



LILIE, LLC Course Information

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Title of Course (45 hours): Problem Based Learning

Course Description:

Participants will become familiar with the use of problem based learning as an effective classroom teaching strategy and be able to demonstrate the numerous techniques in utilizing the strategy. Specific topics will include problem based learning theory, research, and design; the implementation of direct instruction and discovery to use the problem based learning technique's; exploration of many problem based learning scenarios; and creating examples of outcomes to share with their colleagues and within their classrooms

Overall Course Objective and Expectation(s):

- Participants will research and implement lessons for Problem-Based Learning in their classrooms.
- Participants will differentiate between problem and project-based learning.
- Participants will evaluate a variety of problem-based lessons for their authenticity and feasibility within the context of the classroom.
- Participants will develop their own problem-based activities as appropriate to their respective grade levels and/or subject areas.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (subject to change): Problem-Based Learning: A Self-Directed Journey by Sue Baptiste; How to Use Problem-Based Learning in the Classroom by Robert Delisle; Problem-Based Learning: Case Studies, Experience, and Practice by Peter Schwartz; Problem-Based Learning: An Inquiry Approach by John Barell; Problem-Based Learning by Henk G. Schmidt

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s): Introduction to Problem Based Learning

Objectives:

- (1) Participants will answer the question “what is problem based learning (PBL)?”
- (2) Participants will research and explain the basic foundations of PBL activities
- (3) Participants will research, identify, and explain the roles of teacher and student in PBL
- (4) Participants will research and identify the elements needed to develop and execute an successful a PBL activity

Impact on Classroom Instruction:

- Participants will possess a foundation in problem-based lesson design and develop inquiry-based strategies.
- Participants will also realize the role of the student as an active learner and the teacher as a facilitator of the learning experience.

Learner Outcomes:

- Students will become engaged and active learners and will utilize their own problem solving skills in the discovery of new information and the development of answers to authentic problems.
- Participants will become “coaches” who facilitate and encourage students to explore all options in the discernment of information and the development of conclusions to the problem.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC)*:

- Assess participants’ definition and explanation of Problem Based Learning and the roles of the teacher and student in PBL activities.
- Participants’ explanation and elaboration on foundational elements of PBL lessons.
- Inclusion of resource materials and references to assigned readings in weekly discussions.



Week II

Topic(s): Problem Based-Learning in the Curriculum

Objectives:

(1) Participants will compare and contrast three different teaching strategies:

1. problem-based learning
2. project-based learning
3. inquiry-based learning

(2) Participants will research the benefits and potential drawbacks with PBL

(3) Participants will discuss and evaluate the possibilities of using PBL activities in class

Impact on Classroom Instruction:

- Participants will gain an understanding of three different approaches to learning which can be implemented in the classroom throughout the year.
- Participants will also develop an appreciation for the value of student-centered activities and discover the benefits of using such activities in their classrooms.

Learner Outcomes:

- Students in the Participants' classrooms will develop better problem solving skills which can be applied across a variety of learning situations. Students will gain confidence in their abilities to solve problems and develop explanations and conclusions based on facts and additional questions.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Assessment of participants' differentiation of the three learning strategies: inquiry problem-based, and project-based learning.
- Participants' discussion of the three aforementioned strategies and examples of implementation in the classroom. Inclusion of resource materials and references to assigned readings in weekly discussions.



Week III

Topic(s): Performance and Completion of Sample Problem Based Lessons

Objectives:

- (1) Participants will read, analyze, critically evaluate, and recommend revisions for several problem-based activities as appropriate to their respective subject areas.
- (2) Participants will assess the degree to which each activity engages students and creates an authentic learning process for students
- (3) Participants will propose modifications to the activity for their specific student population
- (4) Participants will reflect upon each components and propose areas of improvement or revision
- (5) Participants will perform and complete problem-based activities.

Impact on Classroom Instruction:

- Participants will develop the ability to identify activities as problem-based, modify activities from print and electronic resources for use in their classrooms, and review examples of well-written inquiry-based activities which will serve as templates for the development of lessons and activities in the following week.

Learner Outcomes:

- Participants will propose modifications and conduct reflection sessions to analyze specific aspects of problem-based learning activities.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Participant assessment and evaluation of problem-based activities.
- Detailed explanations, with evidence from readings and sample lessons, of the rationale behind the revisions and modifications to the activities.
- Inclusion of resource materials and references to assigned readings in weekly discussions.



Week IV

Topic(s): Structuring, Developing, and Assessing PBL Activities

Objectives:

- (1) Participants will read, reflect, and conduct peer-to-peer discussions on each topic
- (2) Participants will explore ways to create PBL problems for their professional use
- (3) Participants will develop new methodologies to implement PBL activities
- (4) Participants will develop their own PBL lessons and rubrics and share their lessons for peer review

Impact on Classroom Instruction:

- Participants' development and implementation of PBL lesson in their specific educational setting will have a tangible effect on student learning through increased student participation, students' assuming roles of responsibility, and higher student interest in content.
- Participants' use of PBLs will create dialogue and conversation that is student driven and will encourage higher-level analytical reasoning.

Learner Outcomes:

- A range of activities and strategies to implement in the classroom to provide students with more authentic assessments and student-driven inquiry.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- Quality of the lessons developed for classroom implementation.
- Assess the depth and breadth of the participants' activities and peer-review of PBL activities developed as a result of the research into both print and electronic resources.
- Inclusion of resource materials and references to assigned readings in weekly discussions.