

Because Wisdom Cannot be Told: Introduction to Problem-Based Learning

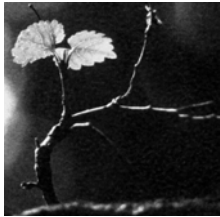
Because Wisdom Cannot be Told



Introduction to PBL
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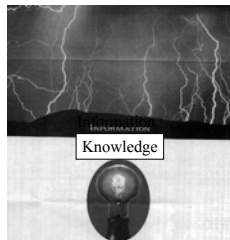
“Seeing and hearing is believing, but eating is knowing”



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Aims of Education

"Pedants sneer at an education which is useful. But if education is not useful, what is it?"
A. N. Whitehead, 1950



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Goals of Professional Education

“Education in the professions should prepare students for action.”

Charles Gragg, 1940
Harvard Business School

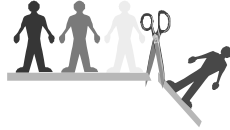


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Who's "At-Risk"?

“One definition for the at-risk student is “any student who leaves school before or after graduation with little possibility of continuing learning.”

Roland Barth
Harvard School of Ed'n.



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Knowing How to Learn

“In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists.”

Eric Hoffer



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Because Wisdom Cannot be Told

PBL Project

Because Wisdom Cannot be Told: Learning Objectives

- This PBL project is designed to assist you in learning:
 - What problem-based learning is. . .
 - How it operates in the classroom. . .
 - What research says about its effectiveness. . .
 - The role of the teacher and student in PBL.
- The project will simulate a typical PBL module.
- You will be given a:
 - Problem,
 - Learning resources
 - Product specifications
 - Period of time.

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The Problem

- Your university department is under pressure to reexamine its program.
- Budget cutbacks in the offing.
- Program content and outcomes have been criticized by students, graduates and local employers.
- Your committee has been assigned to examine PBL as a possible approach to improving the curriculum. Other committees are examining other approaches (e.g., case method).



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Process Instructions

- You will work in teams.
- Read instructions in the PBL project materials.
- Your group has been assigned a facilitator who will guide you through the process. Appoint a recorder as instructed.
- Use a *jigsaw* approach to divide up the readings.
- Review these. Then report what you learned as it relates to the problem; avoid a book report mentality in your report.
- Discuss the problem again in light of the new information.
- Decide on your recommendation to the dept.
- Be prepared to deliver your presentation at _____.

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Learning Resources

- Your own knowledge & experience
- Selections from articles
- Videotape: *Can we make a better doctor?*
- Consultants: Professor Hallinger



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Product Specifications

- You will report to the dept. – another team
 - What you have learned about PBL in a 10 minute presentation aided by your flip chart.
 - Your recommendation to the department as to the appropriate use -- if any -- of PBL in your program.
 - Why you make this recommendation.

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PBL Debriefing and Discussion

Debriefing

- How did it feel to work on this project?
- What skills did you notice you/your team lacking?
- What domains and capacities did the project draw upon that are not often addressed in classes?
- Based upon your experience in this workshop, what would be your strongest arguments:
 - for PBL
 - against PBL
- If you were interested in implementing PBL -- in some fashion -- what would be your next step?

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Problem-based Learning: A Definition

Problem-based learning is the learning that results from the process of working towards the understanding or resolution of a problem. *The problem is encountered first in the learning process*, rather than facts or information, and serves as a stimulus and focus for problem-solving and learning.

Barrows and Tamblyn,
Problem-based Learning, 1980

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Problem-based Learning is not

- Problem-solving designed as an exercise for applying information previously learned in a subject-centered approach;
- Problem-solving intended to demonstrate the relevance of prior learning;
- Finding the answer to a question.

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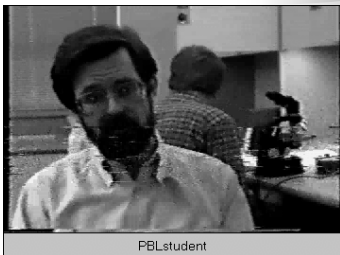
Competencies Obtainable Through PBL

- Adapting to and participating in change
- Making reasoned decisions in unfamiliar situations
- Reasoning critically and creatively
- Adopting a more universal or holistic outlook
- Practicing empathy, appreciating other viewpoints
- Collaborating productively in groups or teams
- Identifying own strengths and weaknesses and undertaking appropriate remediation

From Charles Engel, 1991

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Student Perspectives on PBL



PBLstudent

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Faculty Perspectives on PBL



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Pro's and Con's of PBL



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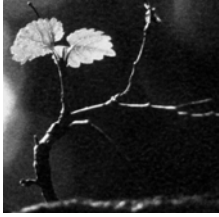
Summary of PBL

1. The problem is encountered first in the learning sequence before preparation or study has occurred.
2. The problem situation is presented as in reality.
3. The student works with the problem reasoning, and applying knowledge at his/her level of learning.
4. Needed areas of learning are identified into the process of work with the problem and used as a guide to individual study.
5. New skills and knowledge are applied back to the problem.

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