Problem Based Learning, AAU-model, a 2-day introductory course for University Teachers

**Time:** 23 October and 5 November 2015

**Place:** TBA

**Facilitators:** Annie Aarup Jensen and Lone Krogh

**Learning objectives**

The aim of this 2 day-course is to introduce the participants to the PBL, AAU-model by exposing them to a direct experience of PBL and the option of active investigation and evaluation of their own PBL-related practice in the intermediate period between the two workshop days. The objective is to provide the participants with the insight and the skills necessary to conduct effective PBL project facilitation at AAU.

**Course content and organization**

The course content is centered on the 5 major elements of PBL, AAU-model as well as Assessment:

- The PROBLEM - including introduction to the underpinning learning theory for PBL.
- The PROJECT work organization - including project and time management.
- The GROUP work form - including learning in teams and group dynamics, roles and rules, peer evaluation.
- The FACILITATOR - including facilitation types, styles and roles; situational facilitation; pitfalls and responsibilities.
- The COURSES and other types resources - including how can we teach in a more PBL-oriented way: from teacher-centeredness to student-centeredness.
- PROJECT ASSESSMENT, individual and group-based assessment - including taxonomies, the exam situation and questioning technique and facilitating group interactions.

The course is based on the criterion that the methods employed should support the aims of the course, i.e. in a problem-based fashion. This implies composing problem-based scenarios as the framework for dealing with the PBL themes exposed above - from a participants’ perspective. Thus, the form will integrate general conceptual orientation to the field of PBL with expounding discussions and hands-on exercises for the participants to experience the salient features of PBL.
Recommended readings:

- **PBL - The Aalborg model** (Scott Barge, Harvard University, 2010)
- **Facilitation in a PBL environment** (Anette Kolmos, Xiangyun Du, Jette E. Holgaard, Lars Peter Jensen, Aalborg University, 2008).


**Program – Day 1: 9.00-15.30**

9.00-9.15  Presentation. Introduction to learning objectives and course plan.
9.15-10.00 University at a glance: students’ perspective and PBL (incl. group exercise)
10.15-11.45 The problem as initiator of learning – what is a good learning problem? – Short presentation and group work
11.45-12.30 Knowledge sharing and discussions – lessons to learn
12.30-13.00 Lunch (in the room)
13.00-13.45 Group dynamics and team learning (short presentation and group work).
13.45-14.30 Facilitation problem-based task to determine the role of the facilitator in PBL + product: facilitating PBL in project groups.
14.30-15.00 Knowledge sharing and discussions – lessons to learn
15.00-15.30 Instruction for conducting active inquiry into one’s own practice
Guidelines for structuring reflection and documenting ongoing experiences

**Program – Day 2: 9.00-15.00**

9.00-12.00 Experience sharing and collaborative conceptualization of PBL, AAU-model.
12.00-12.30 Lunch
12.30-13.15 Project and time management: short presentation
13.30-14.45 Assessment, individual and group-based: taxonomies, alignment, the exam situation and questioning techniques; facilitating group interactions
14.45-15.00 Concluding remarks