

Using PBL Method to Enhance Learning Process



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Contents

- Introduction
- 5 W + 1H of PBL
- Problem scenarios crafting
- PBL tools
- Sample work done
- Conclusion
- Q&A

Introduction

- Issues related to the achievement of students in higher learning institutions in Malaysia have always been of concerned to the society/industry/KPT
- Reports on students' **passive** attitudes, lack of **motivation**, weakness in problem **analysis** and lack of **communication** skills have prompted certain authorities to recommend PBL approach in T&L.
- UTeM (CAES) – OBE –Active Learning and SCL, PBL.
- Extension – PhD, Short grant, Masters project, PSM

Sunday, 20 Jan 2019

12:00 AM MYT



TheStar


The EmPOWER programme is aimed at creating holistic graduates who are capable of enhancing their human capital, social capital, economic capital and emotional capital.
– 123rf.com

The challenge facing academic institutions is that “soft skills” are “hard” to develop and difficult to measure

HOW ready for work are our young people? A recently published Khazanah Research Institute report titled “School-to-Work Transition of Young Malaysians,” identified a number of mismatches between educational outcomes and employment market requirements.

Start your **FREE** trial today for unlimited access to content a



 Type here to search



2022 Skills Outlook

Growing

- 1 Analytical thinking and innovation
- 2 Active learning and learning strategies
- 3 Creativity, originality and initiative
- 4 Technology design and programming
- 5 Critical thinking and analysis
- 6 Complex problem-solving
- 7 Leadership and social influence
- 8 Emotional intelligence
- 9 Reasoning, problem-solving and ideation
- 10 Systems analysis and evaluation

Declining

- 1 Manual dexterity, endurance and precision
- 2 Memory, verbal, auditory and spatial abilities
- 3 Management of financial, material resources
- 4 Technology installation and maintenance
- 5 Reading, writing, math and active listening
- 6 Management of personnel
- 7 Quality control and safety awareness
- 8 Coordination and time management
- 9 Visual, auditory and speech abilities
- 10 Technology use, monitoring and control

Various Teaching Method

Experimental

Learner-
centered

Teacher-
centered

Didactic

Content-
Based

Process-
based

Project
based

Blended
learning

PBL

Online Course Quality Indicators



Eight indicators

These indicators were developed based on quantitative and qualitative cross-institutional studies conducted by the DETA Research Center.



Design

- specific and measurable learning objectives
- alignment to assessments and learning activities
- authentic, real-world experiences



Organization

- well-organized course
- easy to navigate
- logical and consistent format
- alignment between topics and subtopics
- manageable sections



Support

- manage students expectations
- provide orientation to the course (purpose, format, and getting started)
- illustrate alignment of objectives, assessments, and activities
- clear instructions and directions
- description of grading and assessment plan



Clarity

- reduce barriers to learning
- provide clarity in the expectations of student activity (participation and performance)
- include explanations, descriptions, standards, requirements, guidelines, and context



Instructor - interaction

- express interest in student learning
- actively participate in online discussions
- facilitate learning and peer interaction
- expand students' thoughts and knowledge
- provide new prompts and additional content
- provide timely and detailed feedback on assessments and student inquiries



Peer - interaction

- facilitate active learning through frequent and ongoing peer involvement and meaningful collaborative work
- provide opportunities and technologies available for students to learn from each others



Content - interaction

- strategically enhance the student interaction with accessible and interactive content (preferably OER)
- support dialogue, critical reflection and analysis, and real-world applications of the content
- provide materials that are current, rich, and sufficient in breadth and depth
- identify important topics and provide context



Richness

- provide richness in learning materials and activities, support and instructions, instructor interactions, and tools and media

Q:

List down what is the
factors that you think
affect your teaching
method

Factors affecting choice of method

- Learning needs of students – need variety to ensure learning is not restrictive

But also affected by.....

- professional knowledge/Content expert
- beliefs, views and assumptions as well as professional knowledge, personal confidence and competence.
- environment in which you work – Work from home?
- personal qualities/passionate

Surface Approach

- Intention to complete the task, memorise information, make no distinction between ideas and existing knowledge and to treat the task as externally imposed (Fry et. al, 2009)
- Rote learning is typical surface approach
- Superficial levels of cognitive processing
- Facts are learnt **without meaningful framework**

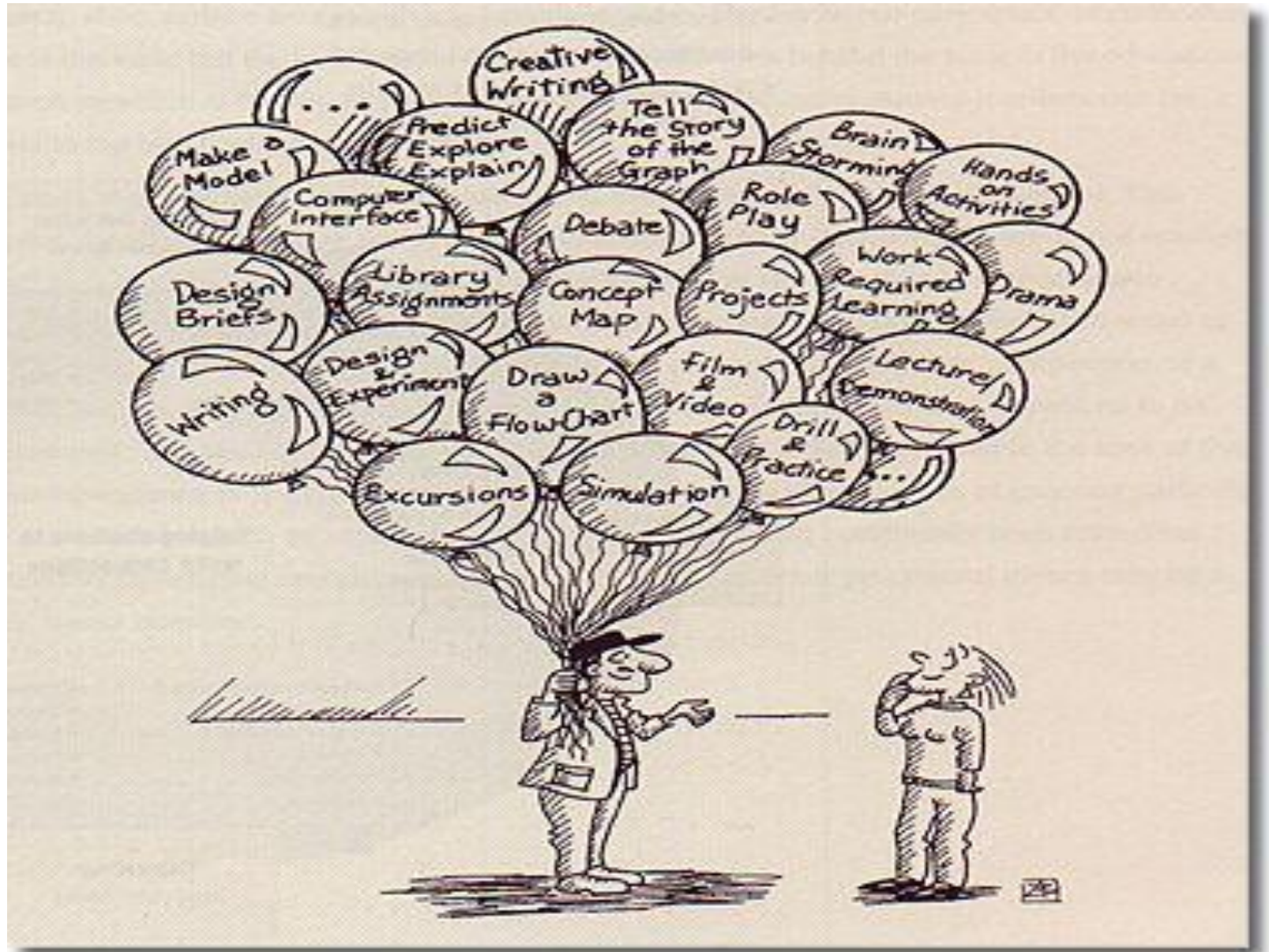
Deep Approach

- Intention to understand and seek meaning, leading students attempt to **relate concepts** to existing understanding and to each other, to distinguish between new ideas and existing knowledge, and to critically evaluate and determine key themes and concepts
- Gain maximum meaning from learners' studying and involve high levels of cognitive processing
- Possible to achieve through student-focused approach

Adult Learning Theory (Knowles, 1984)

- There are five principles:
 - a) As a person matures, he or she becomes more self-directed- SDL/Andragogy
 - b) Adults have accumulated experiences that can be a rich resource of learning
 - c) Adults become ready to learn when they have a need to know something
 - d) Adults tend to be less subject centered than children, they are increasingly problem centered
 - e) For adults more potent motivators are internal

Choice of Methods – T,A,M,T



Definition

PBL is a teaching **method** in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. (Duch et al, 2001).

PBL is a "complex and dynamic" **process** integrated by stakeholders (academic staff and students), structures (curricula and facilities) and frameworks (content and evaluation) (Guerra et al, 2017, p.219).

PBL - Malaysia

no	university	field
1	UNIMAS /UKM	Medical
2	UIA	Law
3	UTHM/ UTM	Engineering
4	UM	IT / Mathematics
5	USM	Physic
6	MMU	Multimedia
7	UTeM	ICT & Engineering

PBL – Singapore, Australia, UK, US

What counts as PBL?

5 characteristics of PBL

1. Start with a problem scenarios
2. Authentic and ill-structured
3. Knowledge constructions
4. Students have responsibility for learning
5. Small groups 3-5

PBL vs Conventional (Elaine, 2016)

	Characteristics of PBL	Traditional teaching method
Lecturer or educator is the	<ol style="list-style-type: none"> 1. cognitive constructivist 2. curriculum designer 3. learning coordinator 	<ol style="list-style-type: none"> 1. knowledge provider 2. curriculum designer
Problem can	<ol style="list-style-type: none"> 1. be initiative for learning 2. reflect real life situation 3. motivate the learning 4. encourage critical thinking 5. integrate learning knowledge 	<ol style="list-style-type: none"> 1. examine individual learning performance in the test 2. be used as homework or assignment
Students are	<ol style="list-style-type: none"> 1. main players in small group 2. cooperative learners 3. active learners 4. self-directed learners 5. knowledge creators 6. critical thinkers 	<ol style="list-style-type: none"> 1. class partakers 2. individual learners 3. passive auditors 4. lecture note followers 5. knowledge receivers 6. memorial style learners
Tutors are	<ol style="list-style-type: none"> 1. learning facilitators 2. cognitive coaches 3. PBL discussion moderators 	<ol style="list-style-type: none"> 1. tutorial providers 2. Q&A respondents

PBL begins with a problem

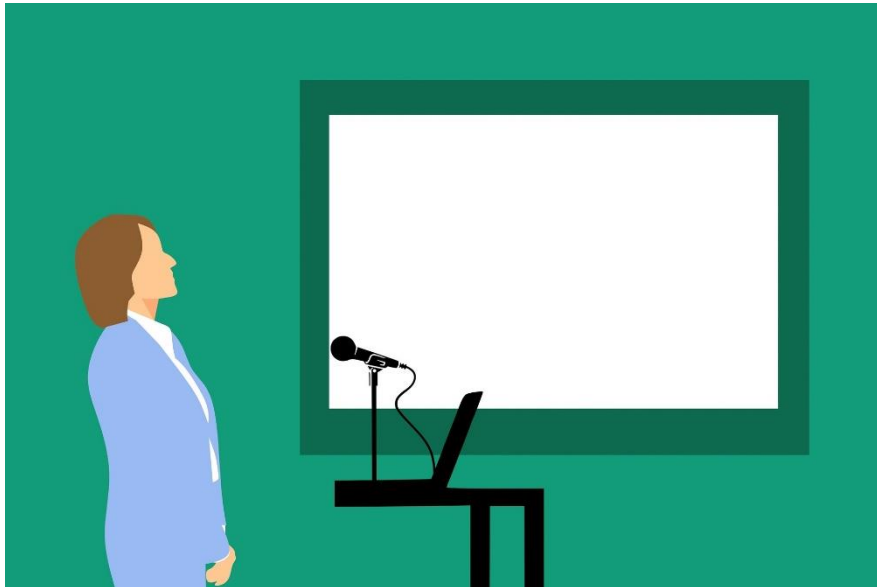
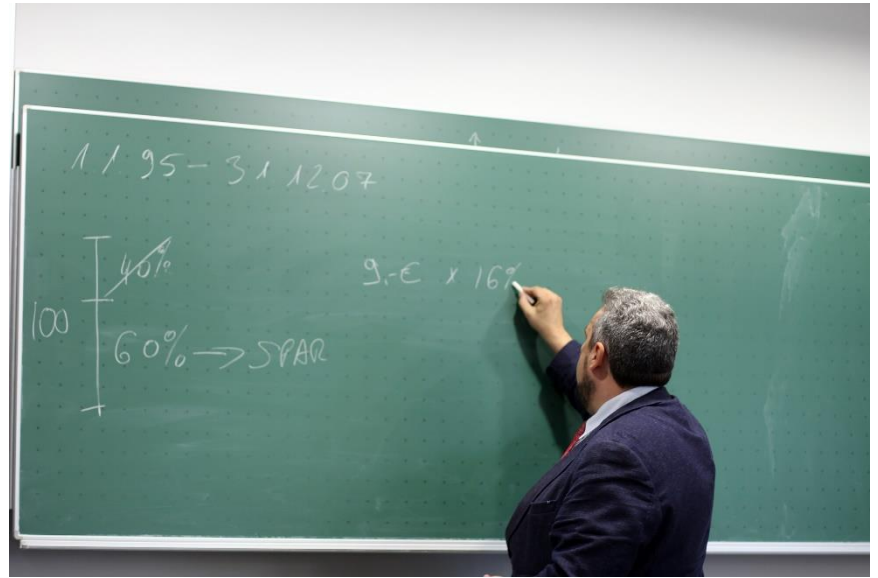
- Group analysis of what needs to be known
- Individual research
- Developing a solution
- Reflection on process & learning

PBL involves group work

- Collaboration has benefits
Even for silent students
- Students need group skills
Medium-sized (3-5) groups work best
- Lecturers need facilitation skills
Expertise in subject may be less important

Traditional

The teacher...



PBL

The student...



Discovers

5/7/2020



Collaborates




The Process of PBL

- Problem (to triggers learning)
- Students specify:
 - what they know about the problem,
 - what they don't know
 - what they need to find out
- Student work together in teams to do research
- Presentation of findings
- Assessment & Reflection

TIPS – ask ourselves

- What open-ended questions can be asked? What learning issues will be identified?
- How will the problem be structured? Check LO
- How long will the problem be? How many class periods will it take to complete?
- Will students be given information in subsequent pages as they work through the problem? Scaffolding process.
- What resources will the students need?
- What end product will the students produce at the completion of the problem? Report/forum/ sketch/ network design etc.

The image features a vibrant blue background with several light blue gears of varying sizes. In the foreground, two orange silhouettes of human heads are shown in profile, facing each other. Between the heads, a cluster of white gears of different sizes is arranged in an arc. The text "Questions Opinion" is centered in the lower half of the image, rendered in a bold, yellow, sans-serif font.

Questions
Opinion

EXAMPLES OF PROBLEM SCENARIO

TALENT MANAGEMENT FOR EXCELLENCE (TaME) SERIES 2020

Module 9. Future of Human Resources Activities

16 April, 2020
Online Learning

by
Faaizah Shahbodin (UTeM)
Noor Maizura Mohamad Noor (UMT)



PROBLEM SCENARIO



"The chances are good that up to 66% of your company's hiring decisions will prove to be mistakes in the first twelve months"

Peter Drucker,
The Management Guru

"Organization doesn't really accomplish anything. Plans don't accomplish anything, either. Theories of management don't much matter. Endeavours succeed or fail because of the **people** involved.

Only by attracting the best people will you accomplish great deeds"

Colin Powell
former US Secretary of State



You found out that HR in your organization facing a problem in conducting succession planning especially when it comes to smell and groom a good talent. Based on your reading it seems that talent management is very important as highlighted by Mr. Colin Powell and Peter Drucker.

Hence, with the concerns of losing good talent, AKEPT has sought your advice on how to go about this matter. As an expert in Data analytics tools, you and your team plan to formulate a simple dashboard for talent management. You need to consider the strategic decision on how to align talent planning, resources, organization vision and mission as well as strategizing the management of academics, and R&D activities.

As a data scientist expert, you have been appointed by AKEPT to help HR managers in Malaysia Public university to find a solution on how data analytic could be used to solve talent management especially succession planning matter and how predictive Analytics could be used for Talent Acquisition

Aktiviti : FILA TABLE

Based on the problem scenario given, prepare a FILA (**F**acts, **I**deas, **L**earning Issues, **A**ction plan) table below to complete the whole learning activities for Module 9

FACTS	IDEAS	LEARNING ISSUES	ACTION PLAN

FACTS

**Maklumat yang anda faham dan dapat secara terus dari
scenario masalah yang diberi. Cth: yang diwarnakan**

You found out that HR in your organization facing a problem in conducting **succession planning** especially when it comes to smell and groom a good talent. Based on your reading it seems that talent management is very important as highlighted by Mr.Colin Powell and Peter Drucker.

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FACTS	DESCRIPTIONS
1.	i) Succession Planning
2.	ii) Fgfdbfdgfdg
3.	iii) Dgfgsgdsd
4.	iv) Gdsgsdgsdg
5.	v) sgdsgsgsg

IDEAS

Apa idea yang kita dapat berdasarkan fakta yang telah dikenal pasti. Senaraikan semua possibility daripada senario

You found out that HR in your organization facing a problem in conducting succession planning especially when it comes to smell and groom a good talent. Based on your reading it seems that talent management is very important as highlighted by Mr.Colin Powell and Peter Drucker.

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IDEAS	DESCRIPTIONS
1.	i) Technology could be uses as a solution
2.	ii)Fdgdgdfgdf
3.	iii)Dfghdfhdfhf
4.	iv)Fdfdsfdsgds
5.	v)Fdsgsdgds

LEARNING ISSUES

Apa isu yang penting kita perlu tahu untuk selesaikan masalah. Hints 1H5W questions

You found out that HR in your organization facing a problem in conducting succession planning especially when it comes to smell and groom a good talent. Based on your reading it seems that talent management is very important as highlighted by Mr.Colin Powell and Peter Drucker.

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Learning Issues	How, what, why, where, which, who	
1.	i)	What is the data analytic tools available
2.	ii)	Gefhghfhfg
3.	iii)	Gfdgdfgfdgfd
4.	iv)	Gfdgfdgfd
5.	v)	Gfgfdgdfgdf

ACTIONS

Actions – Apa tindakan yang kita perlu lakukan untuk selesaikan masalah yang diberikan.

You found out that HR in your organization facing a problem in conducting succession planning especially when it comes to smell and groom a good talent. Based on your reading it seems that talent management is very important as highlighted by Mr.Colin Powell and Peter Drucker.

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Actions	DESCRIPTIONS (verbs) eg. To do...
1.	i) Do a data cleaning on HR databases
2.	ii) Csdhfjghjsd
3.	iii) Fdsfgdsgsdgdsf
4.	iv) Fsdfsdfsdfsdf
5.	v) fsdfsdfsdfsdf

The background is a solid blue color. It features several gears of different sizes. Two large, light blue gears are positioned in the upper left and upper right corners. A cluster of smaller white gears is arranged in an arc across the center of the image. At the bottom, there are two orange silhouettes of human heads in profile, facing each other. The text "Questions Opinion" is centered between the heads in a bright yellow font.

Questions Opinion

HCI at FTMK: Problem Scenario - Trigger

PBLAssess
Problem Based Learning

X

RECEIVED OFFER LETTER

DEAR TINA,

CONGRATULATIONS! YOU HAVE BEEN APPOINTED AS A MULTIMEDIA DESIGNER AT NEWMEDIA HOUSE. PLEASE COME AND REPORT FOR DUTY AS SOON AS POSSIBLE.

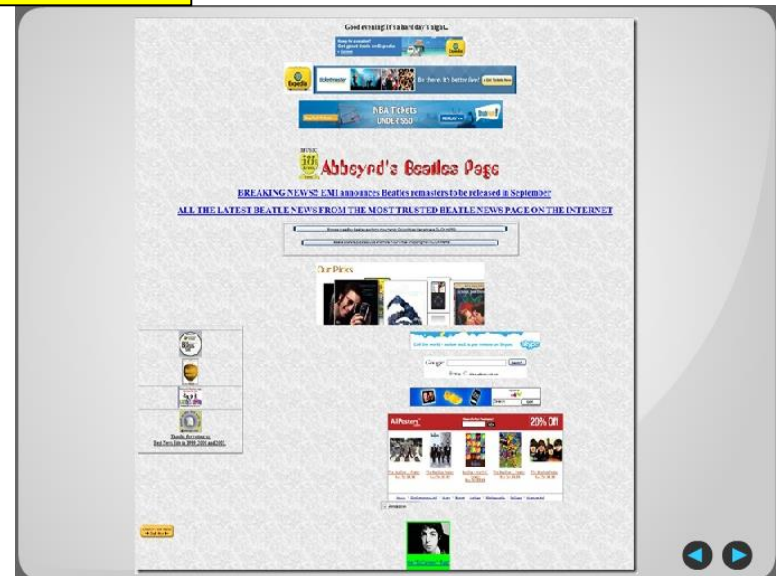
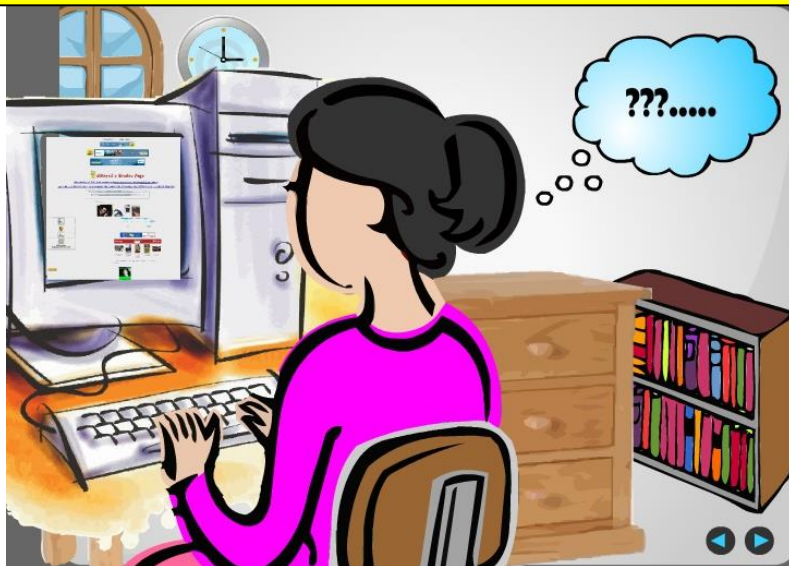
WE HAVE FULL CONFIDENCE IN YOUR ABILITY TO PERFORM YOUR DUTIES AND RESPONSIBILITIES. WE WISH GOOD LUCK AND ALL THE BEST.

Pn. Nona Ahmad
Director
NEWMEDIA HOUSE.

NEXT



The problem scenario presented using 2D animation.



PROBLEM SCENARIO

The School of Informatics aims to redesign its website and commissions you to advise them on several matters.

The School wants to know website design process. Inform the School what each component of the design process means and help define the activities for each component for this website redesign project.

The School plans to redesign the website. Please advise the School in using multimedia elements on the website such as audio, video, image, graphics, text and animation.

As a multimedia designer, how would you explain this phenomena and what would be your suggestions to the School?

NEXT

Student will be presented with a problem scenario. They have to define and analyze the problem



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Problem Based Learning



PROBLEM SCENARIO

LECTURER MODULE

PROBLEM SOLVING

GLOSSARY

EXPLORATION

ASSESSMENT

FORUM

MODULE OUTCOME

PROGRAMME OUTCOME

LECTURER MODULE



COGNITION



MENTAL MODEL



USER INTERFACE
COMPONENTS



3D INTERFACES

After finish the lecturer module, you are free to
test your understanding. You can click button TEST.

TEST

Main modules
in PBLAssess



PROBLEM SCENARIO

LECTURER MODULE

PROBLEM SOLVING

GLOSSARY

EXPLORATION

ASSESSMENT

FORUM

MODULE OUTCOME

PROGRAMME OUTCOME

FILA Activity

Facts,Idea,Learning Issues,Action Plan

Here you need to develop a FILA table. The process has 4 steps.

Step 1

Student has to identify the Facts (**F**) from the problem scenario.
List what you can understand from the scenario.

Step 2

Student has to identify the Ideas (**I**) from the problem scenario.
List all the possibilities related to the scenario.

Step 3

Student has to identify the Learning Issues (**L**) from the problem scenario.
List all that you need to know in order to solve the given problem.

Step 4

Student has to identify the Actions Plan (**A**) from the problem scenario.
Prepare a list in order to solve the problem.

Click the button '**Develop**' to start FILA activity.

DEVELOP

FILA is one of the structured method in PBL to solve the problem.

STEP 1 - Identify Facts

The problem scenario shows that The School of Informatics aims to redesign its website.

As a Multimedia Designer, how can you help that School? You need to use FILA steps to start your activity. Before you solve the problem given, you need to identify what are the **Facts** given from the scenario. List out all the facts that you can gather from the problem scenario.

*Once you complete Step 1, proceed to Step 2, 3 or 4.

HINT

1. Get the meaning of the user interface design.

You can refer glossary/lecture module.

2. Know the design of website that suits your user

click on the exploration module to get the ideas.

STEP 1 : Facts

STEP 2 : Ideas

STEP 3 : Learning Issues

STEP 4 : Actions

STEP 2 - Identify Ideas

After you have identified all the facts. The next step is you have to identify the ideas. You can have a brainstorming session to get the idea. Be a creative person. You can browse the internet or information that might be related to the problem scenario.

Read the articles regarding user interface design to get ideas.

*Once you complete Step 2, proceed to Step 3 or 4.

HINT

1. This is a creativity part. You should be able to identify which ideas are great, and which are not so great. Making sure that your idea is expandable is a good way.

STEP 1 : Facts

STEP 2 : Ideas

STEP 3 : Learning Issues

STEP 4 : Actions

FILA Table

STEP 4 - Identify Actions

You have to identify the possible actions or resources to solve a problem given.

List out the resources needed such as the internet, HCI books, conduct interview, observation, gallery, online forum and etc.

HINT

1. You can click on the exploration module and forum to get the sources.

STEP 1 : Facts

STEP 2 : Ideas

STEP 3 : Learning Issues

STEP 4 : Actions

DEVELOP FILA TABLE

STEP 3 - Identify Learning Issues

You are required to identify learning issues in order to solve the given problem.

List out all the Learning Issues that you can gather from problem scenario.

*Once you complete Step 3, proceed to Step 4.

HINT

1. The knowledge that you discovered from the scenario given. You can apply 4W 1H (what, where, why, when and how) to identify learning issues.

STEP 1 : Facts

STEP 2 : Ideas

STEP 3 : Learning Issues

STEP 4 : Actions



PROBLEM SCENARIO

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CHOOSE TYPES OF ASSESSMENT



SELF ASSESSMENT

Self assessment is a process where students are involved in and are responsible for assessing their own piece of work.



PEER ASSESSMENT

Peer assessment is where students are involved in the assessment of the work of other students. They have to work in pair.

Type of assessment based on students preferences. They have to fill The answers using FILA table. The can download FILA table form in the system.

FILA Table

FACTS	IDEAS	LEARNING ISSUES	ACTION PLAN

Student has to fill in the FILA table based on the problem.

To fill in the table, click [FILA TABLE FORM](#)

CLOSE

PBLAssess

Problem Based Learning



EXPLORATION



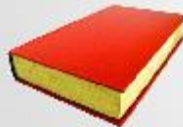
WEB LINK



ARTICLE



**EXPERT VIEW
ON PBL**



e-BOOK



GALLERY



**EXPERT VIEW
ON HCI**

Example of
submodules
in Exploration
module

PROBLEM SCENARIO

LECTURER MODULE

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Example of web links

PBLAssess

Problem Based Learning



PROBLEM SCENARIO

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WEB LINK

HCI WEBSITE

hci journal
interaction design
hci at stanford
hci institute
hci group
hci resources
sigchi
interaction design
user interface design

EXAMPLE OF WEBSITE

EDUCATION

e-learningforkids
educational games

COMMERCIAL

1malaysia
tourism malaysia

PERSONAL

siti zone

ORGANISATIONAL

government portal

BLOG

googleblog

NEWS

the start online
new straits times

ENTERTAINMENT

flyfm
tv3

MODULE OUTCOME

PROGRAMME OUTCOME

*Please make sure you have connected to the internet before choosing any listed sites above.
The site will automatically opened in your internet browser.*

Example of related articles

PBLAssess

Problem Based Learning



PROBLEM SCENARIO

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PROBLEM SOLVING

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Introducing User Interface Design



Golden Rules of User Interface Design
by Theo Mandel



Interface Design
by Spring 2010



User Interface Design in Modem
by Dmitry Fadeyev

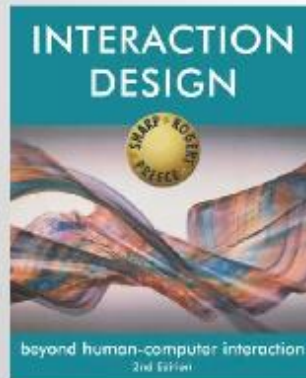
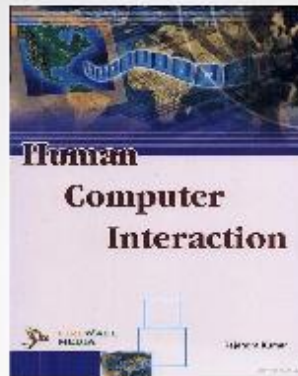


Experience Design vs. Interface Design
by Bill Buxton

There articles are in PDF format and need **Adobe Acrobat Reader** to read the files.
The file will be opened in your internet browser.



e-BOOK



Example of e-books for reference.

Please make sure you have connected to the internet before choosing any listed forums above.
The forum will automatically opened in your internet browser.

PROBLEM SCENARIO

LECTURER MODULE

PROBLEM SOLVING

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Problem Based Learning



GALLERY



Example of good website design.

PROBLEM SCENARIO

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Problem Based Learning



PROBLEM SCENARIO

LECTURER MODULE

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FORUM

ulearn.utem.edu.my

designerstalk

webdevforums.com

websitebabble.com

daniweb.com

cnet.com



ulearn.utem.edu.my
Is linked to UTeM
e-learning portal

*Please make sure you have connected to the internet before choosing any listed forums above.
The forum will automatically opened in your internet browser.*

UTeM e-learning portal

http://ulearn.utem.edu.my

Browser address bar: <http://ulearn.utem.edu.my/>

Navigation bar: Most Visited, Getting Started, Latest Headlines, Customize Links, Free Hotmail, Windows Marketplace, Windows Media, Windows, Keep It!

Search bar: mywebsearch, ulearn.utem.edu.my, SEARCH

University Logo: Universiti Teknikal Malaysia Melaka

Portal Title: e learning portal

UTeM Official E-Learning Platform

Navigation Links: FTMK, FKE, FKM, FKEKK, FKP, FPTT, PBPI

ANNOUNCEMENTS

WELCOME TO e-LEARNING PORTAL

FTMK CCNA Timetable updated and Late Registration <+More>

Master by Taught Course: [Subjects for Special Semester](#) (Please do before **24 April 2011**)

Final Examination Schedule for Postgraduate (Master by Taught Course): [\(Click here please\)](#)

Amalan Kejuruteraan(Engineering Practice) FKE Sesi 20102011. [Click Here.](#)

Authentication:

User name:

Password:

Enter

Any problem !!! please contact our administrators? [Click Here](#)

Library UTeM

MyLinE

News & Update from [Library UTeM](#)

News and Update from [Library UTeM](#)

BITM2313 - UTeM Official E-Learning Platform - Windows Internet Explorer provided by UTeM - Monitoring System

http://ulearn.utem.edu.my/claroline/phpbb/viewtopic.php?topic=6&cidReset=true&cidReq=BITM2313

BITM2313 - UTeM Official E-Learning Platform

Universiti Teknikal Malaysia Melaka

elearning portal

FAAIZAH BT. SHAHBODIN, PM. DR. || : My desktop | My course list | My User Account | My messages | Logout

► HUMAN-COMPUTER INTERACTION
BITM2313 - SYARIFFANOR BINTI HISHAM

Forums

UTeM Official E-Learning Platform > BITM2313 > Forums

View mode : Student | Course manager

► Forums





Forum Index > BITS > what is the special about Star model compared to Spiral model?

Reply | Search | Last message

1 2 3 4 5 6 7 ►

what is the special about Star model compared to Spiral model?

Notify by email when replies are posted

FAAIZAH BT. SHAHBODIN, PM. DR. February 11, 2011 at 11:21 AM	pls answer  
FAAIZAH BT. SHAHBODIN, PM. DR. February 11, 2011 at 11:22 AM	do not copy and paste !!explain in your own word. happy answering.  
NUR ATIQA BINTI ABD HAMID Februarv 11, 2011 at 11:24 AM	the star model can evaluation anytime we want to.

Internet | Protected Mode: Off

12:25 PM
21/02/2011

1. Rubric of Scoring

Rubric of Scoring Performance Assessments

Criteria	Score					
	1 (Deficient)	2 (Flawed)	3 (Limited)	4 (Competent)	5 (Strong)	
Facts Understanding					x	5
Ideas Generation				x		4
Issues Performing					x	5
Action Plan					x	5
Total Score						19 / 20

2. Example student answer- Good

Facts (Known/ Given info)	Ideas (Opinions/Idea derived from the facts)	Learning Issues (What you need to know)	Action Plan (What you need to do)
1. Designing website product that seed education market.	1. There are rules to design a website.	1.What is the suitable rules to design website?	Perform interview With expert in education. Google website, search any templates
2. Target user primary student.	2. We need to know target user for our designs.	2. What is the suitable syllabus for the target user?	Conduct research regarding with suitable syllabus.
3. Help people get started with the educational website.	3. Design website is not an easy process.	3. How to make a simple and understandable website?	Replacing icon button instead text. Use the simple and understandable words. Plan storyboard and flow
4. Develop a good educational website.	4. Contents and format are important in producing good website	4. What are the sources needed to develop the content?	.Adding multimedia elements that appealing to primary students

2 B PAPER – reflection..attendance

NURUL AQILAH BT. ARMI
B030910024

BEST :

- the importance thing should apply in Project Management = have more clear idea about that.
- all the position in a project management.
- the process during the project development 
 - pre-production
 - production
 - post production.
- importance of WBS.

BLURP :

- ∴ the word deliverable : poorly defined deliverable.

Best: -

- ① presentation jelas - especially further explanation from Dr.
- ② what the project is.
- ③ clearly understand the risk that we have to face
if we are conducting a project.
- ④ ~~we~~ understood about the ~~time~~ influences if something
the iron Triangle (Scope, Cost, time) if we changing one
of them.
- ⑤ clearly defined the attributes of the project.

Blurh:

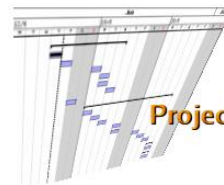
- ① how to manage risk?
- ② what is the best solution that we have to
take if we have any problem - every problem have different solution.
- ③ How to have effective communication with the customer.

PBL Planning Tools

PBL Planning Form



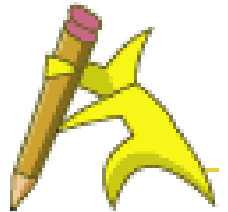
Basecamp™



dotProject
Project Management Software



PBL Information Gathering Tools

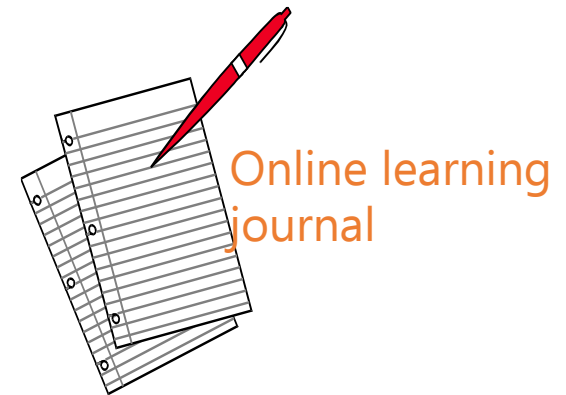
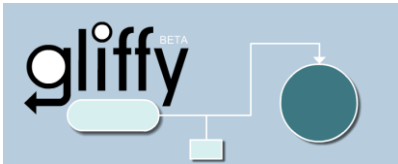


PBL Wiki



mynoteIT
Beta

PBL Organizing Tools



PBL Presentation Tools



PBL Assessment Tools




Problem Scenarios presentation

Examples of trigger material for PBL scenarios

- Paper based clinical scenarios
- Experimental or clinical laboratory data
- Photographs
- Video clips
- Newspaper articles
- All or part of an article from a scientific journal
- A real or simulated patient
- A family tree showing an inherited disorder

Food Indigestion (Problem Scenario)



Vomiting
Description - Sometimes food that is eaten contains food poisoning organism that causes irritation to the stomach. If this happens, we will remove it from stomach by vomiting. The vomit control centre stimulates the diaphragm and muscles in the abdomen to contract and push the stomach content out through the mouth.

Nutrition
Food Absorption



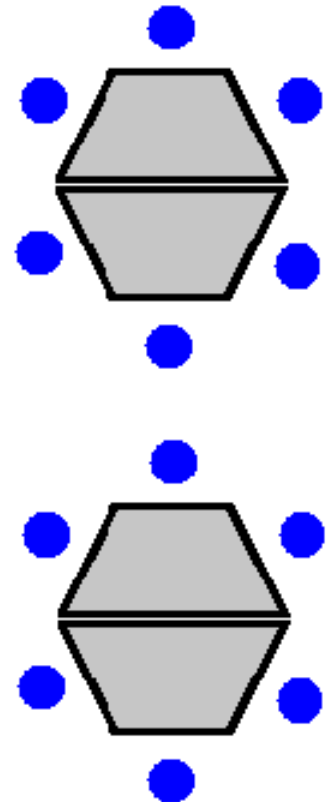
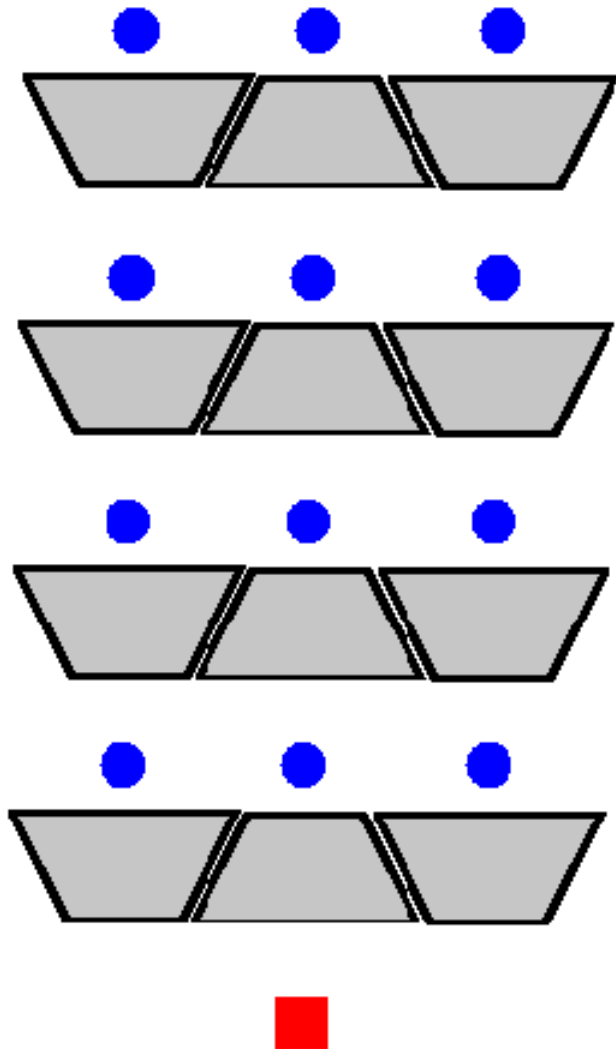
How to create effective PBL scenarios

- Learning objectives likely to be defined by the students after studying the scenario should be consistent with the faculty learning objectives
- Problems should be appropriate to the stage of the curriculum and the level of the students' understanding
- Scenarios should have sufficient intrinsic interest for the students or relevance to future practice
- Basic science should be presented in the context of a clinical scenario to encourage integration of knowledge
- Scenarios should contain cues to stimulate discussion and encourage students to seek explanations for the issues presented
- The problem should be sufficiently open, so that discussion is not curtailed too early in the process
- Scenarios should promote participation by the students in seeking information from various learning resources

CHECKLIST

- Is the content of the problem geared to students' prior knowledge?
- Is there a clear connection with one or more of the objectives of the block?
- Is the problem sufficiently complex to offer cues for initial discussion and for generating learning issues?
- Is the problem structured in such a way that it offers cues for discussion in the group?
- Has the problem been formulated clearly and, if possible, does it offer links with professional practice?
- Is the problem multidisciplinary and is clear to students?
- Does the length of the problem enable inclusion of all the relevant information that is needed for identifying learning issues and does the problem not contain superfluous irrelevant information?
- Is the available time sufficient for studying the learning issues?
- Is there sufficient time available for reporting on all the learning issues?
- Does the block offer sufficient variety in learning activities, i.e. does it include different types and formats of problems?
- Is the number of problems geared to the number of group meetings in the block? Has a schedule been drawn up that specifies which problems are to be discussed when?
- Which problems should be tackled in a specific sequence?

Classroom setting



Collaborative workspace

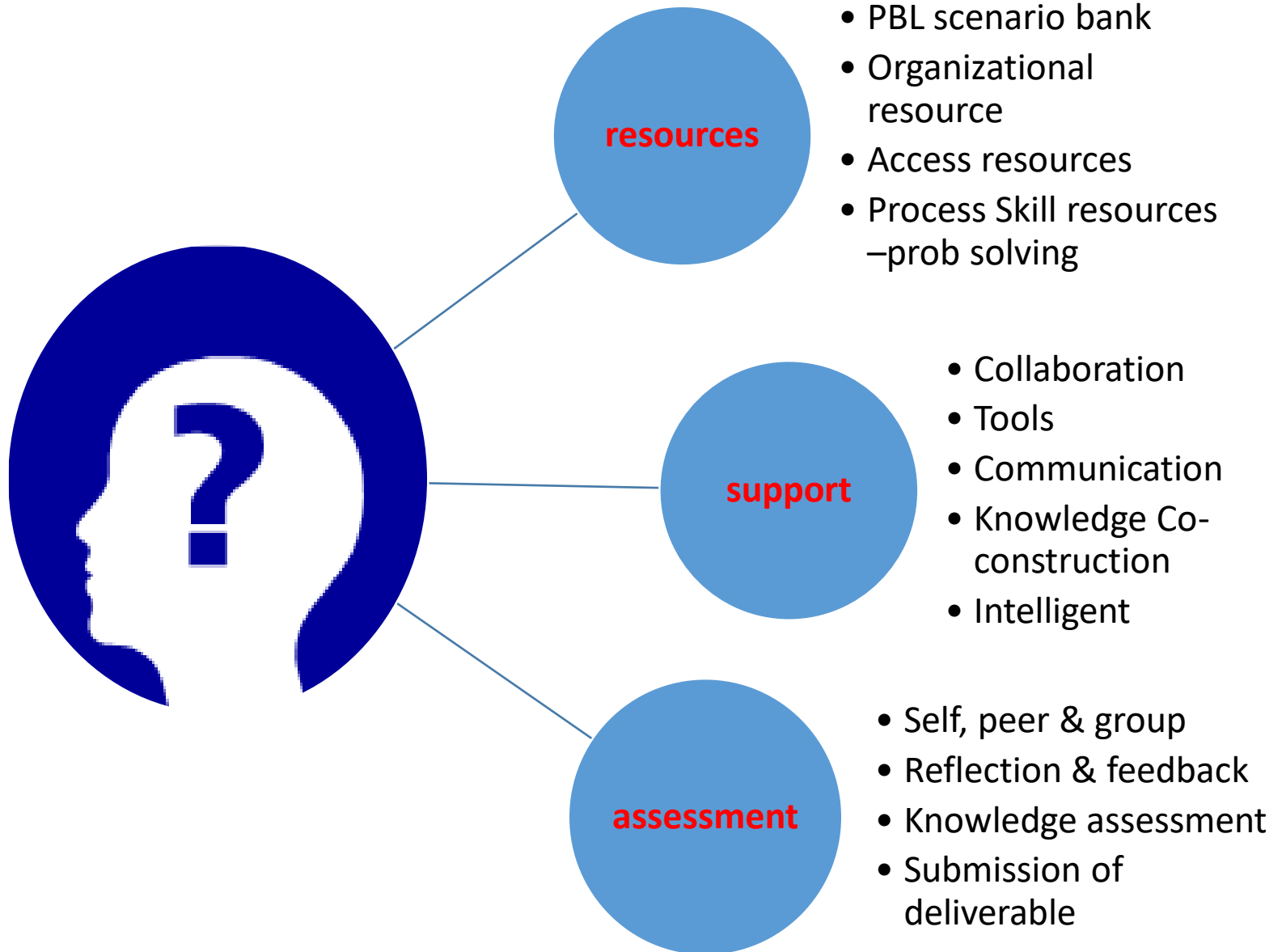


Flexible furniture in PBL classroom



Questions
Opinion

Issues and challenges



Research done: Short Grant

Integrating PBL Approach in Developing an Interactive Web based Learning for Technical Course

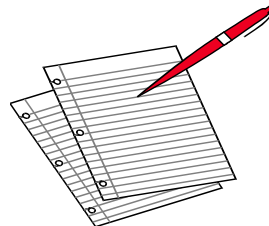
PJP/2008/FTMK (19)-S498 -completed

Developing and testing of an assessment technique using PBL approach: A case study on FTMK Human Computer Interaction (HCI) Course.

PJP/2009/FTMK (12D) S591- completed

Developing and testing of PBL and game technique in learning Methematic: A case study at Merlimau Politeknik. – completed

PJP/2010/FTMK (15D) S789



PEMENANG

*Majlis
Anugerah
KademiK*
UNIVERSITI
UNIVERSITI TEKNIKAL MALAYSIA MELAKA
2010



**Kategori
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Date:

RM: 5000.00

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Malaysian Association of Problem Based Learning (MyPBL)



Tagline:
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Pembelajaran Berasaskan Masalah
UTeM publisher

Book chapter - MyPBL – Akept

Book: Eksplorasi PBL

Shopee order

Thanks for your attention
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