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RaY

Research at the University of York St John

"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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Introduction

➢ Background of the module

➢ Presentation aim

1. Reflect on PBL as an approach to student engagement and learning
2. Encourage discussions via small groups and Q & A

➢ Approach

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
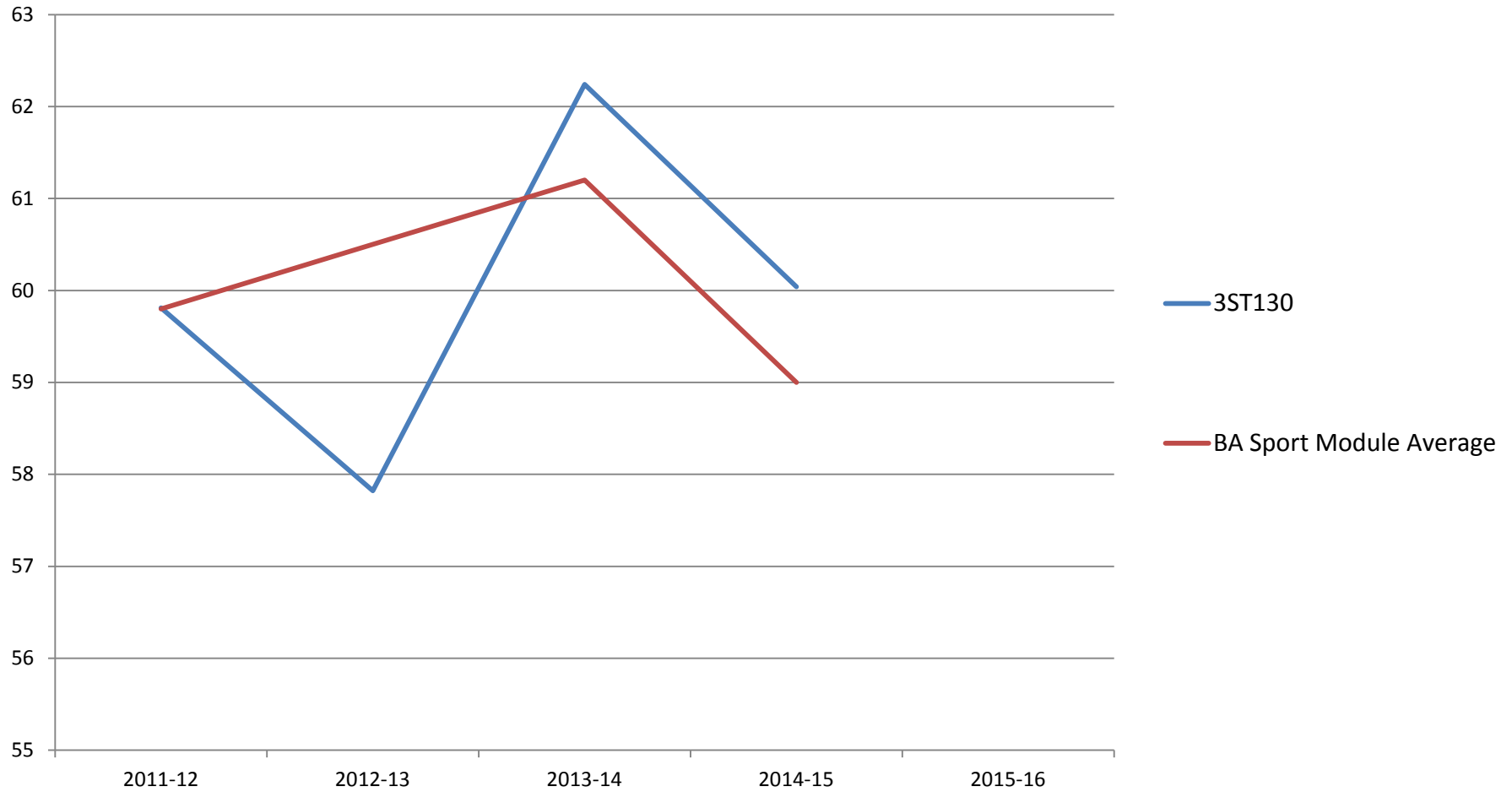
Active learning takes place

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 <u>more engagement </u>through a specific problem in which they can research specific problems that they find interesting instead of having to research something they <u>do not enjoy</u>"

"You have the chance to <u>develop your own learning </u>and develop in your own way rather than have the <u>teaching staff develop their own styles around you</u>.

"I feel there <u>hasn't been enough taught </u>on this module from the tutor. Although I understand that the emphasis has to be on the student learning for themselves, I still feel <u>lectures here and there would of given students a better direction</u>"

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

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

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

"I enjoy <u>learning directly from reading or lecturers</u>; I feel learning from a problem can <u>slow the process of learning</u> 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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