

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 practitioner poster story of their PBL trial with students
This is what it is for	To inform effective PBL
This is how it could be used	As a CPD resource

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME

PADLET POSTER STORY OF A PBL EPISODE

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Output 18

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New College Stamford - Problem Based Learning

Story of the Problem Based Learning Senario

MARK HUDSON NOV 08, 2017 03:55PM

What was the Problem?? (1)

We have been working closely with one of our employers Anglian Water (Water Safe); we had had a Presentations and demonstration from the employer and the launch of their competition.

Our Problem that the leaners had to solve, was the contamination of water supply's within your homes.



STUDENT COMPETITION

DESIGN A BACKFLOW RIG AND WIN!

Can you design and build a portable backflow rig that demonstrates how back siphonage can happen in a system and contaminate water? Put your plan into action and **WIN!**

WIN!
5 TICKETS TO
THE UK'S BIGGEST
AQUAGLIDE
AQUA PARK AT
RUTLAND WATER

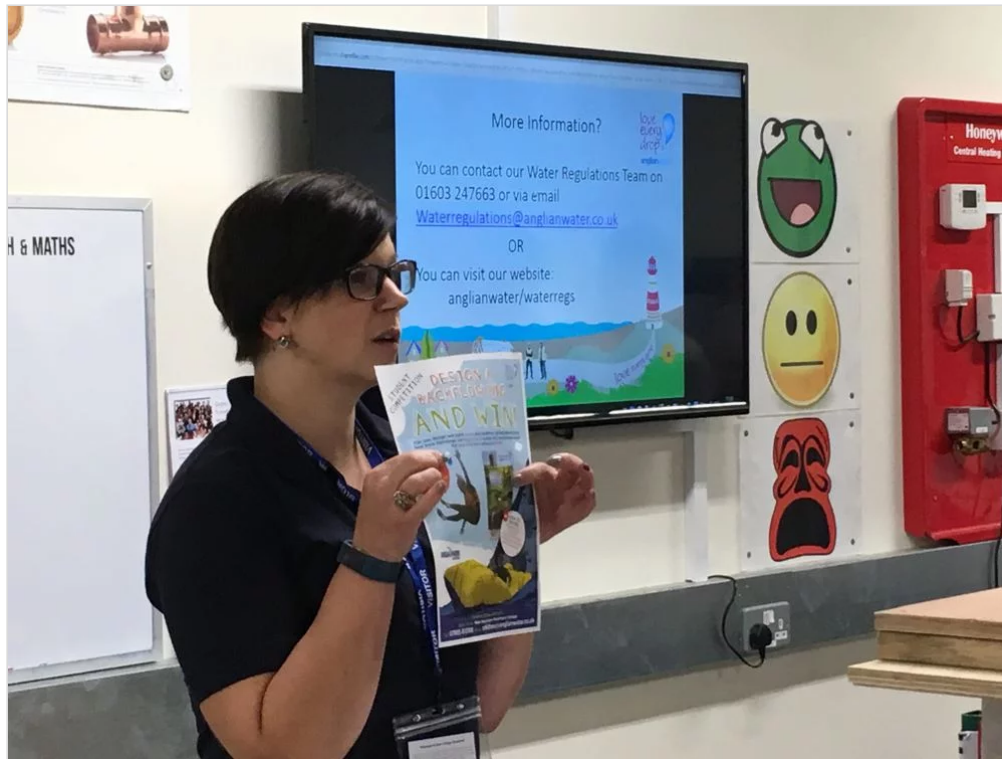
love every drop
anglianwater

DRINKING WATER CONTAMINATION
HOW IT CAN HAPPEN

Backflow poster comp
PDF document
PADLET DRIVE

The next step (2)

Anglian Water gave the learners a introduction into the problem, staff then briefed the students on the processes and stages of Problem Based Learning.



Setting the scene...(3)

The groups were split into teams of 4 to 5 students each asked to come up with a team name.

It was quickly noticed that individuals worked well together however all students soon found their own identity in the groups





Students on tasks (4)

Over the series of sessions it was identified that students worked well together and allocated different roles to enable the process to run smoothly



Students Powerpoints (5)





LOW PRESENTATION

ames, Szymon, Cavan, Alex and Tom
(Team **B**ean)

Backflow presentation 2
Powerpoint presentation
PADLET DRIVE

Sessions plans 1-5 (6)

Over a three week period staff conducted 5 themed sessions , that allowed the students to develop their independant learning skills.



Session 1

Date 2/10/17
Time 10:45 - 12:30

Richard Hodgett & Mark Hudson

Welcome

Today session is on **Problem Based Learning**.

We have been working closely with one of our employers Anglian Water (Water Safe); we have already had a Presentations and demonstration from the employer and the launch of their competition.

Our Problem that we would like you guys to solve, is the contamination of water supply's within your homes.

The class is split into five learners in each group: Learners have access to textbooks/Internet/VLE/Water regulations/Brochures/Coloured pens flip chart paper/

Session 1
Word document
PADLET DRIVE

Refection of sessions (7)

for every session students completed a survey reflecting on what individual students had done during each session.

Problem Based learning

Student Log sheet

To be used to log individual student involvement in each PBL session.

Team Name: ^DTEAM WIN Session: 1

Student one: Henry sharma
writing and answering for question 2 and 3.

Student Two: Josh Evans

~~the~~ writing and ^{researching} ~~the~~ 1 and 4
Student Three: Lewis Macdonald

Student log sheets

PDF document

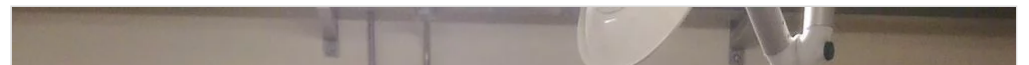
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Lessons learnt and experiences (8)

Teaching staff were apprehensive at first in changing the way they delivered their teaching methods. However within the first few sessions it was noted that students were becoming more engaged and enjoying the learning experience. Staff felt that this style of teaching would suit level 2&3 learners more however with this current Level 1 group the staff felt it was still successful and we will now be using PBL more .

Showcasing (9)

The end product .





Feedback and evaluation (10)

At the end of the project students filled in a feedback and evaluation form reflecting on their experience of problem based learning .It was clear from the evaluation that all students had enjoyed the PBL sessions and all gained confidence from this method of learning.

Sosh O'Connell

Problem-based learning: Student Feedback

Level 1 Plumbing

1. Outcomes of my problem-based learning experience were clearly explained. I knew what I was learning and why.

- ☒ Strongly Agree
☒ Agree
☐ Disagree
☐ Strongly Disagree

2. Teaching and learning strategies have been helpful in facilitating me to achieve

- ☒ Strongly Agree
☒ Agree
☐ Disagree
☐ Strongly Disagree

3. The assessment requirements for the problem-based learning have been made clear to me

- ☒ Strongly Agree
☒ Agree
☐ Disagree
☐ Strongly Disagree

7. I enjoyed learning through problem-based learning

- ☒ Strongly Agree
☒ Agree
☒ Disagree
☐ Strongly Disagree

8. Engaging in problem-based learning has improved my confidence, skills and employability

- ☒ Strongly Agree
☒ Agree
☐ Disagree
☐ Strongly Disagree

9. I have learned new knowledge through problem-based learning

- ☒ Strongly Agree
☒ Agree
☐ Disagree
☐ Strongly Disagree

Students end of task student feedback sheets

PDF document

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Staff Development Day(11

During our staff development training week in July we delivered a training session on PBL to a variety of curriculum teams. We highlighted some good discussions points that we raised at our OTLA sessions. During November 2017 a number of internal observations were carried out by our SLT team it has

been noted that PBL is becoming more recognised as another method of classroom delivery. We have also just undergone a curriculum area review which also highlighted the engagement of learners through PBL. This is now an upward trend in delivery here at New College Stamford.

PWL



Appendix 8: Learning Walk Record Form

Development of Professional Practice Learning Walk Record

Member of Staff: <i>Rich + Mark</i>		OBSERVER: <i>Richard Cooper</i>	
Day/Date & Time: <i>Tues 10th Oct - 14.05</i>	Curriculum Area / Course Title: <i>Construction Plumbing</i>	Session Type: Theory / Practical / Other (Please Specify) <i>problem based learning</i>	Learning Walk Theme (If applicable): <i>N/A</i>
LSA Present: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	No. students present: <i>19</i>	No. students on register: <i>19</i>	Documentation Available Y/N Scheme of Work - Group Profile - Lesson Plan <i>Planning for each session + exhibit these documents</i>

Learning Walk Observation Notes

Backflow prevention - problem solving - All students working in teams to learn about problem + propose solutions.

- Teams create a powerpoint to present to group

- Create a model of household plumbing

class check

CAR Observation

PDF document

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