



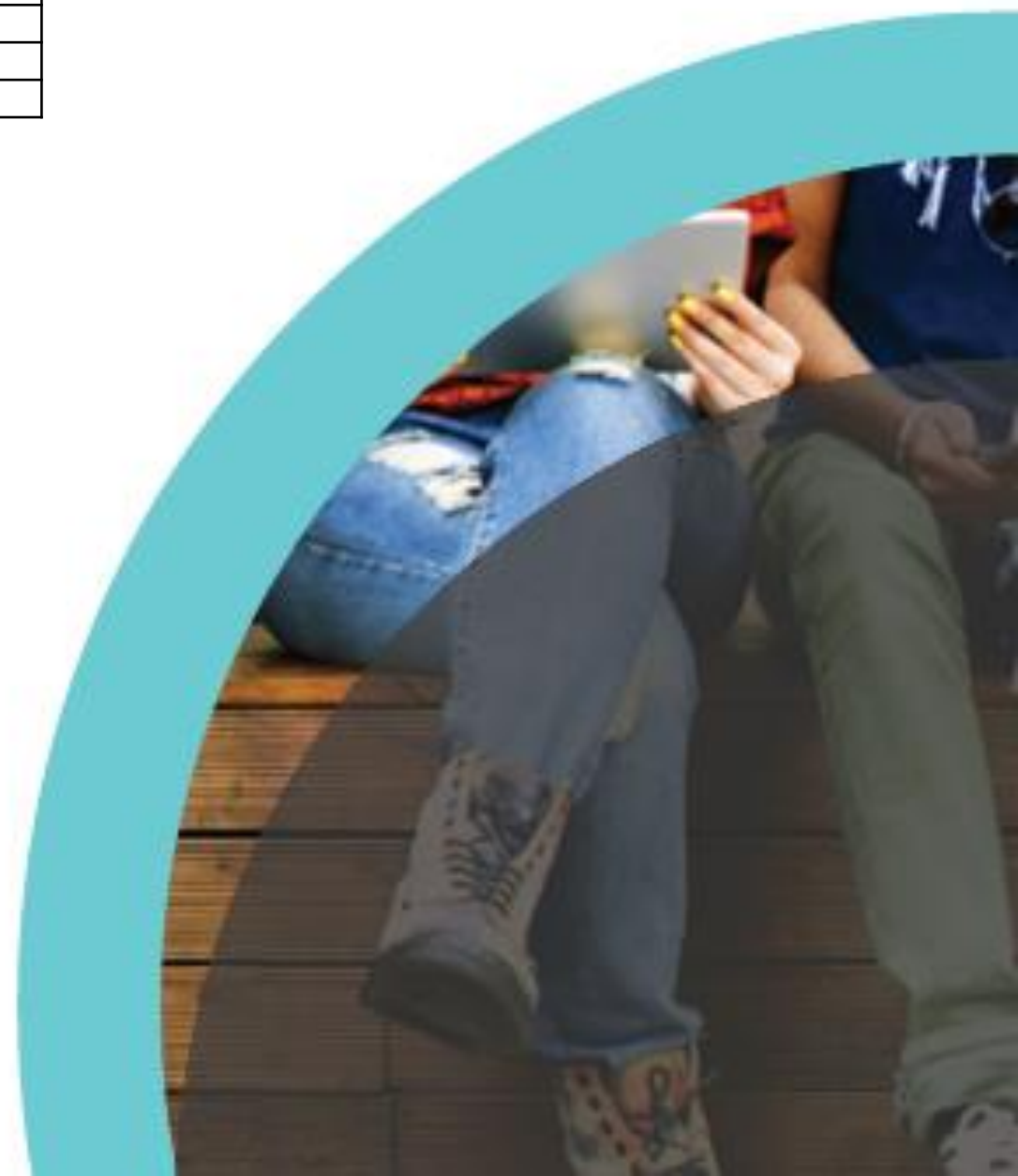
In partnership with  
**emfec**

This resource is intended to be read in conjunction with the case study on the project led by Derby College	
This is what this resource is	A Student Poster Story – students tell use their story of experiencing PBL
This is what it is for	To support practitioners to develop PBL
This is how it could be used	As a CPD tool

# Outstanding Teaching, Learning and Assessment (OTLA) Technical Skills National Programme: sharing and developing effective practice

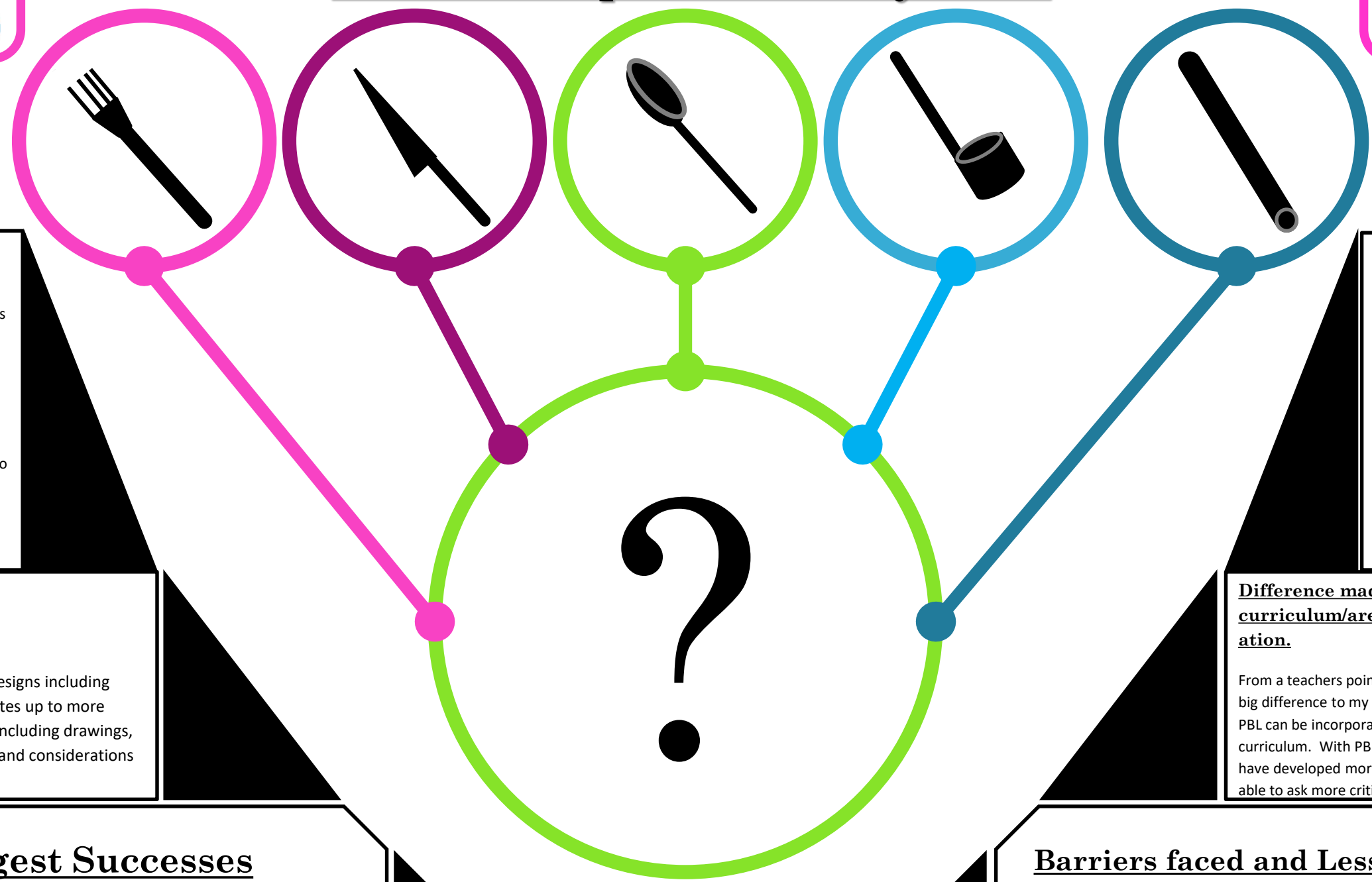
## Output 17

PBL Story, George Yates, Matthew Robinson, BTEC L3 Engineering students (Year 2)17-11-17  
November 2017



# Problem Based Learning

## Multi-Purpose Cutlery Tool



**What we did?**

We were tasked with a problem and it was up to us to solve it. We were given the objective of coming up with a multi-purpose cutlery tool.

It was entirely up to us as to how we solve the problem that was before us.

**What went well?**

Our results produced:

We produced various designs including simple things such as notes up to more advanced and complex including drawings, test conditions , factors and considerations to be made.

### **Biggest Successes**

1. Applying learned knowledge into a practical situation rather than an academic one.
2. Producing applicable theories and opening realistically achievable possibilities.
3. Collaborative team work with proper meritocratic delegation of work.
4. Different skills and talents from different participants working together.

**What is Next?**

Finishing the project as it is designed; all it needs is finalising and assembling.

### **Barriers faced and Lessons learned**

1. Time Management and subsequent organisation
- The biggest barrier faced by us was find the time to fit in the problem based learning looking for the time between personal lives, assignments and other educational demands as well as basic necessities such as sleeping and eating.

**Engagement with Employers, Students, other practitioners/participants.**

Employers were able to recognise that real life problems enhance teaching skills and give learners the practical dexterity alongside the academic awareness of how to come to short and long-term solutions.

**Difference made to the curriculum/area/students/organisation.**

From a teachers point of view PBL has made a big difference to my teaching approach and how PBL can be incorporated into other areas of curriculum. With PBL approach the students have developed more confidence and they are able to ask more critical questions.