

## Session Report Form

**OUR GUIDING QUESTION:** What learning arrangements can we design that will achieve a step change in engagement and integration for all students?

**Session Name:** Using problem based learning to engage students

**Summary of the guiding ideas arising from your session:**

E.g. We trust learners to take responsibility for their learning

Students need to value the process of learning  
 Students need to take responsibility for acquiring knowledge and applying skills  
 Students should develop skills behaviours that transfer directly to 'real world' experiences.  
 Choice = engagement = positive learners

**Please describe the pedagogic design of your idea**

E.g. Key teaching and learning principles, learning arrangements, workforce deployment/development, etc).

Key Learning

- Research
- Active listening
- Self study assignments
- Setting group goals
- Managing different conclusions and outcomes
- Using the language of learning

Key teaching

- Standing back – becoming a facilitator
- Letting go of the prescriptive four part model
- Managing enquiry – understanding when and where to intervene
- Posing the right problems
- The challenge of assessment

**Please describe the curriculum design of your idea**

E.g. How engagement & integration - made possible through vibrant pedagogy - is reflected in content selection/balance/sequencing

PBL is a tool – one part of a varied and flexible model of teaching and learning – not a catch all solution.

It works most effectively in a succession of 6 to 9 lessons (1hr) and only where specific skills – research /listening – are explicitly taught prior to or as part of the project. It helps if the talk / L2L skills are assessed too.

It has been trailed across all departs – every student at eh school has experienced

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it. We are moving toward cross curricular PBL projects that take place for 2 weeks every 10 weeks.

**Please describe any implementation issues you see**

e.g. Mechanisms to avoid 'roadblocks', priority strategic development areas

**What about the exams?**

PBL is part of the curriculum – not all of it. There is always room for traditional teaching.

My experience shows that when written / essay style responses are produced outcomes remain similar to those achieved by 'traditional methods'

**Are staff equipped to do this?**

The staff learning programme where all staff were given three two hour meetings per half term to engage in PBL across a range of subjects broke down fears and fostered an atmosphere of experimentation. Get staff to take part in it first.

Where's the learning?

Everywhere – in terms of the content and skills. The real trick is getting teachers and learners to value and articulate the process they have been through. But how do we grade L2L skills?