

Project-based learning

3-hour workshop

Why should I consider project-based learning in higher education?

How could I plan and run project-based learning for my students?

The workshop will cover:

- Design of the project
- Implementation of the project
- Monitoring of the project

Successful examples of project-based learning from JU will be presented and analyzed

Date:

Time:

Venue:

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"I like the opportunity given to us in this project because we applied what we have learned during taught courses at the university."

Student feedback- Research study at JU.

Project-based learning

Why should I consider
project-based learning in
higher education?

It is a luxury add on
to my practice.

Looks nice in
the CV.

Everybody talks
about PBL.



Project-based learning



What is the role
of the university?



Do our graduates
meet the expectations
of stakeholders in the
workforce?

JU vision

A university **excelling in pedagogy**, research,
and innovation and advancing in global
standing

JU mission

Providing students with fulfilling learning experiences,
conducting knowledge-producing research, and building firm
societal ties, **within an environment conducive to creativity,**
innovation, and entrepreneurship; making efficient use of
resources and forging fruitful partnerships.

Project-based learning

Higher education has always been challenged to provide a **stimulating, real and learning friendly environment** for students.

Teaching and learning methods in higher education usually focus on the **acquisition of scientific knowledge** and **specialised technical skills**, whereas **non-technical skills** such as communication skills are difficult to be taught within curriculum courses. (Lane, 2010)

Project-based learning

Theories of experiential learning suggest that the most **effective learning** occurs when the **learner is engaged** in a **real environment** and **participates in the real world** (Prout, 2014).

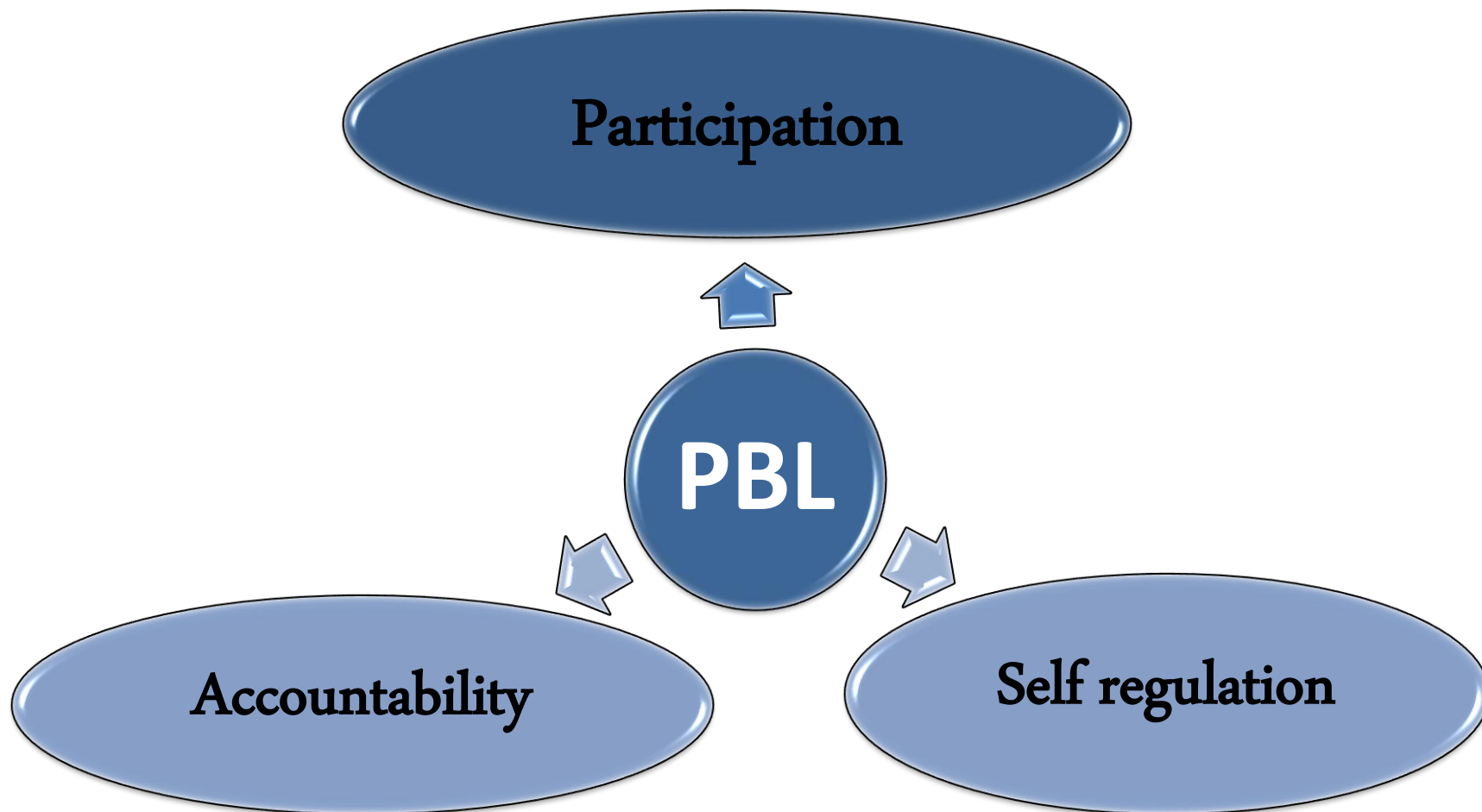
Group community-based project is an experiential learning tool that provides the students with an opportunity to work as a team and learn in a real setting.

Project-based learning

Recent recommendations emphasise the need to adopt **assessment tools** that extends **beyond knowledge** and **mimic reality settings** to **promote learning** of qualities that would ensure best practise in the future.

(Eva et al. 2015).

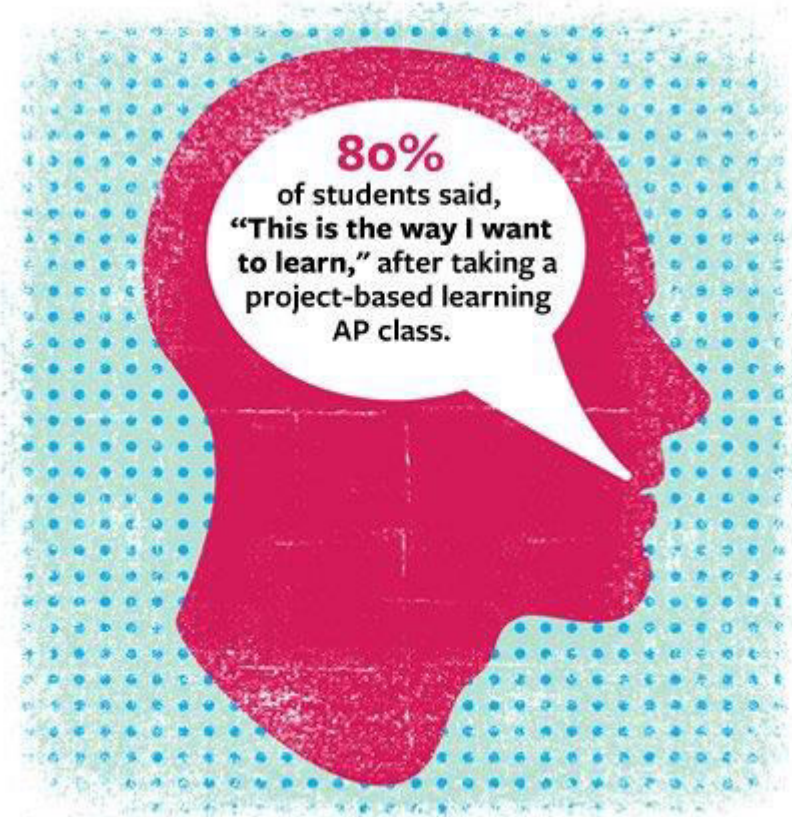
Project-based learning



What the students think about PBL?

“I like the opportunity given to us in this project because we applied what we have learned during taught courses at the university.”

Student feedback- Research study at JU.



— Research from Edutopia’s Knowledge in Action study in collaboration with the University of Washington’s College of Education

Project-based learning

How could I plan and run
project-based learning for my
students?

- Design of the project
- Implementation of the project
- Monitoring of the project

Design of the project

- 1- Start from the of the program and course ILOs.
- 2- Select the ILOs that need to be accomplished in the project.
- 3- Decide the knowledge and set of skills (specialized and soft) that are expected to be applied in the project.
- 4- Decide the idea/title of the project.
- 5- Decide the final product of the project.
- 6- Write a clear and detailed description of what is expected to be achieved.
- 7- Provide details regarding EVERYTHING.
- 8- Set a realistic deadline.

Select the ILOs related to the project

Program ILO: 6. Implement clinical reasoning, reflection, **decision-making**, and **skilful application** of physiotherapy techniques to **deliver** optimum physiotherapy management.

Specific course ILOs

6.1 Evaluate stretching exercise programs that are directed for mass market use.

6.2 Critique and analyze the latest evidence regarding the design and prescription of ROM, stretching exercise and peripheral mobilization.

Program ILO: 7. Adhere to the professional standards of physiotherapy practice in terms of assessment, management, outcome measurement, and documentation.

Specific course ILOs

7.1 Apply different types of ROM exercises, Stretching exercises and Peripheral mobilisation in different starting position.

7.2 Practise the different types of grading and progression for all the types of techniques learned in the module.

Select the ILOs related to the project

Program ILO: 8. Display a willingness to promote healthy lifestyle and convey health messages to clients.

Specific course ILOs

8.1 **Design a flexibility physiotherapy program for healthy individuals** and patients with different conditions.

8.2 **Develop the ability to motivate a group of people to engage in physical activity**

Program ILO: 10. Display the ability to practice in a safe, effective, non-discriminatory, inter- and multi-disciplinary manner.

Specific course ILOs

10.1 **Respect and consider the cultural differences and barriers toward the engagement in physical activity programs.**

The project should enable the students
to demonstrate/ apply/ practice :

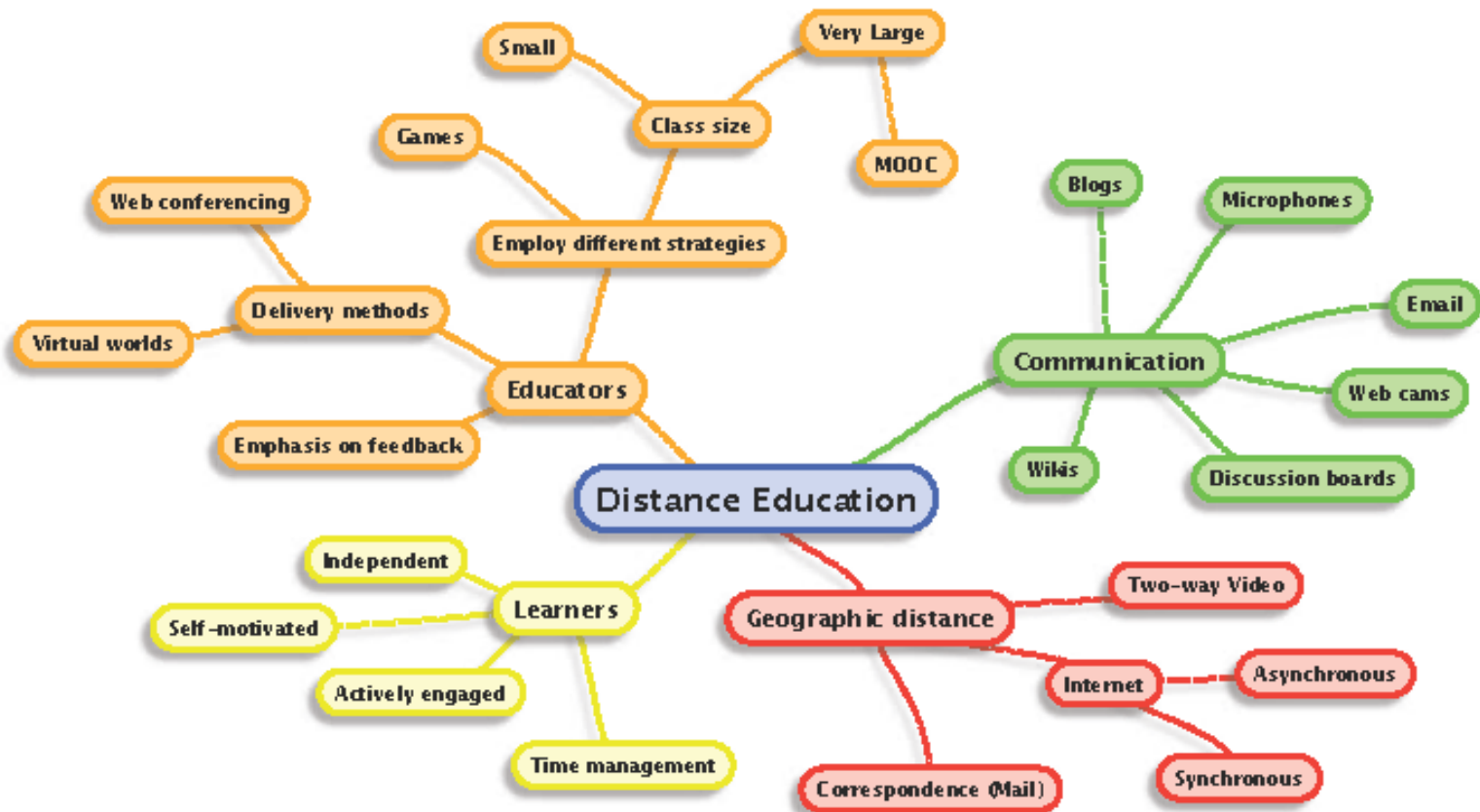
- 1- Self confidence and independence.
- 2- Creativity and innovation.
- 3- Effective communication.
- 4- Team dynamics.
- 5- Leadership.
- 6- Critical thinking
- 7- Collaboration.

Final product/ outcome of the project

How the students will submit their work?

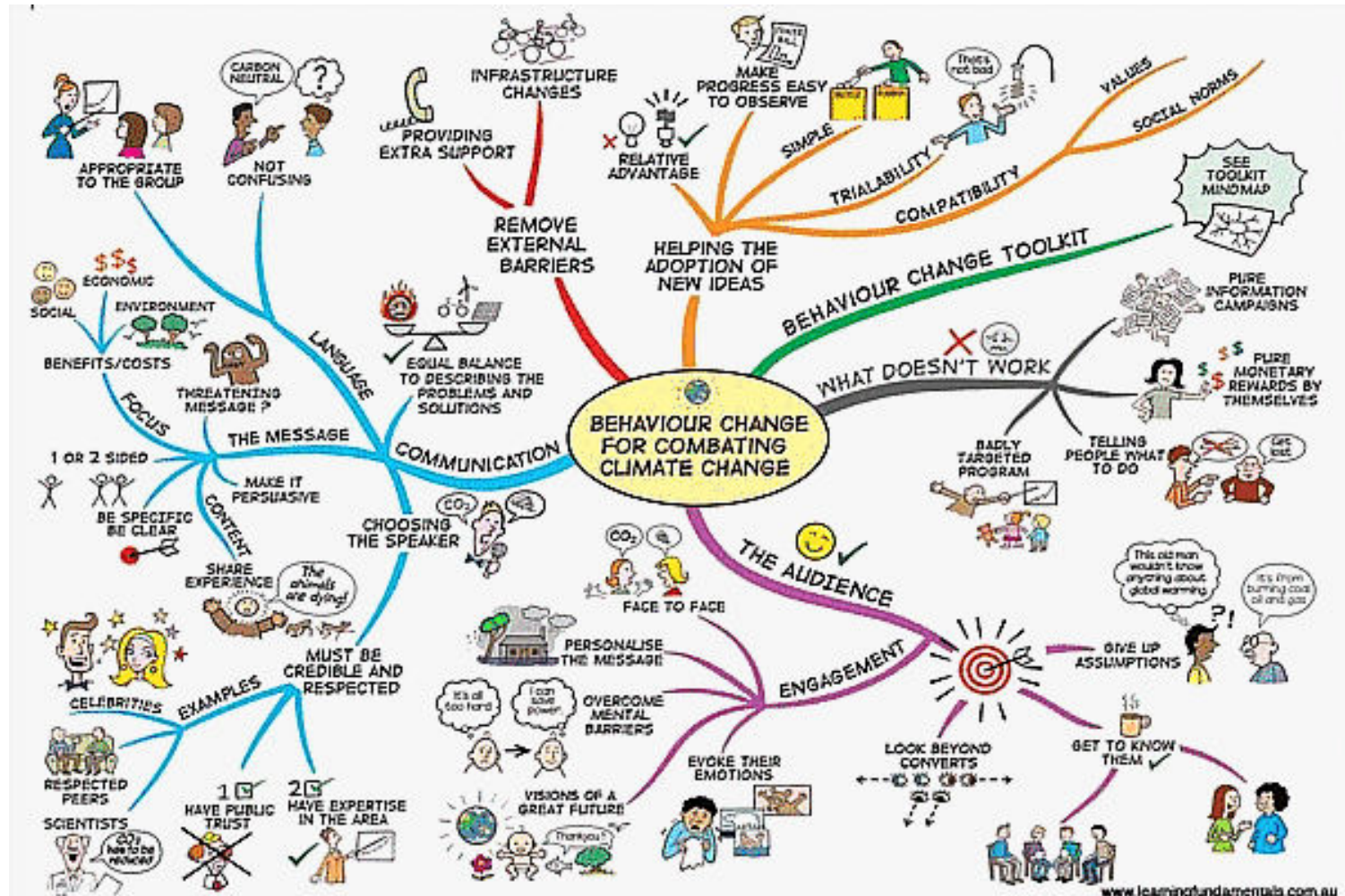
- Video
- Constructive model
- Art
- Fact sheet
- Brochure
- Poster
- Power point presentation
- Assignment (written account)

Mind maps





Mind maps



Setting a deadline

- Announce the submission date early in the semester (included in the syllabus).
- Set a Realistic deadline (allow enough time to work and avoids exam periods).
- Set a clear policy for submission. (extensions or late submissions).

- **Example:**

The deadline for project submission will be on the 3rd December, 2017. No extension will be allowed. Those who will be late in submission will have 2 marks deducted per each day of being late.

Description of the project

22. Evaluation Methods and Course Requirements:

Coursework	60%	Due	Description
Project * +	20%	3/12/2017	<p>Design and execute a stretching exercise program and videotape it for a group of healthy individuals.</p> <p>The aim of the video is to be used by public as self administered stretching program.</p> <p>You will need to submit the videotaped exercise on a DVD or a USB.</p> <p>The duration of the program should be 20-25 minutes.</p> <p>Please note that it is up to you how to gather different movement and new exercises so for this purpose you might visit a gym or watch some videos but at the end you need to come up with your own program and record the video either for yourselves or using a model.</p>
Assignment *	10%	3/12/2017	<p>You will need to submit a written account of maximum 1000 on the following topic:</p> <p>Flexibility exercises for back and abdominal muscles.</p> <p>You need to refer to at least 4 references (articles).</p>

* You will be evaluated according to the assessment criteria for the project and assignment. See attached forms below.

+ You need to submit a record for the meetings held and the tasks performed by each member of the group. See below the project form/ record of tasks and meetings.

Assessment criteria for the project

Assessment criteria (20 marks)			Mark	Comments
Stretching Ex. Program video	Ensure that the clarity of image, sound and lightening of the video is appropriate	4		
	Identify the aim of the stretching program	2		
	Identify the target population	2		
	Select a set of balanced stretching exercises	4		
	Ensure that appropriate determinants are taken into consideration	2		
	Ensure safety measures	2		
	Include Warming up and cooling down	2		
	Ensure proper use of the environment	2		
		20		

Rubric for each assessment criteria

Example:

Ensure safety measures (2 marks)

0	None of the safety measures are taken into consideration
1	Some of the safety measures are taken into consideration
2	All the possible safety measures are taken into consideration

Assessment criteria for the assignment

Assessment criteria (10 marks)			Mark	Comments
Written account	Select at least 4 articles on the chosen topic	2		
	Write an introduction	2		
	Summarise the findings of the selected articles	2		
	Discuss the evidence	2		
	Conclusion and recommendation	2		
	Total mark (10)			

How to present the project?

- Display the video during lecture/lab time
- Display the posters.
- Do presentations.

Allow time for discussions and questions

Ask for peer assessment.

Assessment criteria (20 marks)	Mark	Comments
Ensure that the clarity of image, sound and lightening of the video is appropriate	4	
Identify the aim of the stretching program	2	
Identify the target population	2	
Select a set of balanced stretching exercises	4	
Ensure that appropriate determinants are taken into consideration	2	
Ensure safety measures	2	
Include Warming up and cooling down	2	
Ensure proper use of the environment	2	
GROUP:		

Implementation of the project

- 1- Announce to the students the details of the project (upload the syllabus on e-learning- early in the semester) .
- 2- Explain and discuss the tasks and requirements of the project (project induction).

Implementation of the project

- Provide a Project Submission check-list

- **Example:**

You need to make sure that you submit all the following:

- 1- A DVD or USB that contains a video of stretching exercise program that you have designed and executed.
- 2- A written account of max 1000 words, that includes a summary of four article about the effect of stretching exercise.
- 4- Soft Copies of the four selected articles.
- 5- A form that includes the members of the group and the tasks that they have accomplished

Monitoring of the project

- 1- Respond to queries and provide feedback when requested.
- 2- Agree on ways of communication with the students (office hours/ email/ e-learning).

Monitoring of the project

Provide tips and hints (you could post this on e-learning)

- **Example:**

You need to adhere to the instructions provided, be creative within the instructions but don't change them otherwise you might lose marks. Proper understanding of the project is important, if you end up doing something great but does not fit with the instructions, marks will be deducted. Therefore, make sure that you understand the instructions and work accordingly. (see also the assessment criteria).

Monitoring of the project

Provide details regarding the following:

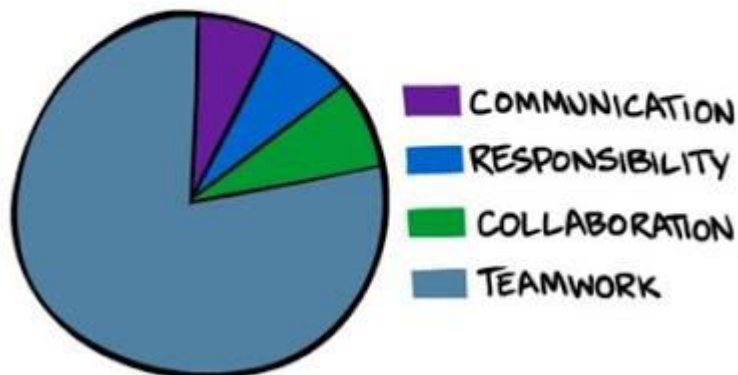
- Written accounts: Font type, size, word count, line spacing, page numbering, referencing styles.
- Posters: Font type, size, word count, line spacing, page numbering, referencing style, poster size.
- Videos: duration, clarity of image and sound, saved on DVD or USB.

Group projects

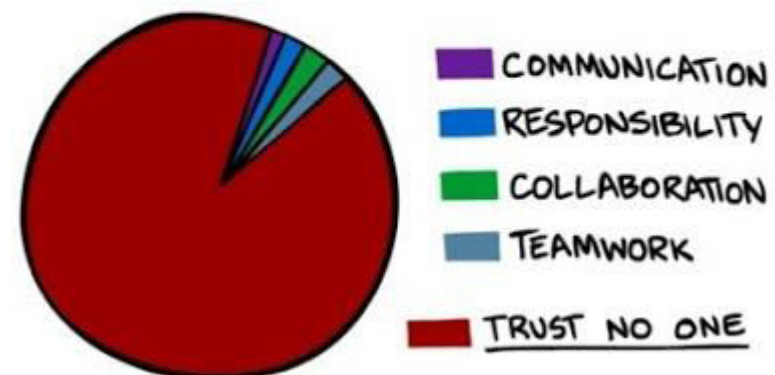
- Why? Group vs. individual.
- Benefits vs. limitations?
- How? Formation and monitoring?



WHAT GROUP PROJECTS ARE
SUPPOSED TO TEACH YOU



WHAT GROUP PROJECTS
TAUGHT ME



Group projects

EVERY GROUP PROJECT



Group Project

(noun)

Time to relax while you
watch someone who
cares do all the work.

Talk to students about “Free riding” and how
to report this.

Project Form / Record of tasks and meetings

Number of group meetings:

Dates of group meetings:

Venue of group meetings:

	Student name	No. of meetings attended	Assigned Tasks	Accomplished Tasks (yes/no)
1				
2				
3				
4				
5				
6				
7				
8				
9				

Things to consider:

- Formal letters/ permissions.
- Way of assessment (submission of written account, video, attending live).
- List of suggested venues.



مركز الاعتماد
وإضمان الجودة
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Thank You 😊

References

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- Hall D and Buzwell S (2012) The problem of free-riding in group projects: Looking beyond social loafing as reason for non-contribution. *Active learning in higher education* 14(1): 37-49.
- Murphy JW and Schlaerth CA (2016) Emergence, construction, and authorial Intent in community-based projects. *Active learning in higher education* 1-12.
- Prout S, Lin I, Nattabi B and Green C (2014) 'I could have never learned this in a lecture': transformative learning in rural health education. *Advances in Health Sciences Education* 19(2): 147-159.
- Stefanou C, Stolk JD, Prince M, Chen JC and Lord SM (2013) Self-regulation and autonomy in problem- and project-based learning environments. *Active learning in higher education* 14(2): 109-122.