Supporting Learner Engagement through Problem-Based Learning: Institutional and Instructional Implications

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The Game

Start

• Traditional learners
  - 18-25 years
  - No/limited professional experience
  - Full time students

• Traditional curriculum
  - F2F courses
  - PBL learning approach

• Low use of technologies
  - Blackboard as content management

The Goal

• “Create an online or blended learning environment for “full time or part-time students”

• Stay true to learning philosophy
Rules of the Game

- collaboration between all schools of the university
- 3 years
- Bottom-up management
- No guidelines, targets etc.
Outcome

- 34 hybrid/blended/online courses were offered
- 809 learners took part from 21 countries
- Participants satisfaction: 72.5 %
- Teacher inspiration guide to build online/blended courses
- Uncovered gaps:
  - Technological infrastructure
  - Policy changes
3 Examples

- Online PBL Course
- Blended PBL Course
- Hybrid PBL Course
<table>
<thead>
<tr>
<th>Case 1: A hybrid course</th>
<th>Case 2: A blended course</th>
<th>Case 3: Online PBL</th>
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<tbody>
<tr>
<td><strong>Instructional Implications for fostering learner engagement</strong></td>
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<tr>
<td>Understanding your learner</td>
<td>increasing interest and attention through varying methods</td>
<td>geographical flexibility; availability of tools; combining learning with other demands</td>
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<td>Role as facilitator</td>
<td>guiding the meaningful use of the tool</td>
<td>structure group discussions</td>
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<td>Intentional course design</td>
<td>no connection between pedagogy and tool choice</td>
<td>tool use created learning experience not possible otherwise</td>
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<td><strong>Change management implications for implementing hybrid, blended and online PBL courses</strong></td>
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<td>Focus on Collaboration</td>
<td>limited collaboration with (external) course designers and technical experts</td>
<td>enthusiastic team designing content, format and tool use with support from central project team</td>
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Failures & their reasons

• Part-time PhD support courses for law professionals
  - Lack of participants & teacher time

• Interactive lectures (SMS2Vote)
  - Multiple choice questions not tied to course goals

• Blended MBA
  - Lack of interests from the teachers
Institutional Implications

- Embrace risk and accept failure
- Bottom-up project members should be self-selected
- Entrepreneurial spirit at all levels (board to project members)
- Collaboration between faculties and hierarchy
Concluding remarks

• Yes, bottom-up may be slower, but
  ✓ less resistance to change
  ✓ Diverse experiences
  ✓ Collaboration between different schools
Questions?

More information about

Supporting Learner Engagement through Problem-Based Learning: Institutional and Instructional Implications

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• Publications:
  - “Unleashing the creative potential of faculty to create blended learning” in Internet and Higher Education
  - “Problem-based learning in hybrid, blended and online courses: Instructional and change management implications for supporting learning engagement” in Increasing student engagement and retention in e-Learning environments: Web 2.0 and Blended learning technologies