

# Problem-based Learning Project

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# Assessment of learning outcomes

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## ○ Formative assessment

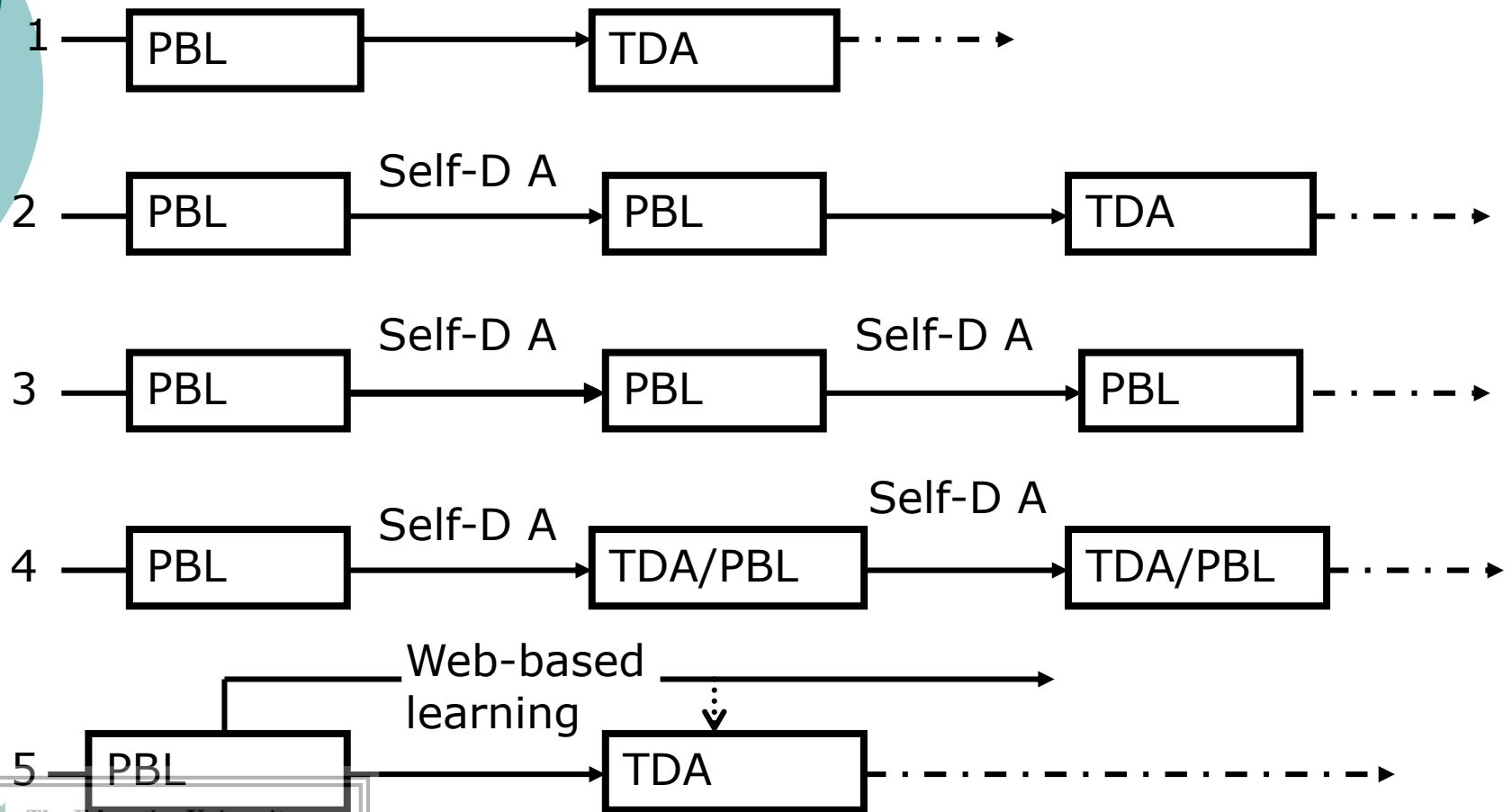
- Classroom observation and teacher facilitation
- Analysis of learning issues
- Student presentation
- Analysis of web-based work

## ○ Summative assessment

- End-of-module PBL assignment
- Student questionnaire/interview



# Time management/Scheduling of activities



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# Feedback of students

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- Quantitative data
- Qualitative data



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# Feedback from students

## Undergraduates (GE - Living Healthily in the 21<sup>st</sup> Century):

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- Analysing the case from multiple perspectives
- We could decide our own learning issues
- I appreciate having the chance to use lesson time to find information, discuss with classmates, and express our views.
- The time taken was too long.
- I like all those interactions!
- Deepen my understanding
- I would like to have more difficult and “open-ended” cases.



# Feedback from students

## Inservice teachers (MEd(LS) – Health & Environment):

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- I learnt more about the procedure for implementing PBL
- PBL could enhance students' attitudes toward enquiry
- Students could understand different points of views
- More suitable for high ability students; teachers need to provide more guidance to weak students
- Could be applied to other disciplines to stimulate thoughts, making those lessons less boring

○ If students lack motivation and initiative, will PBL still be useful?

