Envisioning Seminar:
Project-based Learning (PoBL)
27th December 2015

Our honorable Director General Dr. Ahmed Dabroom officially opened the PoBL seminar that was attended by higher management staff across all colleges and institutes of RCYCI. The seminar focused on the needs of empowering our learners for 21st century education outcomes; effective ways of using PoBL and methods for successful implementation of PoBL in RCYCI.

Mr. Ngan Cheng Hwa Deputy Managing Director – Education & Training from German Malaysian Institute eloquently delivered the seminar and he also stressed about Pro3BL (‘Problem, Project, Production-based Learning’) that emphasized workplace competencies. Pro3BL is an innovative and integrated education strategy in a student-centred learning environment that allows for flexible adaption of guidance through problem solving, project works and real life industrial activities. The educational outcomes from the Pro3BL curriculum are intended to produce workers who are capable and demonstrate the range of competencies required to stay competitive in the job market.
A total of 38 faculty members successfully completed the Project-based learning (PoBL) workshop that was held from 20 – 31 December 2015. The faculty members were exposed to PoBL which is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to engaging and complex questions, problems or challenges. At the end of the workshop the faculty members were able to produce revised learning outcomes, a weekly lesson plan, project details, constructive alignment for the courses they are teaching, assessment rubrics and a project portfolio.

Twelve engineering instructors spent two days refreshing their knowledge about Flipped classroom, OER, MOOC and PBL. This refresher program was conducted in Yanbu Technical Institute on 29th and 30th Dec. 2015. Intellectual discussions were carried out on practical ways and strategies to adapt 21st century educational technology trends in the participants’ classroom.

The participants were also exposed to key elements of PBL that would contribute to the development of an effective learning and teaching strategies. Those who participated in the refresher workshop are currently designing an effective lesson plan to embed what they have learnt from this refresher program.
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 ...

Dr. Mohammed Alsumiri
EPET, YIC

It was a great opportunity to join the PoBL workshop offered by the German-Malaysian Institute (GMI), in which I have gained a valuable knowledge in teaching and learning methods. It was a good chance too to share and gain knowledge and teaching experiences from other colleagues from other departments within RCYCI.

The GMI trainers started the workshop by introducing PoBL, providing some examples and sharing their experiences in implementing PoBL at GMI. The environment during the workshops was friendly and comments of the RCYCI members were indeed valuable. I believe one of the important points that I discovered was to distinguish between problem-based learning (PBL) and project-based learning (PoBL).

During the two weeks workshop, the participants were trained on how to convert a traditional course to a PoBL course. The importance of having problem statements along with driving questions was emphasized. In addition, the GMI trainers focused on explaining and introducing time management during a project. The participants shared their knowledge and experiences with the trainers and the session ended with valuable strategic plan for designing a project.

Ms. Fatima Alkhammash
Management Science, YUCW

By the end of the workshop, all participants presented our newly embedded course and we received positive feedback from the trainers. Everyone including me has the intention to use all that we have learnt from the PoBL workshop in our class room and in the upcoming semesters. I will be applying this approach in MKT322.

What I realized is learning new teaching strategies is really an important episode for improving our teaching skills in delivering new knowledge to our students. The PoBL workshop has opened my eyes on totally a new approach that I could use to improve my students’ learning outcomes. Although at the beginning of the workshop I was resisting this approach but when the trainers applied the same concept on us, I found that it was useful and the trainers helped me to understand how it worked.

It is a student-centered approach that encourages students to be self-directed learners. By using this approach our role has changed to become a facilitator in teaching while students learn by doing. Students search for information, evaluate, collaborate and apply what they have learned from their research. It is a completely new way of teaching that enables teachers to do less of teaching, do more of facilitating and guide students to learn specific learning outcomes.

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5 Steps to Flipping Your Engineering Classroom A step-by-step guide to get started

Flipped Classroom models are all the rage in academia, but what exactly does it mean to “flip” your classroom?

In this eBook, we’ll explore what a flipped classroom is, why it works, and a step-by-step guide to get started.

Click this eBook link “5 Steps to Flipping Your Engineering Classroom” to discover the steps.

WEBINAR
Developing 4 Cs through PBL

Watch this webinar to understand how to develop the 4 Cs by using the PBL. https://www.youtube.com/watch?v=JJBGCPWlpjA

FLIPPED CLASSROOM

Read these articles and find out what flipped classroom is and how this strategy can be a useful way to interact with your students.

1. Flipping the classroom
2. Flipped Learning in Higher Education
What are 4 Cs?
Learn about the “4Cs” for 21st Century Learning: critical thinking, communication, collaboration, and creativity. See how technology plays an important role in building these skills for students and how you can integrate the 4Cs into your teaching. Click this link to watch a video https://www.youtube.com/watch?v=IINVQnZ2Hto8

21st Century Skills
The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in college programs and contemporary careers and workplaces. Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student’s life. Read more by clicking this link http://edglossary.org/21st-century-skills/

Essentials of Problem-based Learning (PBL)
“One must reconsider what students really need to learn and the environment in which they learn. Much of the enthusiasm for the problem-based approach to learning comes from instructors who feel revitalized by the creative energy it releases.” Hal White, “Creating Problems for PBL” Click this link to read more http://web.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/problem_based_learning.pdf

Problem-based learning (PBL) - Study Guide & Strategies for your students
Find out this useful website that explains about appropriate guides and strategies for your students. Click this link for your reference http://www.studygs.net/pbl.htm

9 Resolutions & 9 Resources for Your Project-Based Learning (PoBL) Classroom This Year – 2016
If you are teaching in a Project-Based Learning (PoBL) classroom or aspire to bring high quality PoBL to your classroom, we bring you nine resolutions to follow for creating engaging and effective projects in the New Year. Follow these resolutions and you will be on your way to activating students’ interests and building a strong culture to support high quality, gold standard PBL in your classroom. Click here for more http://bie.org/blog/9_resolutions_9_resources_for_your_project_based_learning_classroom_this_ye
In the last page of our newsletter we like to share a self-paced course that intends to walk you through techniques to incorporate Open Educational Resources (OER) into your teaching practice. It covers the fundamental aspects of OER including open licensing and public domain. The self-paced course has five modules and it provides practical guidance in locating and applying openly available resources.

It is expected that upon completion of this self-paced course you will be able to

• Describe the meaning of open educational resources.
• Differentiate the concepts of open licensing, public domain, and all rights reserved copyrights.
• Identify resources that are openly licensed or in the public domain.
• Distinguish the different types of Creative Commons licenses.
• License works using a Creative Commons license. Find open educational resources and properly attribute a work offered under a Creative Commons license.

Good luck, have fun, and keep pushing yourselves!

Click Module 1 and Module 2 to begin with the self-paced course.

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