



PBL: What, why and how?



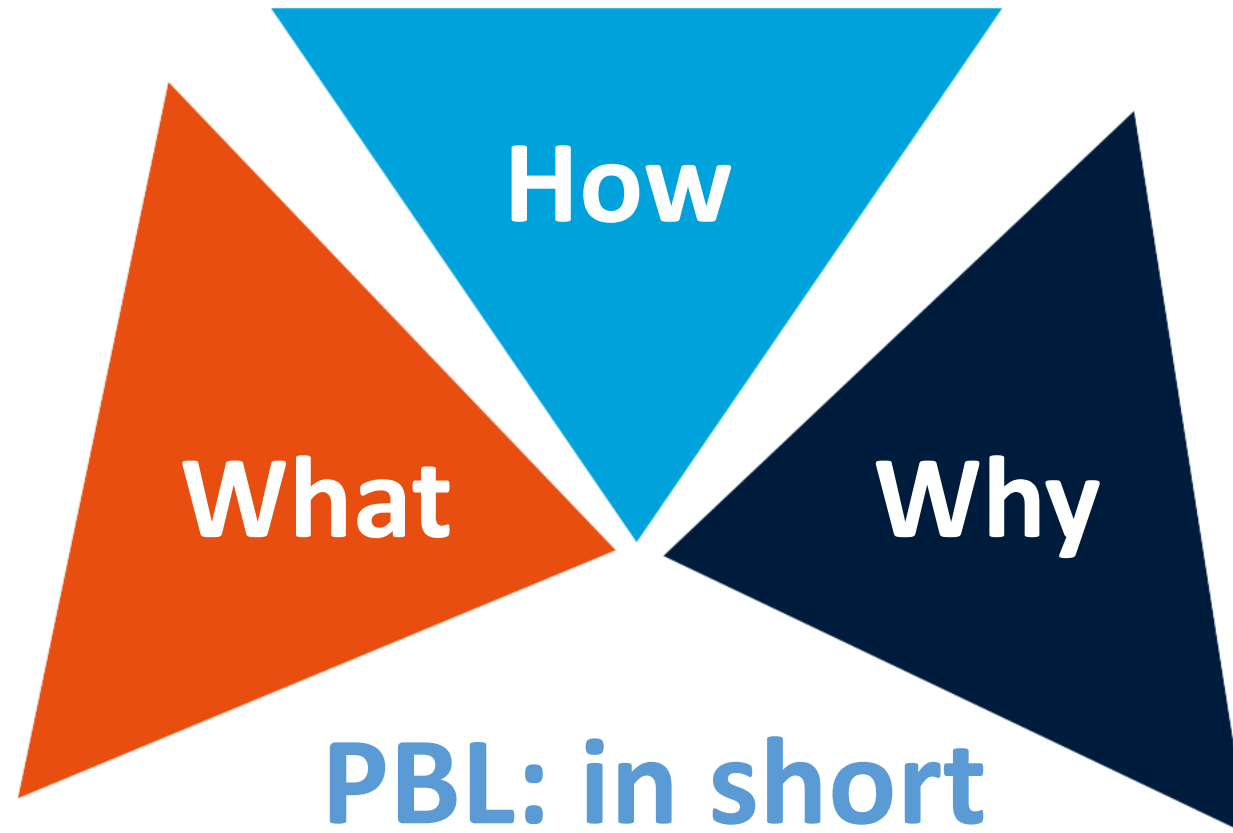
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Maastricht University

- ▶ The youngest university in the Netherlands
- ▶ Triple accreditation
- ▶ International student population
- ▶ Unique educational approach: **Problem based learning**







What

PBL in the classroom

Problem

Description of a real-life
problem constructed by
faculty staff
Guides the study activities

Tutorial Group

“What do we know about the subject?”
“What do we have to find out to solve the problem?”

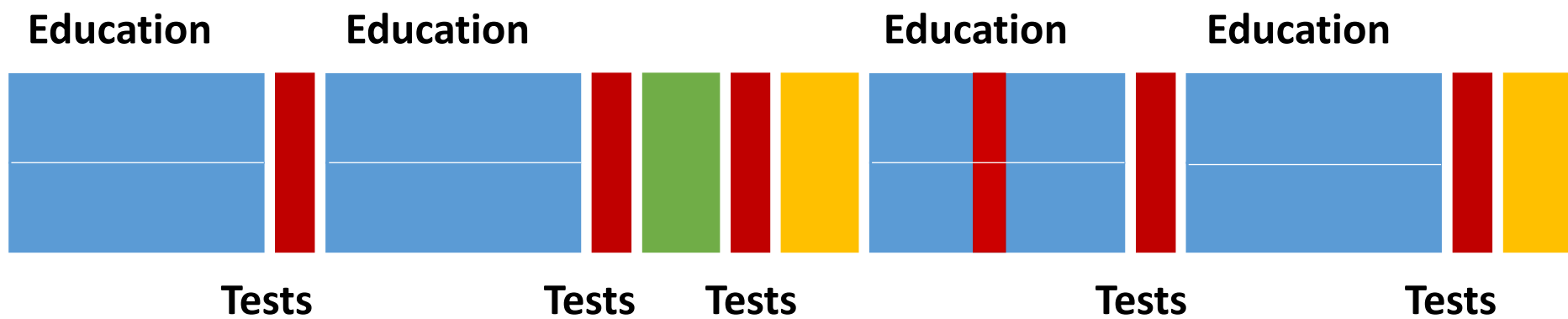
Information exchange

“Do we now have a better understanding of the
processes that are related to the problem?”

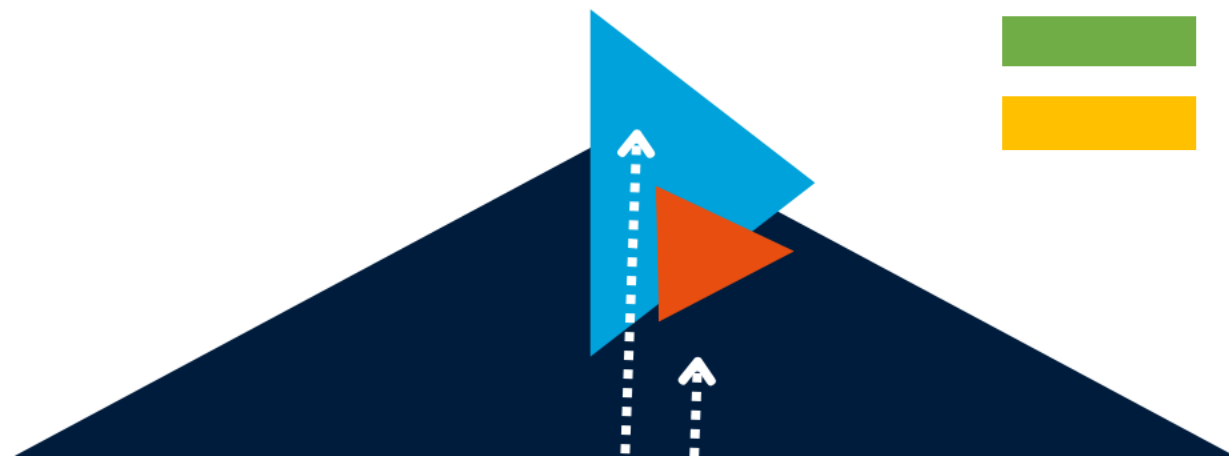
Independent study

Study tools / Integration of
knowledge from different
disciplines

Year schedule



 Holiday
 Skills Training





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How



Roles in a tutorial group



Role of the tutor

<https://youtu.be/Yf2aV5bSoGQ>



Role of the tutor

Content-related

- ▶ Use of expertise
- ▶ Stimulating critical evaluations of ideas
- ▶ Non-directive questions (!)
- ▶ The white-board as tool

Process-related

- ▶ Keeping an eye on learning process and social interactions
- ▶ Stimulating reflection on the process (vb. Evaluation at the end of the training session)

Supportive/creating a psychological safe environment

Role of the students

<https://youtu.be/nie40kBtWOA>





Why



PBL: Why?



<https://youtu.be/PBohHAQR84I>

PBL and more

Other activating methods @ SBE

- ▶ **Project work**
- ▶ **Facilitations/Presentations**
- ▶ **Discussions**
- ▶ **Group work**
- ▶ **Role play/Simulations**
- ▶ **Self-study (reading assignment) and post-discussion**





Let's try!

Structure: The 7 jump!

Step 1: Read: clarify terms and concepts

Step 2: Problem definition

Step 3: Brainstorm

Step 4: Systematic inventory

Step 5: Formulate learning goals

Step 6: Self-study: solve learning goals

Step 7: Report and synthesize





A deep dive in organisational culture

You are a junior consultant and it's your first onsite visit to a new client. You are excited but also nervous. As you explore the building, you quickly become aware of some potential issues. All the employees seem very young. You briefly speak to one of them, who turns out to be an intern and he tells you in that in the past year most senior employees were let go and replaced by interns. The HR representative confirms that. The CEO mentions that they need the culture to be more trusting, but it isn't clear to you what they mean by that, or what exactly they expect from you.

How do you go about your task?

Step 1: Read, clarify terms and concepts

Tips and tricks

- ▶ **Be prepared!**
- ▶ **Don't be afraid to speak up, your peers and tutor are there to help.**
- ▶ **Ask questions: Do you know what this means?
Question the answers of your peers if needed.**



Step 2: Problem definition

Tips and tricks

- ▶ Try to formulate a problem, problem is not necessarily set in stone
- ▶ Have an open discussion, without jumping to conclusions
- ▶ Feeling frustrated is normal, nothing is 100 percent sure

Step 3: Brainstorm

Tips and tricks

- ▶ **Dear to think aloud, voice your opinion; there are no right or wrong answers, nobody is sure.**
- ▶ **Use the whiteboard**
- ▶ **Listen to the guiding questions of your tutor**



Step 4: Inventory

Tips and tricks

- ▶ **Overlap with step 3, but focus lies on summarizing the discussion**
- ▶ **Create structure by categorizing/using colors.**
- ▶ **Use the whiteboard and make sure minutes are taken (role of the secretary!)**

Step 5: Formulate learning goals

Tips and tricks

- ▶ Not too many, not too complex.
- ▶ Link to literature (Discuss where answers can be found, listen to hints of tutors) – Are you set for the self-study?
- ▶ If we answer the learning goals is the problem then tackled?
- ▶ Learning goals can be distributed among peers (but do not rely too much on your peers)



Afterwards: Self-study and post-discussion



Reflection on role of tutor (here: discussion leader)

What did the tutor/discussion leader do? Role of the discussion leader?

Content-related

Use of expertise

Stimulating critical evaluations of ideas

Non-directive questions (!)

The white-board as tool

Process-related

Keeping an eye on learning process and social interactions

Stimulating reflection on the process (vb. Evaluation at the end of the training session)

Supportive/creating a psychological safe environment



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Enjoy your time at SBE!

