Problem-based learning: lessons for administrators, educators and learners

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Abstract

Purpose – The paper aims to explore the challenges of problem-based learning (PBL) as an unconventional teaching methodology experienced by a higher learning institute in Singapore.

Design/methodology/approach – The exploratory study was conducted using focus group discussions and semi-structured interviews. Four groups of people were invited to participate in the research involving administrators, management personnel, lecturers and students.

Findings – Key findings of the research point to three pertinent enablers in developing PBL in higher education. They are the role of people, process and purpose in the implementation of PBL. These three areas are interconnected in many ways but their relationship is not entirely linear.

Research limitations/implications – Although the study is limited by the single context from which data were drawn, it offers considerable implications for research in higher education as PBL has been regarded as an emerging paradigm. Much discussion and debate of PBL have centered on the compatibility of subjects, backgrounds of students and the level of preparedness institutions are willing to adopt such an approach.

Practical implications – Implications for practice and policy include strategic communication of PBL rationale, appropriate structuring of PBL lessons, careful allocation of resources, identification of suitable PBL facilitators and ensuring of the right mixture of students in PBL group formations.

Originality/value – Although a number of studies have been carried out in Singapore, very few have concentrated on how PBL has been implemented in engineering education. More importantly, while current studies center on the pedagogical aspects of PBL, this study provides a fresh perspective on educational management.

Keywords Focus groups, Higher education, Lifelong learning, Problem-based learning, Singapore

Paper type Research paper

Introduction

> If I hear it, I may forget it.
> If I see it, I shall remember.
> If I do it, I will understand (Confucius).

Current trends in education demand that learners play an active role in the knowledge acquisition process. A strong sense of participation is required for every learner to experience a variety of processes, ranging from self-directed learning to group discussion to peer teaching to teacher guidance. It is this sense of participatory, action-oriented experience that a person learns most, reinforcing the above saying of Confucius.

Problem-based learning (PBL) is an emerging teaching approach which has taken its prominence in tertiary education in recent years (Yeo, 2005). It is a shift from the traditional didactic teaching where the core knowledge discovery process lies almost entirely in the hands of the learner rather than the teacher. The teacher who used to be

Problem Based Learning For Administrators

Philip Hallinger

Problem Based Learning For Administrators:

    Problem-based Learning for Administrators Edwin M. Bridges,1992 In the Prospective Principals Program at Stanford University students are engaged in problem based learning PBL a cooperative small group approach providing opportunities to resolve problems likely to confront real world professionals To illustrate PBL s background and rationale chapter 1 briefly describes how the topic of teacher selection might be introduced using traditional case method and PBL approaches Chapter 2 focuses on the students role and how instructors can minimize the frustration and difficulties students experience in Stanford s PBL curriculum Chapter 3 describes a field test of the teacher selection project focusing on valuable lessons for student and instructor Chapter 4 explains the instructor s role in PBL and how to deal with potential challenges arising while implementing a PBL project The fifth chapter contains six student essays to illustrate what students report learning about leadership and various administrative skills Chapter 6 describes possible obstacles hindering PBL implementation and outlines a strategy for overcoming these impediments The last chapter focuses on future challenges including explicating student centered learning facilitating administrators lifelong learning conducting research on PBL effectiveness and exploring other PBL contexts for educating administrators Appendices provide a description of Stanford s PBL program samples of problem stimulated learning projects and a project checklist 50 references MLH   A Problem-based Approach for Management Education Philip Hallinger,Edwin M. Bridges,2007-05-22 A Problem based Approach for Management Education describes the use of problem based learning PBL in management education PBL is an active learning approach first pioneered in medical education but whose use has grown steadily in a variety of professional fields over the past two decades The authors draw upon their experience in using PBL in a broad array of management education programs at the Bachelor Master Doctoral and Executive levels in North America and in Asia This book is designed to provide both novice and experienced users of PBL with resources for designing and implementing problem based management education The book provides the novice with useful theoretical and practical background on how design a PBL curriculum use PBL in a classroom and develop PBL materials At the same time the book will challenge experienced users of PBL and case teaching to extend their applications through the use of learning technologies and more systematic approaches to assessment and curriculum design   Educational Leadership William G. Cunningham,Paula A. Cordeiro,2006 This succinct compelling text provides coverage of key leadership topics including critical thinking ethics best practices and decision making in an applied format Thoroughly revised and updated Educational Leadership A Problem Based Approach 3 e shares the very latest thinking in the field and relates it to significant real life problems of practice Reflecting on current changes and issues in educational leadership and administration this text includes updated expert analysis pieces by noted authorities in every chapter The authors use a problem based approach providing readers with opportunities to analyze and apply their knowledge to authentic situations This text emphasizes important challenges such as increasing diversity in our schools and society the

emphasis on standards and the impact of reform and technology on learning environments New to This Edition All chapters include updated content on ISLLC NCATE and ELLC to meet the latest demands for leadership preparation programs New problem based learning activity and coverage of State Board Testing to meet the current demand for data driven decision making Ch 13 New expert commentaries by those who are most closely related to the discussion topics and updated vignettes reflect current concerns of leaders Expanded List of Terms and Portfolio Artifacts are addressed in most chapters Incorporates a new Self Assessment Instrument from NREL that focuses on teamwork skills making the subject real for students Ch 6 Visit www ablongman com edleadership for sample syllabi additional problems and journal articles of interest Package this text with MyLabSchool a powerful set of online tools that bring the classroom to life Visit www mylabschool com for more information   *K-12 Case Studies for School Administrators* Marcia Norton,Paula E. Lester,2017-09-29 Case studies enable aspiring administrators to refine their reaction skills as well as their critical thinking skills by responding to a multitude of problems in a short time Originally published in 1998 the case studies in this book provide a broad based overview of the kinds of real problems that schools were facing at the time The problems administrators face on a daily basis vary in scope and complexity Short cases provide opportunities to address analyse and resolve problems encountered in the real working environment Students must actively engage in a process of inquiry and problem solving This book can be used over several years according to the case studies selected for class use This is a multicourse multiyear action case study text   **Energizing Teacher Education and Professional Development with Problem-Based Learning** Barbara Levin,2001-04-15 How can we help both beginning and experienced teachers engage students in today s diverse classrooms How can we focus on actual problems that teachers face This book offers a learning tool problem based learning PBL PBL is an instructional method that encourages learners to use critical thinking and problem solving as they apply content knowledge to real world problems and issues Editor Barbara Levin and the book s contributing authors believe that if teachers are to use PBL effectively with their K 12 students they need to personally experience PBL themselves Levin provides field tested examples of how teacher educators have used PBL in many professional development settings Based on actual PBL units and activities contributed by various authors the book describes how teachers tackled authentic problems that required them to find evaluate and use resources to learn just as they expect their students to do when using PBL A brief introduction explains why and how to use PBL with teachers Chapters 1 5 focus on how the chapter authors used PBL in different teacher preparation courses at several universities Chapters 6 and 7 show how the authors working with experienced teachers used PBL in inservice and staff development settings The final chapter offers answers to frequently asked questions about using PBL with teachers   **Problem-based Learning** Peter Schwartz,2013-10-11 Problem based learning PBL is becoming widely used in higher education Popular in the medical sciences PBL is now finding applications beyond in engineering sciences and architecture and is widely applicable in many fields It is a powerful teaching technique

that appeals to students and educators alike This book will be of great value to those who want to improve their use of PBL and for those who want to learn more and implement it It provides compelling accounts of experiences with PBL from eight countries including the UK US Canada Australia and New Zealand and gives readers the opportunity to understand PBL and to develop strategies for their own curriculum in any subject and at many levels **Essential Readings in Problem-based Learning** Andrew Elbert Walker,Heather Leary,Cindy E. Hmelo-Silver,Peggy A. Ertmer,2015 This book surveys the state of problem based learning and assesses the impact of this innovative educational methodology on teaching and research effectiveness across a range of disciplines and in a variety of organizational contexts **The Wiley Handbook of Problem-Based Learning** Mahnaz Moallem,Woei Hung,Nada Dabbagh,2019-01-30 The first book to offer an in depth exploration of the topic of problem based learning with contributions from international experts The Wiley Handbook of Problem Based Learning is the first book of its kind to present a collection of original essays that integrate the research and practice of problem based learning in one comprehensive volume With contributions from an international panel of leading scholars researchers practitioners and educational and training communities the handbook is an authoritative definitive and contemporary volume that clearly demonstrates the impact and scope of research based practice in problem based learning PBL After many years of its successful implementation in medical education curricula problem based learning is now being emphasized and practiced more widely in K 12 higher education and other professional fields The handbook provides timely and stimulating advice and reflection on the theory research and practice of PBL Throughout the book the contributors address the skills needed to implement PBL in the classroom and the need for creating learning environments that are active collaborative experiential motivating and engaging This important resource Addresses the need for a comprehensive resource to problem based learning research and implementation Contains contributions from an international panel of experts on the topic Offers a rich collection of scholarly writings that challenge readers to refresh their knowledge and rethink their assumptions Takes an inclusive approach that addresses the theory design and practice of problem based learning Includes guidelines for instructional designers and implementation and assessment strategies for practitioners Written for academics students and practitioners in education The Wiley Handbook of Problem Based Learning offers a key resource to the most recent information on the research and practice of problem based learning **Reshaping the Landscape of School Leadership Development** Philip Hallinger,2003-01-01 Reshaping the Landscape of School Leadership Development A Global Perspective traces developments in this arena as they evolved since 1980 The book is comprised of chapters authored by the leading scholars in the fields of educational leadership and school leadership development from the United States Canada Europe Asia and Australia The vol **Problem-Based Learning in Elementary School** Samantha S. Reed,Carol A. Mullen,Emily T. Boyles,2021-03-13 This book addresses Problem based Learning PBL in elementary schools and reveals how this can promote elementary students development in critical thinking

creativity communication collaboration and citizenship also known as the 5 Cs Through teachers interviews the book explores which PBL strategies promote skills and knowledge gains when students collaboratively investigate authentic open ended problems It also uncovers peer to peer relational learning and other strategies used in PBL classrooms and it examines their importance to public education The book paints a lively picture of student centered learning drawing upon frameworks best practices experiences processes strategies and research results Firsthand accounts of best practices in PBL instruction connect this pedagogy to theory research practice and policy It explores teacher instruction in the early years of schooling that purposefully fosters student centered learning real world relevance and collaboration in accordance with capacities expected of successful 21st century graduates This book supports the implementation of PBL in elementary schools and promotes increased student engagement and achievement as well as college and career readiness This book is of interest to practitioners seeking information about PBL pedagogies for elementary grades such as teachers teacher mentors and trainers school leaders and policymakers as well as anyone interested in pedagogic strategies that advance critical thinking creativity communication collaboration and citizenship capacities   <u>Educational Innovation in Economics and Business Administration:</u> Wim H. Gijselaers,Dirk T. Tempelaar,Piet K. Keizer,Jos M. Blommaert,Eugene M. Bernard,Hans Kasper,2013-03-09 During the last few years economics and business education have emerged as one of the largest fields of study in higher education At the same time the pressing concern for improving the quality of higher education has led to a definite need for more knowledge about effective instruction and innovation in economics and business education The book brings together many examples of reform in economics and business education Special attention is paid to the problem based learning approach which over the past ten years has developed as a very important innovation in higher education The book contains contributions from a variety of institutions on the necessity of curriculum reform the choice of instructional methods assessment and testing and management of change It is of interest for teachers in higher education educational psychologists and any person interested in educational innovation in economics and business administration   **How to Use Problem-based Learning in the Classroom** Robert Delisle,Association for Supervision and Curriculum Development,1997 Engaging and motivating students especially the least motivated learners is a daily challenge But with the process of problem based learning PBL any teacher can create an exciting active classroom where students themselves eagerly build problem solving skills while learning the content necessary to apply them With problem based learning students work begins with an ill defined problem Key to this problem is how it explicitly links something important in students daily lives to the classroom This motivational feature is vital as students define the what where and how of resolving the problem situation Problem based learning may sound potentially chaotic and haphazard but it rests on the firm foundation of a teacher s work behind the scenes The teacher develops a problem long before students see it specifically choosing the skills and content the problem will emphasize and matching those to curriculum and standards Though a PBL problem will have no right answer

the teacher structures the experience so that specific learning takes place as students generate the problem solving steps research issues and produce a final product The teacher guides without leading assists without directing **Implementing Problem Based Learning in Leadership Development** Edwin M. Bridges,Philip Hallinger,1995 Messy real life problems provide the starting point for learning in a radically transformed instructional environment In problem based learning PBL students in educational administration classes aspiring and current principals jointly decide how to deal with the problems and learn leadership skills by facilitating collaboration and building consensus This book seeks to convey how PBL can become a vehicle for building meaningful connections among research theory and practice in the classroom Chapter 1 elaborates the model illustrates how it has been used to prepare school leaders and contrasts PBL with the case method Chapters 2 through 4 offer strategies for developing PBL instructional materials describe the instructor s role in implementing PBL in the classroom and provide suggestions for developing multiple approaches to student assessment The fifth chapter explores how PBL can be integrated in Ed D research and how PBL can help doctoral students appropriately apply research theory and knowledge to problems that arise from educational policy and practice The final chapter discusses instructional and curricular issues that arise during the implementation process Appendices contain a sample PBL project notes of project writing a sample course syllabus a project planning form and a sample evaluation of a student project One figure and three tables are included Contains 54 references LMI **Problem-based Learning into the Future** Megan Yih Chyn A. Kek,Henk Huijser,2016-10-17 In this book we respond to a higher education environment that is on the verge of profound changes by imagining an evolving and agile problem based learning ecology for learning The goal of doing so is to humanise university education by pursuing innovative approaches to student learning teaching curricula assessment and professional learning and to employ interdisciplinary methods that go far beyond institutional walls and include student development and support curriculum sustainability research and the scholarship of teaching and learning as well as administration and leadership An agile problem based learning PBL ecology for learning deliberately blurs the boundaries between disciplines between students and teachers between students and employers between employers and teachers between academics and professional staff between formal and informal learning and between teaching and research It is based on the recognition that all of these elements are interconnected and constantly evolving rather than being discrete and static Throughout this book our central argument is that there is no single person who is responsible for educating students Rather it is everyone s responsibility teachers students employers administrators and wider social networks inside and outside of the university Agile PBL is about making connections rather than erecting barriers In summary this book is not about maintaining comfort zones but rather about becoming comfortable with discomfort The actual implementation is beyond the scope of this book and we envisage that changing perceptions towards this vision will itself be a mammoth task However we believe that the alternative of leaving things as they are would ultimately prove untenable and more

distressingly would leave a generation of students afraid to think feel and act for themselves let alone being able to face the challenges of the 21st century   **Encyclopedia of Educational Leadership and Administration** Fenwick W. English,2006-02-16 The SAGE Encyclopedia of Educational Leadership and Administration presents the most recent theories research terms concepts ideas and histories on educational leadership and school administration as taught in preparation programs and practiced in schools and colleges today With more than 600 entries written by more than 200 professors graduate students practitioners and association officials the two volumes of this encyclopedia represent the most comprehensive knowledge base of educational leadership and school administration that has as yet been compiled   The Challenge of Problem-based Learning David Boud,Grahame Feletti,1997 First Published in 1998 Routledge is an imprint of Taylor Francis an informa company   **The International Journal of Indian Psychology, Volume 3, Issue 4, No. 59** IJIP.In,2016-08-01 This gives me an immense pleasure to announce that RED SHINE Publication Inc is coming out with its third volume of peer reviewed international journal named as The International Journal of Indian Psychology IJIP Journal of Studies is a humble effort to come out with an affordable option of a low cost publication journal and high quality of publication services at no profit no loss basis with the objective of helping young genius scholars and seasoned academicians to show their psychological research works to the world at large and also to fulfill their academic aspirations   The Role of Public Administration in Building a Harmonious Society Network of Asia-Pacific Schools and Institutes of Public Administration and Governance. Annual Conference,Asian Development Bank,2006 This volume brings together a collection of papers presented at the annual conference of the Network of Asia Pacific Schools and Institutes of Public Administration and Governance NAPSIPAG The publication reflects the diversity of grounded voices to be found in the region While the approaches are different a distinguishing feature is the depth of local knowledge they exhibit and the manner in which innovation from within the Asia and Pacific region is highlighted   **Problem-Based Learning in Teacher Education** Margot Filipenko,Jo-Anne Naslund,2015-12-15 This book offers readers a comprehensive understanding of problem based learning PBL in teacher education Featuring the perspectives of experienced teacher educators it details the strengths of problem based learning pedagogy as well as identifies continuing challenges and future possibilities The book explains the goals content processes and strategies of a successful and longstanding problem based learning teacher education program at the University of British Columbia It features contributions from tutors faculty school administrators faculty advisors school advisors librarians and pre service teachers who share their perspectives about problem based learning as a robust and exciting approach for teaching and learning Overall the contributors to the book discuss the history of the program its implementation and future directions In the process readers discover the ways that problem based learning has succeeded in preparing educators to teach diverse learners and acquire the professional dispositions necessary for teaching in today s multilingual multicultural classrooms   Educational Administration William G. Cunningham,Paula A. Cordeiro,2000 This

new text which includes original expert commentary on chapter contents reflects current changes and thinking in educational administration Succinct and well written the text shares with readers the very latest thinking in the field and relates it to significant real life problems of practice The book uses a problem based approach and provides readers with opportunities to analyze and apply their knowledge to authentic situations The text includes multiple perspectives that challenge readers to synthesize the material into an effective administrative platform and to make productive choices in arriving at problem solutions It does not abandon the social science research and empirical tradition but carefully examines moral ethical and behavioral implications as well as critical thinking best practice and field situated opportunities Educational Administration presents the major aspects of administration and the complex set of problems and performance assessment challenges that administrators face every day It emphasizes a number of important challenges like the increasing diversity in our schools and society and the impact of reforms and technology on learning environments Numerous pedagogical features philosophical orientations and emerging lines of inquiry engage readers throughout their explorations and reading assignments

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In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Problem Based Learning For Administrators**," a mesmerizing literary creation penned by a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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