

**WHEN STUDENTS TAKE THE LEAD:
ENHANCING QUALITY AND RELEVANCE OF HIGHER EDUCATION THROUGH
INNOVATION IN STUDENT-CENTRED PROBLEM-BASED ACTIVE LEARNING**

PBLMD International Conference

27-28 October, 2016

Chisinau, Moldova

Student-centred problem-based active learning contributes substantially to the enhancement of students' competitiveness and employability. It also contributes to research, allowing academic staff to engage in research-based teaching, bringing the latest business and scientific developments directly to the students.

Student-centred problem-based active learning encourages students to work independently and constructively using academic staff as mentors and supervisors. It is a learning philosophy according to which the learning process is organized in such a way that the students actively engage in finding problems and answers to these problems; student-centred active learning also encourages students to pursue their own learning objectives and paths.

Keynote speakers:

John Reilly, Professor, Higher Education Consultant, University of Kent, UK

Olle ten Cate, Professor, Medical Education, Utrecht University, Netherlands.

Panel session: Embracing PBL within a university: Implications for quality, relevance and employability

Paper submission Deadline: **31 August, 2016**

Venue: Technical University of Moldova, room 205, 168 Stefan cel Mare street Chisinau, Moldova

Fee: Participation at the conference is **free**; travel and cost of stay are at participants' own expense.



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Under the theme of the conference, we invite academics, policy makers and practitioners to participate in this conference and contribute to the enhancement of student-centred active learning. We invite papers and case studies that will encompass various aspects of student-centred active learning. The conference offers four tracks that will be held consecutively.

Track 1: The politics of student-centred problem-based active learning study programme and curriculum change

Suggested scope, but not limited to: political drivers, implications and consequences of student-centred learning at HE sector level, university level as well as faculty and department levels; on social inclusion; on internationalization; on quality, relevance and employability.

Track chair: Olga Kordas, Royal Institute of Technology (*olga(at)kth.se*)

Track 2: Changing the relationship between the learner, the teacher and stakeholders

Suggested scope, but not limited to: from teacher-centred toward student-centred learning; self-directed learning; from teacher to mentor and facilitator; philosophy behind PBL, EBL and simulations; mind-set change; engaging students and stakeholders as partners in the design and approval of programmes and curriculum; implications for continuing professional development of academic staff; ensuring (or implications for) quality, relevance and employability.

Track chair: Olav Jull Sørensen, Aalborg University (*ojs(at)business.aau.dk*)

Track 3: Innovating student-centred problem-based active learning

Suggested scope, but not limited to: explore and discuss similarities and differences of PBL, EBL and simulations approaches in disciplines, such as medicine, law, business, psychology, ICT, and industrial design, including issues such as innovative and peer assessment; how study mobility and work placements are embedded in the curriculum; partnerships with employers for work based learning; implications for internationalization; how creativity, innovation and entrepreneurship are fostered; measuring student workload; ensuring (or implications for) quality, relevance and employability

Track chair: Colin Simpson, University of Gloucestershire (*csimpson(at)glos.ac.uk*)

Track 4: The impact of ICT on student-centred problem-based learning, teaching and curriculum development

Integrating a variety of learning modes (distance, part-time, modular, new forms of personalised learning, open educational resources, virtual mobility and virtual learning platforms, on-line examinations) and their impact not only on learning, workload and credit allocation, teaching and curriculum development, but also management and administration of study programs, as well as their implications for quality, relevance and employability.

Track chair: Prof. Ralph Deher, University of Siegen (*dreher.tvd(at)uni-siegen.de*)



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