

PBL: Deliverables/results/outcomes during the Workshop 6.1.

1.1. **DURING THE WORKSHOP:** Describe one PBL (Problem Based Learning) activity for one course for next year following the guidance provided during the workshop. You need to complete the template provided bellow (Table 1) and include:

- description of the scenario
- temporal organization (planning) of the different sessions (following the 7-jump process)
- detailed assessment tools you are going to use
- minimum duration of the PBL activity: 20 hours of face to face teaching/learning

Deadline: April 2nd (as scheduled)

One PBL activity per group of two people

Resources:

A. Template:

Table 1. Template to describe the PBL activity

Course:

Level (Degree):

Semester:

ECTS (PBL/Total):

University:

1. Learning Outcomes of the PBL activity

Content-based outcomes

On completion of this problem student will be able to...

Soft skills-based outcomes:

On completion of this problem students should be able to demonstrate that they are able to...

2. PBL scenario (description)

3. Driving questions

4. Chronogram (with the content of the different sessions)

5. Assessment tools

6. Expected deliverables from the students

7. Student Resources (material you will provide the students with)

B. Materials provided during the workshop and the following links:

<https://www.facultyfocus.com/articles/instructional-design/problem-based-learning-six-steps-to-design-implement-and-assess/> (great!)

<http://unbc.arcabc.ca/islandora/object/unbc%3A15502/datastream/PDF/download/citation.pdf>

<http://d-scholarship.pitt.edu/23533/1/MatthewJHarrisDissertation%235.pdf>

<https://www.edutopia.org/blog/20-tips-pbl-project-based-learning-educators-andrew-miller>

C. Some examples:

<http://www1.udel.edu/pblc/>

<https://pbl-geomatics.blogspot.com/2018/11/pbl-in-geodesy-and-geomatics-examples.html>

(Example 1, 2, 3 recommended, **not** the others)

1.2. **DURING THE WORKSHOP:** Present the PBL (Problem Based Learning) activity you have designed during the workshop (as scheduled).

1.3. **DURING THE WORKSHOP:** The PBL activity each group presents will be peer-reviewed using the following template (Table 2), in order to identify what to improve for a final version.

Table 2. Evaluation form to peer-review the PBL activity

Please rate the following on a scale of 5 (strongly agree) to 1 (strongly disagree). NA=Not applicable.

	strongly agree	agree	neutral	disagree	strongly disagree	
1. Is this an active learning activity?	5	4	3	2	1	n/a
2. Is it PBL (Problem Based Learning)?	5	4	3	2	1	n/a
3. Is the scenario/case suitable? (remember the checklist)	5	4	3	2	1	n/a
4. Are the sessions well sequenced? (is the planning adequate?)	5	4	3	2	1	n/a
5. Is the assessment based on Learning Outcomes?	5	4	3	2	1	n/a
6. Are the assessment tools adequate to the LO and enough?	5	4	3	2	1	n/a

What did you like the most of this PBL/AL activity? _____.

What should be improved? _____.

CHECKLIST to know if the **PROBLEM (Scenario)** is suitable

- Leads to a formulation of the **learning outcomes**?
- The instructions are **clear**?
- Clues** are useful and let students get the planned learning outcomes?
- Students are **familiar** with it (previous experiences/knowledge)?
- Interesting** for the student?
- Promotes **collaborative** learning?
- Stimulates **critical reasoning**?