

# INFORMATION AND MEDIA LITERACY



**2nd LEARNING, TEACHING AND TRAINING ACTIVITY**

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# PROBLEM BASED LEARNING

**Problem-based learning (PBL) is an exciting alternative** to traditional classroom learning.

With **PBL**, the teacher presents students **a *problem***, not lectures or assignments or exercises. Since they are not handed "content", their learning becomes active in the sense that they discover and work with content that is necessary to solve the problem.



# TRADITIONAL TEACHING METHODS

- **Limitations of Traditional Teaching Methods**

<https://www.youtube.com/watch?v=7SWk5q7IIHE&list=PLFD9D00AB245345AB&index=1>

<http://www.youtube.com/watch?v=ohdfUFeCFUA&list=PLFD9D00AB245345AB>



# PROBLEM BASED LEARNING

- <https://www.youtube.com/watch?v=vDe74bOxXLw>
- **Problem-based learning (PBL)** is a student-centered pedagogy in which students learn about a subject through the experience of problem solving. They learn both thinking strategies and domain knowledge.
- The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation.



# PROBLEM BASED LEARNING

- Working in groups, students identify what they already know, what they need to know, how and where to access new information that may lead to resolution of the problem.



# PROBLEM BASED LEARNING

- The role of the *instructor* (known as *tutor* in PBL) is that of facilitator of learning who provides appropriate scaffolding and support of the process, modeling of the process and monitoring the learning



# PROBLEM BASED LEARNING

- **In PBL, the teacher acts as facilitator and mentor, rather than a source of "solutions."**



# PROBLEM BASED LEARNING

## Problem based learning will provide students with opportunities to

- examine and try out what they know
- discover what they need to learn
- develop students' skills for achieving higher performance in teams
- improve communication skills
- state and defend positions with evidence and sound argument
- become more flexible in processing information and meeting obligations
- practice skills that they will need after they graduate school



# PROBLEM BASED LEARNING

- The main goal of **PBL** is to enhance learning by requiring learners to solve problems. **PBL** is:



# PROBLEM BASED LEARNING

- **Problem focused:** learners begin learning by addressing simulations of an authentic, ill-structured problem. Contents and skills are organized around problems.
- **Student centred,** because faculty cannot dictate learning.
- **Self-directed:** students individually and collaboratively assume responsibility for generating learning issues/processes through self & peer assessment; access their own learning materials.
- **Self-reflective:** learners monitor their understanding and learn to adjust strategies for learning.



# PROBLEM BASED LEARNING

- The **PBL learning process** involves the following main steps:



# PROBLEM BASED LEARNING

- 1) Students in groups of 5 define and bound the problem, to set learning goals by identifying what they know already, what they need to learn to better understand the problem, and what learning activities are required and who will perform them;
- 2) during self-directed study, individual students complete their learning assignments;



- 3) students share their learning with the group and revisit the problem;
- 4) finally, students summarize and integrate their learning.



# PROJECT BASED LEARNING

- [https://www.youtube.com/watch?v=hnzCGNnU\\_WM](https://www.youtube.com/watch?v=hnzCGNnU_WM)
- <https://www.youtube.com/watch?v=LMCZvGesRz8>



# DESIGNING A PROJECT SCENARIO

- Great projects begin with planning for the end result. Learning to design engaging, standards-focused projects help students develop in-depth knowledge and important skills.



# WHAT IS A GOOD DRIVING QUESTION

- The genesis of PBL is an inquiry. Students develop a question and are guided by teacher through research.
- A good ***Driving Question*** captures the heart of the project in clear, compelling language, which gives students a sense of purpose and challenge. The **Question** should be provocative, open-ended, complex, and linked to the core of what you want students to learn. Without **Driving Question**, students may not understand why they are undertaking a project.



- Crafting the **Driving Question** is a pivotal step for the project designing. The project poses an authentic problem or significant question. Good projects are based on inquiry-based learning that is guided by the teacher. The **Driving Question** is central to the inquiry process and must come before deciding on project activities. **The natural outcome is a project that is driven by the question or problem statement.**



- A good **Driving Question** makes a project intriguing, complex, and problematic. Although standard classroom assignments, like story problems and essays, pose questions that students must answer, a **Driving Question** requires multiple activities and the synthesis of different types of information before it can be answered.



# DRIVING QUESTIONS

- provocative
- open ended
- go to the heart of a discipline or topic
- challenging
- can arise from real world dilemmas that students find interesting
- consistent with curricular standards and frameworks



- *“The best teachers are those who show you where to look, but don't tell you what to see.”*

Alexandra K. Trenfor



# REFERENCES

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