

De Graaff & Frijns, 1993

Introducing PBL entails a paradigm shift in educational design: from teaching to learning

Educational functions

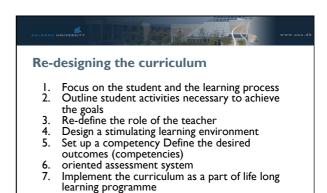
- The development of a scientific attitude of critical reflection
- The development of a sense responsibility and an independent personality
- Acquisition of professional knowledge and skills

Educational form

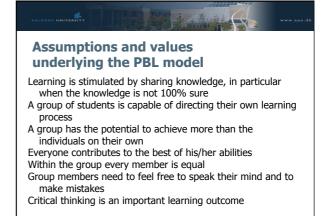
- Active participation in group cooperation, dealing with insecurity and learning to take responsibility
- Working on practice oriented projects and analyzing theoretically oriented problems
- Critical reflection on performance

Competency oriented curriculum design Definition of Learning Goals in terms of desired competencies Active leaning pedagogy or PBL Thematic curriculum structure Self-directed learning process Cases, courses, instruction and learning tools available for the students Teachers as facilitators of the learning process

· A different time table



Factors influencing the implementation process Introducing PBL involves a paradigm shift, and a change in culture Often not all staff members belief it is necessary to change The transition demands an extra effort on top of the normal work load Needed are: EDUCATIONAL LEADERSHIP! CLEAR OBJECTIVES! REPORT RESULTS: RESEARCH ON EDUCATION!





- The ability to teach does not just depend on the
- content specific expertise of the teacher.

 Teaching can be learned, it is a skill not an art or a natural talent.
- It is possible to transfer relevant knowledge from one person to the next.



- Designing a Learning Environment
 Facilitation of Student Centred Learning
- 3. Organisation and Management of Education
- 4. Individual Supervision and Coaching of Students
 5. Evaluation and Assessment of Learning Results

