**PBL: pose problem 1st. Motivates,
knowledge structure: Many options.
challenge: problem solving skill, cues.**

**Self-directed: students own. LLL skills.
Many options. *challenge*: accountable.**

**Self assessed: students create & do
assessment. Many options.
challenge: you monitor process.**

**Small group: active, prompt, coop,
learning styles. Many options.
challenge: make it do this.**

SG,SD,SA interdependent PBL:

3. Addressing your issues/ My "teach"

M gathering student feedback, monitoring, program evaluation

Want your approach to *Succeed!!*

M students prefer familiar: may follow grieving process if you change

M explain why you make the change

M what's in it for them?

M explain your role; their role; Perry helps

M monitor: ombudspersons

M be flexible

M bring in success stories

M patience: visit to the tennis pro.

Be scholarly: gather data

4. Feedback and accountability

Action: as individuals complete the feedback form about the quality of the teaching:

Knowledge

Instruction

Followup

5 strengths; 2 areas to improve on

TIME _____

Discuss with neighbour

TIME _____

Give to me, I will use as evidence about my achievement of goals as teacher in PBL

4. Feedback and accountability

5. Use the new knowledge to solve Linda's "problem"

- revamp assessment.
- give students training in process skills & self assessment.
- add more structure for student accountability.
- clarify outcomes: tutors, admin, students.
- monitor: ombudspersons;

6. Elaborate and reflect

Elaborate:

expand

see connections with previous

link with practice

apply to other scenarios

how apply in everyday life?

Reflect:

Action

Table 4

