

# EDC Newsletter

Education Development Center

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## PoBL Workshop 23<sup>rd</sup> March 2016 at YUCW



In line with the importance of sharing experience and knowledge in the contribution to the development of YUC-W faculty members' knowledge and skills, a project based learning workshop was conducted on 23rd March, 2016.

The Education Development Center with the collaboration of Professional Development Committee invited thirteen faculty members from each department to attend Project Based Learning (PoBL) workshop. The workshop was presented by Dr. Mona Aljehani and it was aimed to introduce the elements and stages of PoBL following the training given by the GMI.

At the beginning of the workshop, Dr. Mona stressed the theoretical background of PoBL where the main principle is to develop "learn by doing". In this perspective she also concurred that the mismatching between higher education graduates and the market requirements in terms of skills and experiences pushed for new educational development where such demands are taken into consideration.

The presenter brought forward an open discussion about important factors to be considered while applying PoBL and the challenges that faculty members may face during the implementation phase. Moreover, the presenter has also compared the traditional project courses and project based learning course and its outcome on students'

learning. In this regard, she emphasized that offering students' authentic learning experience shall increase students' interests and learning process. She further explained that the important step in PoBL is crafting the project driving question. This step eventually will shift learning to a different level than the traditional project courses and increase the originality of their projects.

At the end of the session, the presenter shared her personal experience in applying PoBL and suggested favorable methods that faculty members can try in order to help students achieve the course learning outcomes through facilitating the transition from traditional teaching methodology to project based learning.

Resources used during the workshop:

- Steve Jobs brainstorming session <https://www.youtube.com/watch?v=BNeXIJW70KQ>
- Engaging students in multi-literacies through project based learning and technology <http://pbltm.weebly.com/sample-lesson-plans--project-ideas.html>

## About Us

The Educational Development Centre is a Centre within the Planning and Development Directorate that is dedicated to the support of teaching excellence at Royal Commission Colleges and Institute.

Our goal is to provide a comprehensive range of faculty development programs and pedagogical teaching tools and resources to teaching staff in order to ensure an exceptional learning experience for students in the classroom and beyond.

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# Reflections on Project-based Learning

We often hear about the necessity of including 21st century skills in the curricula to ensure students are college or career-ready. PoBL has a growing list of advocates and it includes many 21st century skills. It is a transformative teaching

method for engaging all students in meaningful learning and developing the 21st century competencies of critical thinking/problem solving, collaboration, creativity and communication.

Quite recently, 38 faculty members completed the PoBL workshop that was conducted by the German-Malaysian Institute. Some of them wrote a reflection of their experiences during the workshop. Let us discover what they have written ...



## Mr. Mazhar Amjad MS-IMT, YUC

**"Change is the name of the game"**

The PoBL workshop taught me two things :

- the ways through which I could be more effective
- the ways in which our students can learn more

I learned how to convert my traditional way of teaching to PoBL by imparting the 4 C's (critical thinking, collaboration, communication and creativity) and embedding the Bloom's taxonomy into my courses.

The workshop started with the basis of developing me to change and I carried the concept of change by imparting the various 21st century skills. What is paramount in this workshop is that I have

I have enjoyed attending this workshop and I look forward to be part of the upcoming Final Year Project Management workshop to be offered by the GMI.

**"... carried the concept of change by imparting the various 21st century skills."**



## Engr. Saeed Ahmad Chemical Skills Department, YTI

This workshop is very helpful to me in the sense that content knowledge and conceptual understanding is not enough in today's world. The learner should be trained to think critically, solve problem, work in a team and manage themselves.

Learner should be active not passive. The PoBL provides real world relevance. It is an effective way to develop collaboration, communication and presentation skills. It also provides opportunities to use technology to find resources and information to create end products.

I learn how to implement a project in a course. There should be an end product in mind to make the learner motivated to the task. 'Driving question' is very important to compel the learner to think in different angle. Plan the assessment make project plan and then summarize for the end result.

In these ten days training I was completely involve to learn like project based learning. Everyone expects from the teacher that he will show us the procedure but he is guide on the side not sage on the stage.

**"'Driving question' is very important to compel the learner to think in different angle."**

These ten days training was very helpful to me. I thank all the GMI trainers and EDC-RCYCI management for making this workshop an effective one.



## Dr. Shabaz Pervez ICT, YUC

The PoBL workshop that I attended was really a good opportunity for me. It helped me to interact with other colleagues from other departments and I really learned a lot from their experiences and expertise.

The workshop provided me a better understanding between problem based

learning and project based learning. It gave me a clearer picture of defining course learning outcomes, how to identify and formulate project statement for my course. I also learned on how to design rubrics for my students at different phases of a project and how to assess my students individually and also as a group.

**"... carried the concept of change by imparting the various 21st century skills."**

The workshop also taught me to how to encourage, motivate, mentor and develop interpersonal skills amongst my students during managing a project; how to schedule and manage a project successfully. The most interesting part of this workshop was the implementation of PoBL to my courses in the coming semesters.

**"... has reshaped my conceptual thought of sustaining learning environment for students."**

The workshop had served us a platform for educationists from different fields to share academic experiences and reflections to recognize the gap and look up for opportunity to fix the broken link from the context of teaching and learning experiences. The important fact that it has reshaped my conceptual thought of sustaining

## Ms. Siti Haryani Haris Computer Science Engineering, YUCW

learning environment for students in which is already in practiced. The best part I gained from the discussion sessions and collaborative activities throughout the session is to realize that teaching is 'not personal endeavor' but yet is a community property in which the experience is shared within its constituency.

On individual basis, it is an opportunity to enrich faculty pedagogical practices. It does not only provided me space to master skills on how to realize students-centered classroom's environment through shared experiential learning but at the same time a platform to discuss commonalities and variance to bridge the gap of current curriculum and assessment methods.

**"... so much more we can do as educators to ensure that our students have a much richer educational experience"**

The workshop for PoBL was both challenging and enlightening. Initially, I believed it would be easy as I have had courses in the past which also have projects. However, looking at my courses through the lens of PoBL showed me that there is so much more we can do as educators to ensure that our students have a much richer educational experience. In order to do so, I need to have an open mind and be willing to relinquish some of the "control" that we

## Ms. Amal Ibrahim Applied Linguistic, YUCW

as educators are so accustomed to. This will open the door for our students to explore and therefore learn more.

One of the most meaningful parts of this workshop, and there were several, was the incorporation of activities that allowed us to see things through our students' eyes. It was a reminder of how different each student is and the importance of being open to those differences as they may see something in a new and valuable way that others hadn't previously considered. Students learn more and learn more from each other.

Because of this workshop was that I re-

examined all of my previous work on various courses. I began to think about how I might be able to incorporate PoBL into other courses, and I am more excited about doing so. I looked at my course learning outcomes and tried to re-write some to better reflect what my students should learn along with thinking of ways that these CLO's might be connected to other courses they will have.

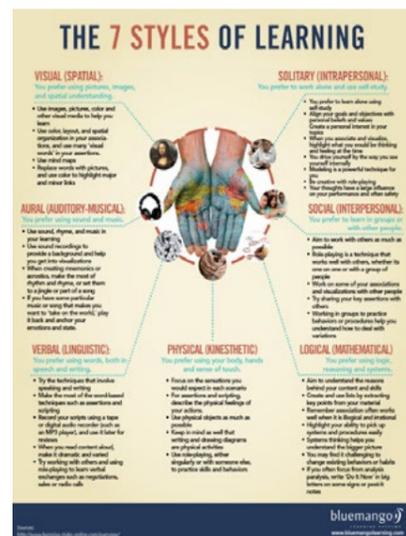
All in all, it was a wonderful experience. Our GMI trainers, Ms. Monis Jehan and Ms. Shahreena Md. Shah from GMI were the best. They made everyone feel comfortable. I personally believe they helped us all to believe in our own capabilities as well as to feel comfortable with implementing PoBL.

### Open Education Resources

Watch this video to understand why Open Education Resources are useful for us. Click [Watch the video](#)

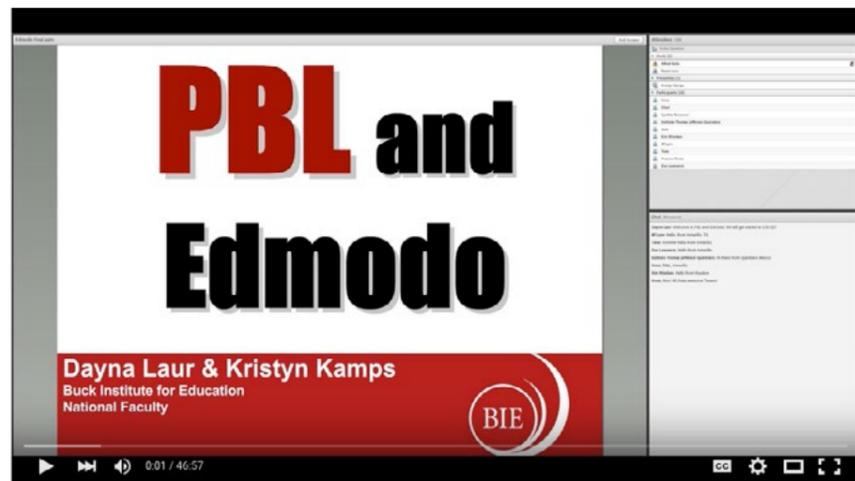


### Learning Styles



### WEBINAR Using Edmodo for PBL

Edmodo is a social learning platform that allows teachers to post messages, discuss classroom topics, assign and grade classwork, and share content and materials with their students. Learn how to use Edmodo to manage projects in your classroom and how to network and exchange ideas online with the Project Based Learning Community. [Watch the video](#)



### MOOC RESEARCH PAPER - "Realigning Higher Education for the 21st-Century Learner through Multi-Access Learning"

Recently, the massive open online course (MOOC) movement has been introduced as an undeniable force in higher education, and researchers argue that it is distracting leadership from focusing on alternative options for supporting the needs of learners who demand both personalization and real access to learning opportunities. Click [here](#) to download the research paper.



# 21st Century Learning & Teaching Methods

## Electronic Textbooks

E-books are being widely adopted as alternatives to traditional textbooks. Here you'll find articles detailing new developments in the area of e-book and e-textbook technologies, along with stories about institutions adopting them. [READ MORE](#)

## What is Cooperative learning or Collaborative learning?

It is a team process where members support and rely on each other to achieve an agreed-upon goal. The classroom is an excellent place to develop team-building skills you will need later in life. [READ MORE](#)

## "Flipping Lifts Learning Outcomes in Science Course" by Dian Schaffhauser

A five-year experiment among students taking an upper-level undergraduate science course found that the flipped and active model improved student outcomes, particularly among females and students with lower grade point averages. The research at the University of Massachusetts Amherst and Yale University suggested that the better outcomes were a result "in part [of] students interacting with course material in a more timely and accurate manner." The results were reported in the December 21, 2015 issue of CBE Life Sciences Education. [READ MORE](#)

## Five Ways to Motivate Unprepared Students in the Flipped Classroom

Read this article about five effective ways to encourage your students to flip.

"... A few days after the article was published, a reader emailed me to ask a follow up question. It's actually the second most popular question I hear from educators. She asked, "What do you do when students still aren't coming to class prepared?" [READ MORE](#)

## Module 3: Open License

In the previous module we learned that open educational resources (OER) are educational materials that

- have been released under an **open license** that permits their free use and re-purposing by others or,
- reside in the public domain

In this module, we will discuss the types of open licenses and how to apply them.

### What is an open license?

A license is a document that specifies what can and cannot be done with a work. It grants permissions and states restrictions. Broadly speaking, an open license is one that grants permission to access, re-use and redistribute a work with few or no restrictions (definition from [Openendedefinition.org](http://Openendedefinition.org)).

Please see the diagram below to see the difference between all rights reserved copyrights and open license.

- Module 1: Introduction
- Module 2: Understanding OER
- Module 3: Open License**
- Module 4: Creative Commons
- Module 5: Finding OER
- Module 6: Sharing OER
- Module 7: Public Domain
- Module 8: Accessibility
- Module 9: Why OER Matters

## Open Education Resources (OER)

In the previous newsletter we learned that open educational resources (OER) are educational materials that have been released under an open license that permits their free use and re-purposing by others or, reside in the public domain. In volume two of our newsletter we like you to continue with module 3 & module 4. It is expected that upon completion of module 3 and 4 you will be able to:

- Discuss the types of open licenses and how to apply them.
- What are Creative Commons Licenses?
- How do I release my work with a Creative Commons license?
- What conditions must I meet to release my work with a CC license?

Good luck, have fun, and keep pushing yourselves!

Click [Module 3](#) and [Module 4](#) to complete watching the videos.