Problem-Based Learning: Experience It Yourself

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Getting Students to Think: Using Problem-Based Learning in the Classroom

www.udel.edu/pbl/southwesterncc
What Is PBL?

“The principal idea behind PBL is that the starting point for learning should be a problem, a query, or a puzzle that the learner wishes to solve.”

Deflating Grady – Part I

Read over the e-mail exchange and discuss the ideas it raises about grade inflation.

As a group, compose a definition of grade inflation and be prepared to present it.

Be prepared to “report out” in 10 minutes.
Deflating Grady – Part II

Read over the information presented, and be prepared to report out on your answers to either question 1 or question 2.

Be prepared to “report out” in 10 minutes
“...once you have learned to ask questions – relevant and appropriate and substantial questions – you have learned how to learn and no one can keep you from learning whatever you want or need to know.”

Neil Postman & Charles Weingartner in *Teaching as a Subversive Activity*, 1969
Characteristics of Good Learning Issues

Presented in the form of a **question** or **series of questions**.

**Focused** so that it seeks specific information.

Constructed so that it asks an **answerable** question.

Pursues information that is **relevant** to the problem.

Goes beyond superficial knowledge to probe **conceptual** issues.

Often set in a **context** that provides direction. **Why** is the question important?
Take a look at the graph from gradeinflation.com:

- According to your group’s definition, is this evidence for grade inflation?
- Make a list of questions (learning issues) you have about these data.

Be prepared to “report out” in 10 min.
Deflating Grady – Part IV

Who cares about grade inflation?
Match the stakeholders with their comment.

Each person in your group select a different stakeholder and wait for instructions.

Watch video clip of faculty senate meeting.