Problem Based Learning

The Aalborg Example: The visitors workshop at AAU

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PROBLEM BASED LEARNING
THE AALBORG EXAMPLE: THE VISITORS WORKSHOP AT AAU

E. de Graaff\textsuperscript{1} & A. Guerra\textsuperscript{1}

INTRODUCTION:
The Aalborg visitors-workshop gives an introduction to the Aalborg PBL model and to problem based and project based learning in general. The outline of the programme is presented below. The presentations are interactive with a lot of room for active participation, so you might say the new programme follows the principle of ‘teach as you preach’.

WORKSHOP LEARNING OUTCOMES
- participants to gain a knowledge of PBL as a system and the various elements in the system: problems, projects, courses, learning objectives, assessment, students process skills (PBL-skills), content,
- participants to address critical issues such as: students’ “gap” of knowledge and skills, cooperation among teachers, authority, learning
- participants to develop a dynamic to do list for utilising PBL principles

PBL PRINCIPLES:
1. Problem orientation
2. Project organization through teams or group work
3. Participant-directed
4. Experiential learning
5. Activity-based learning
6. Interdisciplinary learning
7. Exemplary practice.

WORKSHOP EVALUATION SPRING 2015

<table>
<thead>
<tr>
<th>Workshop logistics</th>
<th>N = 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate your level of satisfaction (1=very dissatisfied / 5=very satisfied)</td>
<td>1 2 3 4 5 M</td>
</tr>
<tr>
<td>Information about the course was clear</td>
<td>1 2 4 5 2 3.36</td>
</tr>
<tr>
<td>Information about the course was in time</td>
<td>2 2 4 6 4.00</td>
</tr>
<tr>
<td>Relevance of PBL materials to teaching and learning in your University</td>
<td>2 3 5 4 3.64</td>
</tr>
<tr>
<td>Relevance of workshop material to your general academic profile</td>
<td>1 2 3 6 2 3.42</td>
</tr>
<tr>
<td>Workload of the workshop (1=too much / 5= too little)</td>
<td>1 7 4 2 3.50</td>
</tr>
</tbody>
</table>

Presentations
Relevance of the programme to your University’s teaching and learning | 4 4 5 1 3.21 |
Relevance of the programme to your general academic profile | 1 3 5 3 2 3.14 |
The level of active involvement during the presentations | 3 5 5 1 3.28 |

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