

Implementing e/pbl - challenges

FAQ's

Challenges

- How do we engage all students in e/pbl
 - The process of e/pbl provides a better mechanism for 1-2-1 interactions and helps target unengaged students
 - We have to accept that some never will engage as with any other teaching activity
- How do we ensure depth rather than too much breadth in learning
 - Good facilitation, good problem design, focus on learning outcomes, ensure level appropriate for students

- How do we overcome administrative resistance to perceived increase in contact hours
 - Engage with the L&t strategy, do it anyway, find allies
- How do we address the issue of contact time
 - Sacrifice content, support the process with a VLE, be selective, reduced contact hours does not reduce learning, share resources, use self assessment and peer assessment, reduce amount of assessment

- How do we handling absences
 - Same as real life and other forms of teaching, expect students to catch up, short absences are less of a problem than long ones, be prepared to fail them, use peer pressure and peer assessment, demand minuted meetings, use students as allies, lay ground rules
- How can we take the risk of using e/pbl
 - Have a safety net in place, gauge progress via facilitation, be prepared to get it wrong, address problem areas quickly

- How can we use PBL in social sciences
 - Easier than in science because of real data and real problems, focus on approaches vs content, less core syllabus
- How do we catering for learning differences
 - Pbl starts where the students are, they generate their own learning issues, problems are tackled at different levels, group and individual learning goes on concurrently, peer tutoring helps all

- Students don't use appropriate sources of info or think critically
 - The facilitators job is to point them in the right direction, make it a condition that they use appropriate sources, set the problem carefully, specify limited sources, give them guidelines, if they can solve a problem with wikipedia etc its not a good problem
- How do we assessing pbl
 - Use a variety of methods, group and individual assessment, match to learning outcomes and nature of activities

- Is there training on PGCerts in PBL
 - Will vary by institution, it could be useful to share facilitator training materials, introduced at HEA PS new lecturers' workshop
- How does the environment ie lecture hall affect PBL
 - Be flexible, use a large lecture hall and spread them in corners and at edges, let them go elsewhere to do independent stuff
- How do we avoid overloading staff and students
 - Students less overloaded with pbl vs lectures, they are more engaged, more visible, more easily supported and content can be adjusted. Be flexible, students may need less contact time for pbl