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<https://orcid.org/0000-0002-9355-8358> (2016) Engaging Students  
through a Problem Based Learning (PBL) Approach: A 5-Year Case-  
Study of an Undergraduate Sports Module. In: Talking About  
Teaching, 22 January 2016, York St John University. (Unpublished)

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*“the best module I have done throughout my time at university. loved the student based approach to learning”*

## **Pedagogical reflections of PBL:**

A case study of an undergraduate sports studies module

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# What is PBL?

“a constructivist model of education that uses ill-structured, authentic problems to stimulate and organize all learning” (Beachey, 2007)

*A student-centred approach is where:*

Knowledge is constructed rather than transmitted

Learning is emphasised rather than teaching

Learning is not necessarily sequential

Problem solving can begin without full information

Active learning takes place

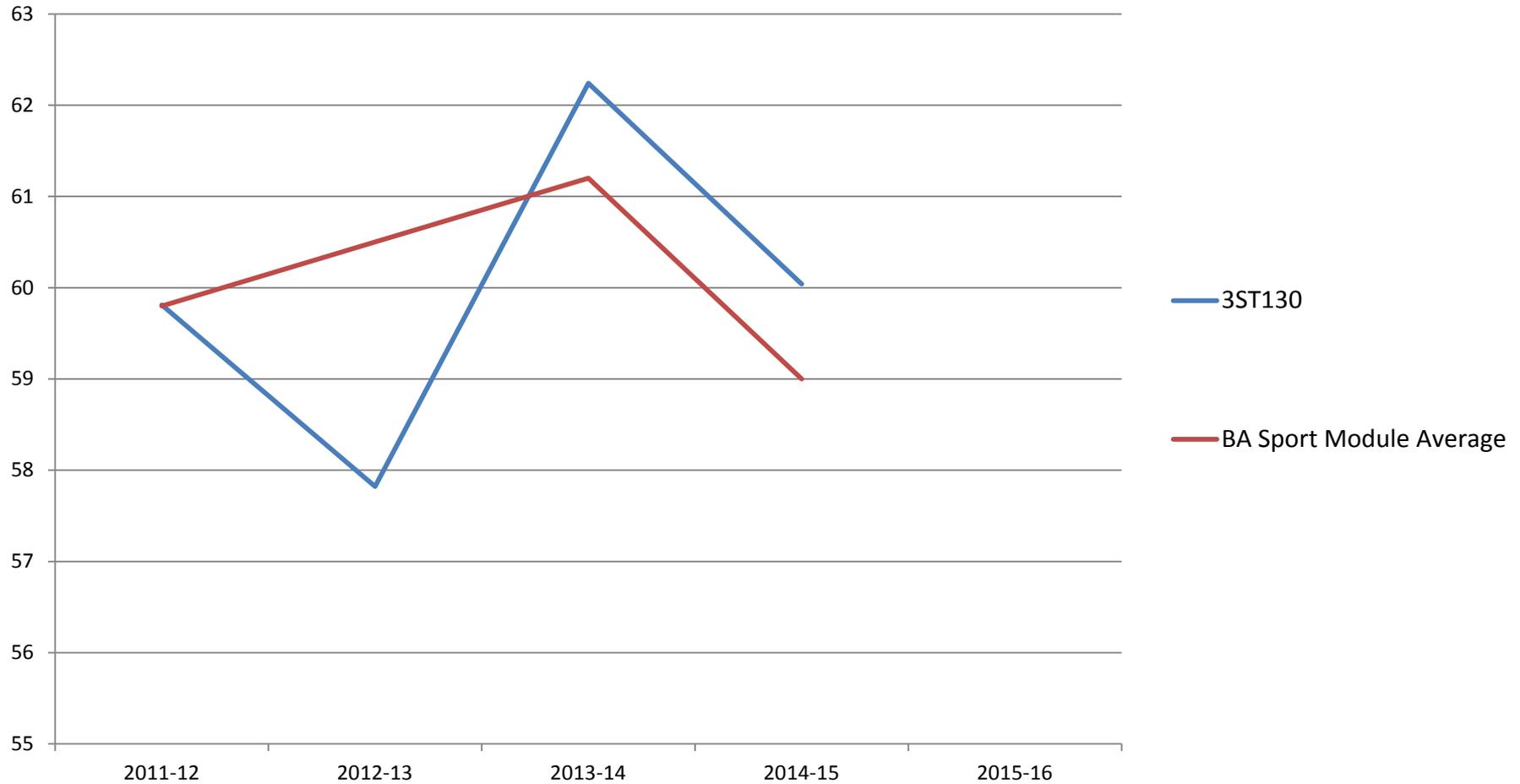
# Module overview

W1 – Lecture

W2 – Case studies

W3-12 – Student-led workshops

# Assessment grades



# The student view

93% agreed/ strongly agreed that PBL was a different pedagogic approach to teaching.

*“Yes, PBL differs from more traditional styles of teaching as it allows for those studying, taking part in their own learning through individual work instead of sitting and listening to a lecturer talk”*

93% found the module either challenging or very challenging

*“The module was challenging but effective to get a wider understanding”*

*“I think it is a good method to work independently but also can cause confusion and more stress to the student having to think fully what they need to”*

93% agreed/ strongly agreed that a move from being a passive listener and note taker to an active problem solver enhanced their learning. 0% disagreed.

*“As well as this it allows for more engagement through a specific problem in which they can research specific problems that they find interesting instead of having to research something they do not enjoy”*

*“You have the chance to develop your own learning and develop in your own way rather than have the teaching staff develop their own styles around you.”*

*“I feel there hasn’t been enough taught on this module from the tutor. Although I understand that the emphasis has to be on the student learning for themselves, I still feel lectures here and there would of given students a better direction”*

67% agreed/ strongly agreed that PBL was a better approach to learning than a traditional lecture style. 6% disagreed.

*“I have much more resources at the end. I don’t fully engage in lectures because I find they’re very bland, they lack anything that makes you sit up and pay attention much of the time. Whilst learning for myself I have no choice but to pay attention to what I’m doing as day dreaming will achieve nothing”*

*“Yes. It would be my preferred method of learning if I had a choice. It means that we can work at our own pace and learn in the way we feel works best”*

*“I enjoy learning directly from reading or lecturers; I feel learning from a problem can slow the process of learning and ultimately produce unaccomplished knowledge of a topic”*

# 'Our' views - Challenges

Timetable / facilities (IT)

Staffing – laborious (AWPM)

Staff ability to facilitate a PBL approach

1. Lack of control
2. Diversity in approaches due to student autonomy
3. Manipulation of students
4. Managing student expectations
5. Ethical issues of potentially not guiding a failing student

# 'Our' views – benefits

*For students:*

- ✓ Confidence
- ✓ Skills -> Information literacy, criticality

“Yeah I do I feel now I know how to search for more literature whether it be on the library search engine or google books or scholar I feel I can go away and be more independent with my learning rather than depending on tutor’s and librarians and different people showing me where to find relevant literature”

✓ Satisfaction / engagement

*“made you wanna work on it that little bit more and actually I could get quite a good grade cos I’m quite interested in this”*

✓ Ownership -> passion and pride

✓ More innovative and, at times, creative work

# Benefits for staff

- ✓ Alleviates student enquiries / reduces cases of MITS
- ✓ Greater understanding of student processes towards assessment
- ✓ Inform practices on other modules
- ✓ Personal development

# Summary

## PBL:

- Requires a re-orientation of methods to teaching and learning
- Offers a more advanced, relevant, applicable and challenging form of learning
- Helps connect learning tools i.e. information literacy, facilities, peers, lecturers
- Better equips students for Dissertation, MSc, PhDs & offers practitioner training for future teachers

# Q & A

Do you currently run a PBL based module or incorporate principles of PBL in your approach?

*(if so, what are your experiences of this process?)*

Could you run a module that places PBL at the centre?

*(How would it differ? What would be your challenges?)*

Could you incorporate PBL in your teaching?

*(How would it differ? What would be your challenges?)*

# References

Barrows, H. (1986) A taxonomy of problem-based learning methods. *Medical Education*, 20(6), pp. 481–486.

Beachey, W. (2007) A Comparison of Problem-Based Learning and Traditional Curricula in Baccalaureate Respiratory Therapy Education. *Respiratory care*, 52(11), pp.

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