

# POPBL: Issues & Challenges

(Borch & Helbo, 2006)



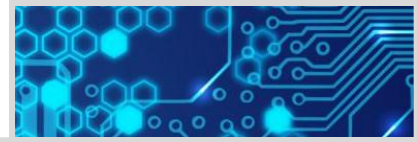
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It has been shown, that **project organised** education increases **learning** and involves students and teachers in dialogs which also **stimulate development** and **innovation** of the syllabuses.





125 major engineering institutions and firms in Denmark have given AAU POPBL learning process the best grade in:

1. Professional competences
2. Technical competences
3. Project management
4. Creativity and innovative skills





Since POPBL **has been proven** and agreed to be the right learning method there must be reasons why every university is not adapting this method.



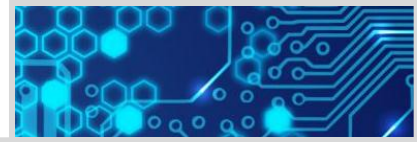
# Why?



Three important reasons for this are:

1. Why make such a **fundamental change** when we have a working method already?
2. Concern among **staff** to loose influence, control and respect.
3. Difficult to **measure/control** student competences in a uniform way.



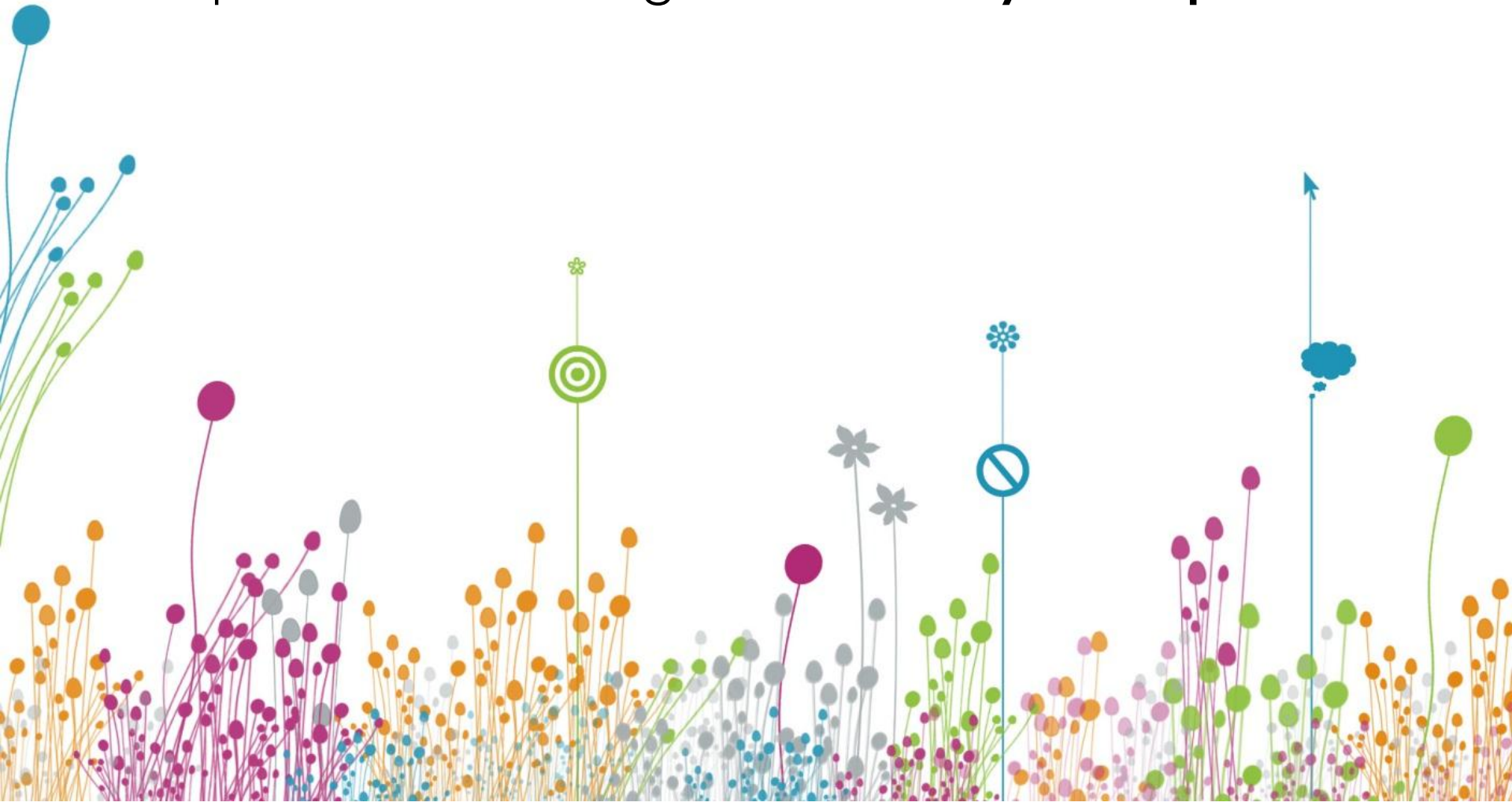


If we look at POPBL from the customer point of view **two attractive competences** can be listed:

1. Collaborative project work competences
2. Innovative, professional and creative competences



When it comes to innovative environments it is important to combine many skills and competences in a reflective forum, and for this a **POPBL based education** is much more profitable to strengthen **creativity** and **openness**.



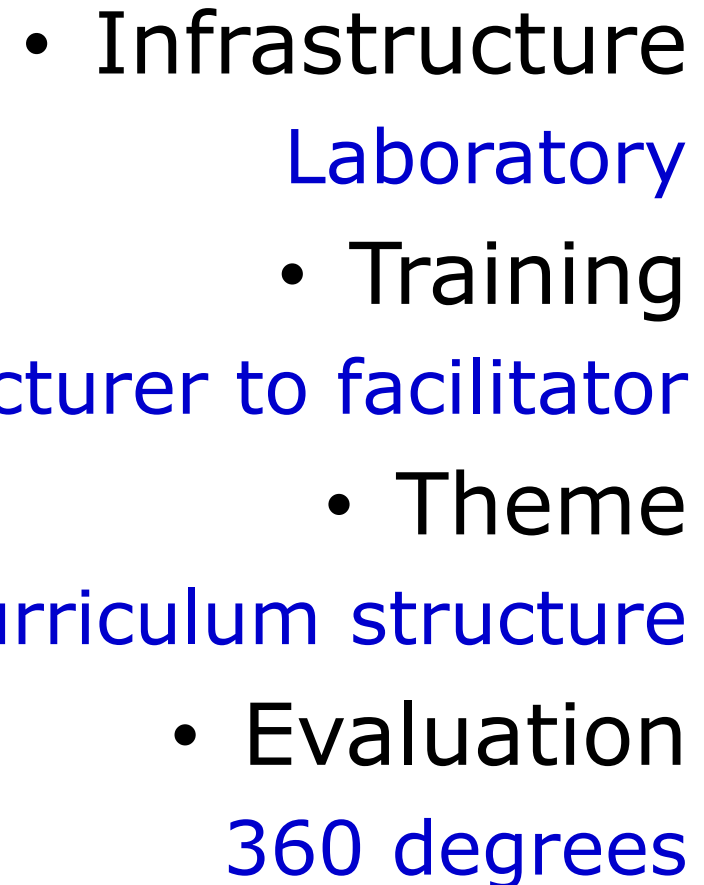
# How to Solve These Issues?



- Infrastructure
- Training
- Theme
- Evaluation

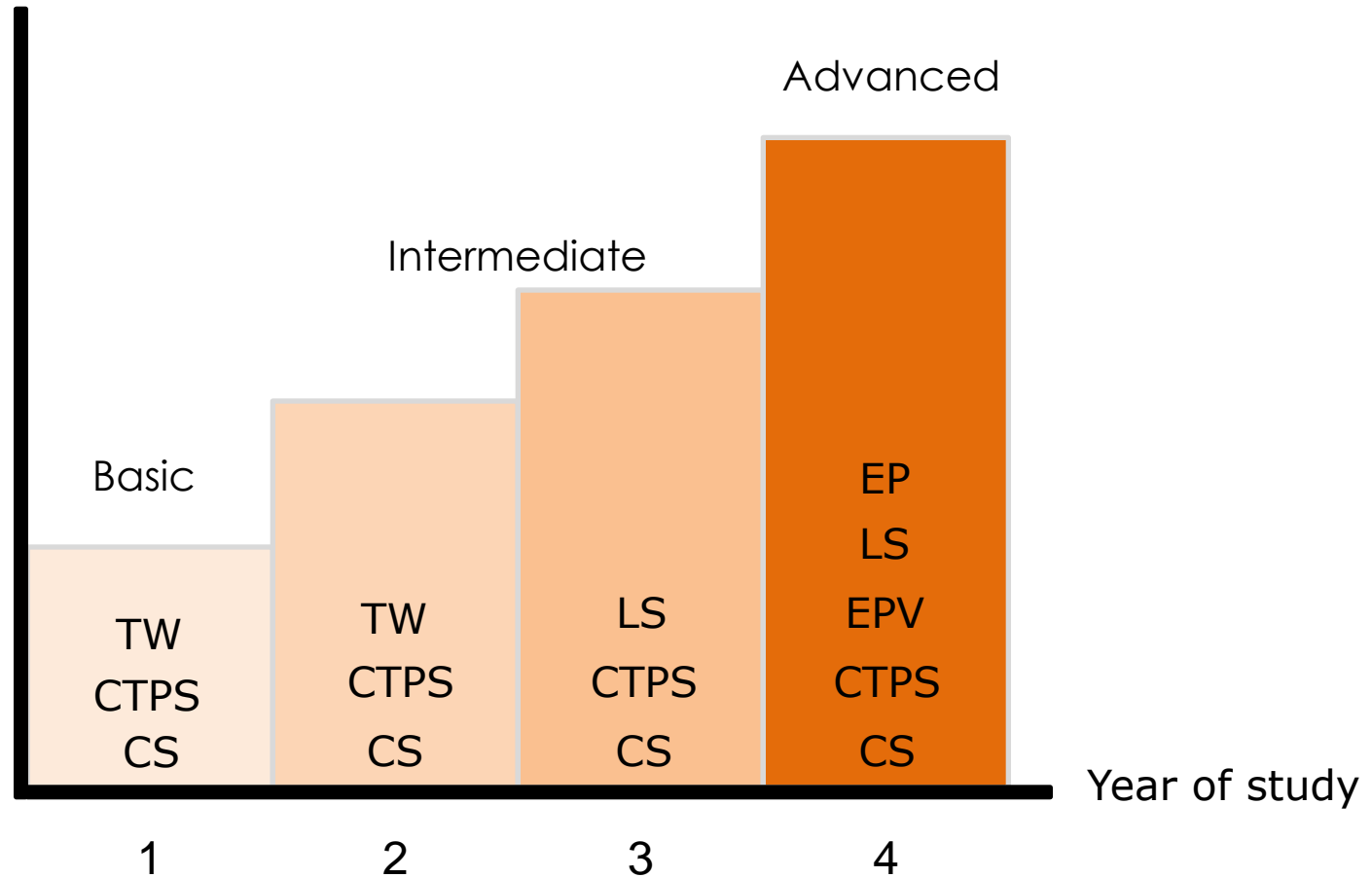




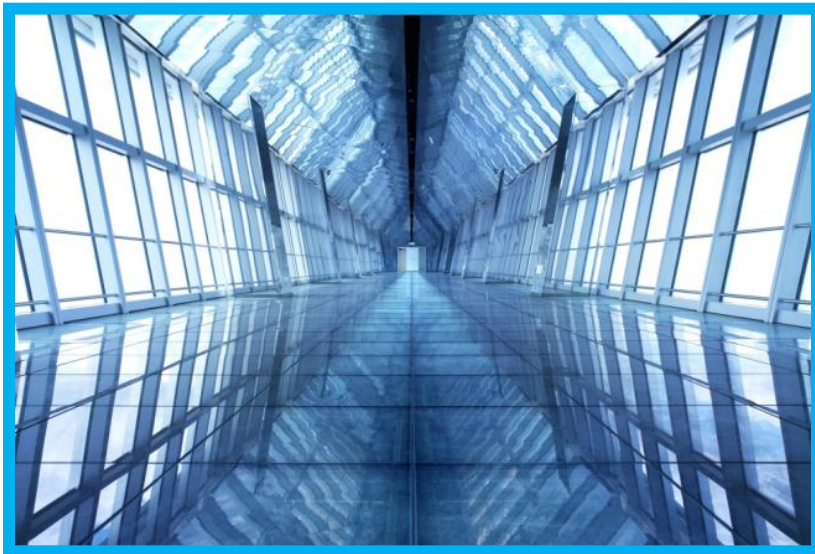




Theme, Generic Skills







- **explain**  
the POPBL concept and structures;
- **address critically**  
the significant of implementing POPBL in higher learning education; and
- **design**  
a dynamic to do list for implementing POPBL in their courses.