

Problem-Based Learning: Using Real-Life Problems to Accelerate Learning



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Agenda



Overall Objective: Demonstrate how to use real-life problems to accelerate & deepen learning, using the method of Problem-Based Learning

- 1. Brief description of method**
- 2. Experience Problem-Based Learning (PBL)– you do it!**
- 3. Fuller description of method**
- 4. Applications of method**
- 5. Questions**

Question for participants



Do you have previous
experience facilitating
Problem-Based Learning?

Question for participants



Have you taken a course that used Problem-Based Learning?

How do we learn?



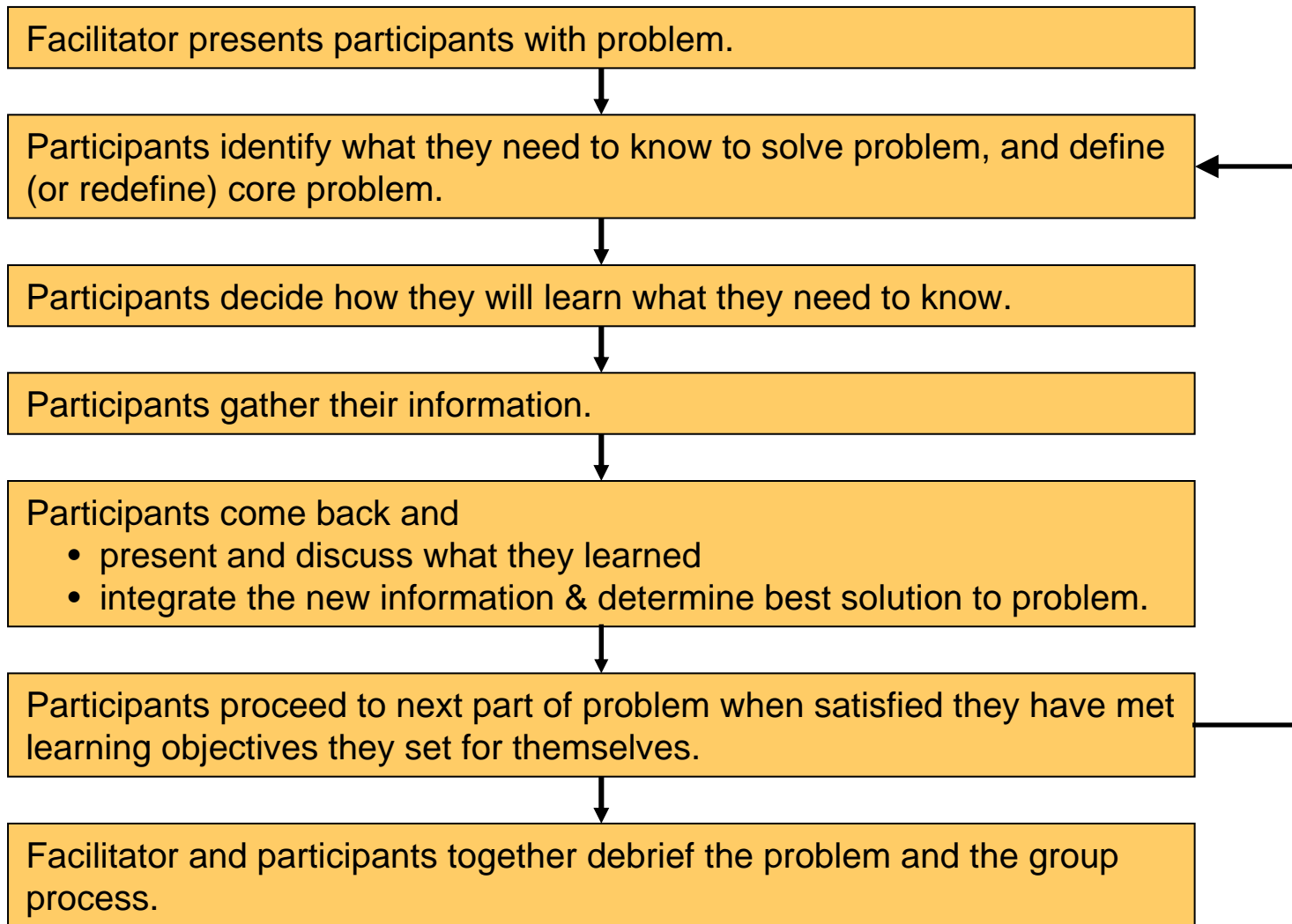
I hear and I forget.

I see and I remember.

I do and I understand.

Chinese Proverb

A PBL group works in a cycle.



Everyone in the group can have a role.



1. (Discussion leader)

2. (Scribe)

3. (Reporter)

4. **Skeptic**

- **Can play devil's advocate.**
- **Can question whether we really know what we say we do, or how we could find out if something is accurate.**

Your turn!



Group works on PBL problem

Potential Japanese Client



You are an executive with a company that is taking a product global for the first time. You just found out that you will have a presentation meeting with a group of executives from Tokyo, Japan. This is their first time dealing with a firm in the United States and you want to make sure that they are comfortable with you and therefore more likely to do business.

You have made similar presentations to North American groups in the past. Now how will you prepare for *this* meeting?

Potential Japanese Client

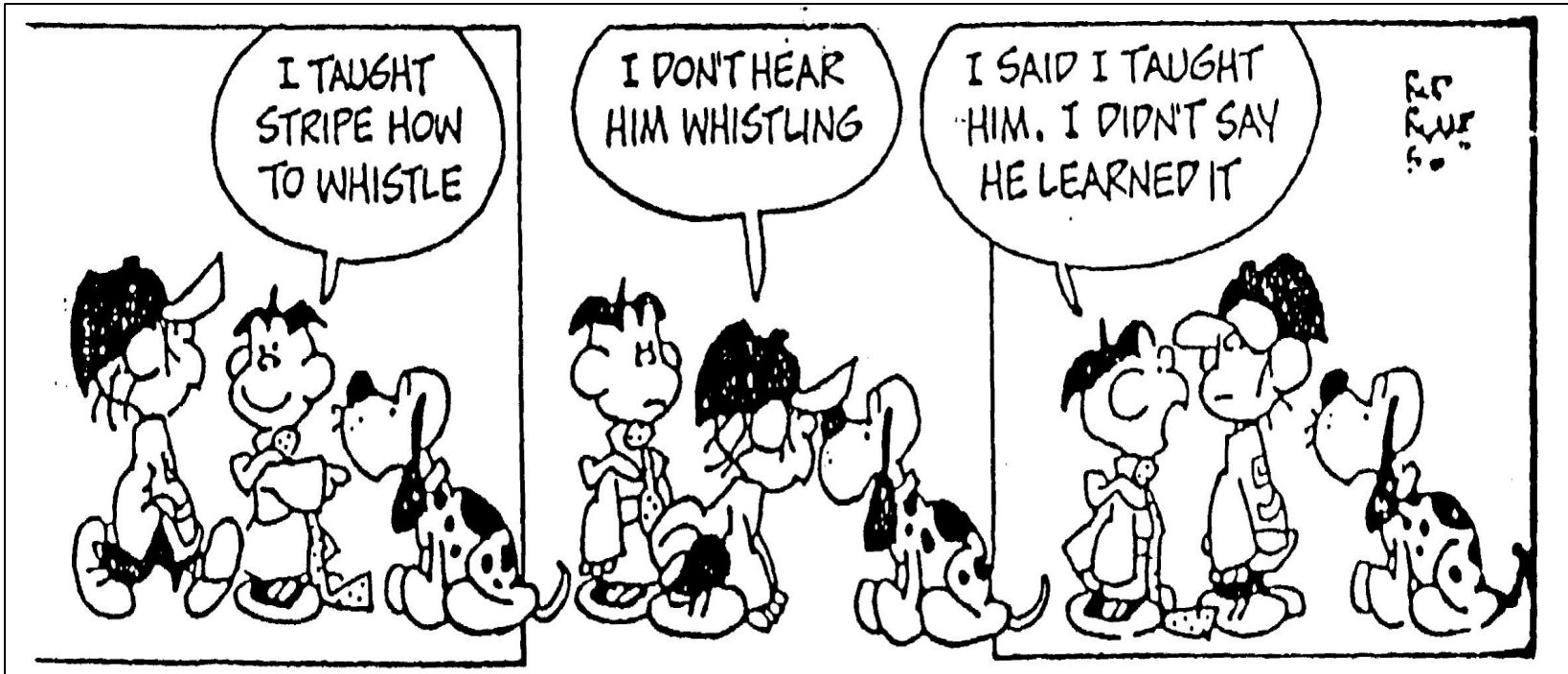


1. What are the possible issues? What events do you anticipate during the meeting that call for accommodation on your part and what do you need to do differently?
2. What would be useful to know about this specific delegation and how would that information help you determine how to adapt your meeting and presentation?
3. What would you like to review or learn about Japanese culture to help you plan? (These are your *learning issues*.)

We learn...



- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see & hear
- 60% of what we write
- 70% of what we discuss
- 80% of what we experience
- 95% of what we teach



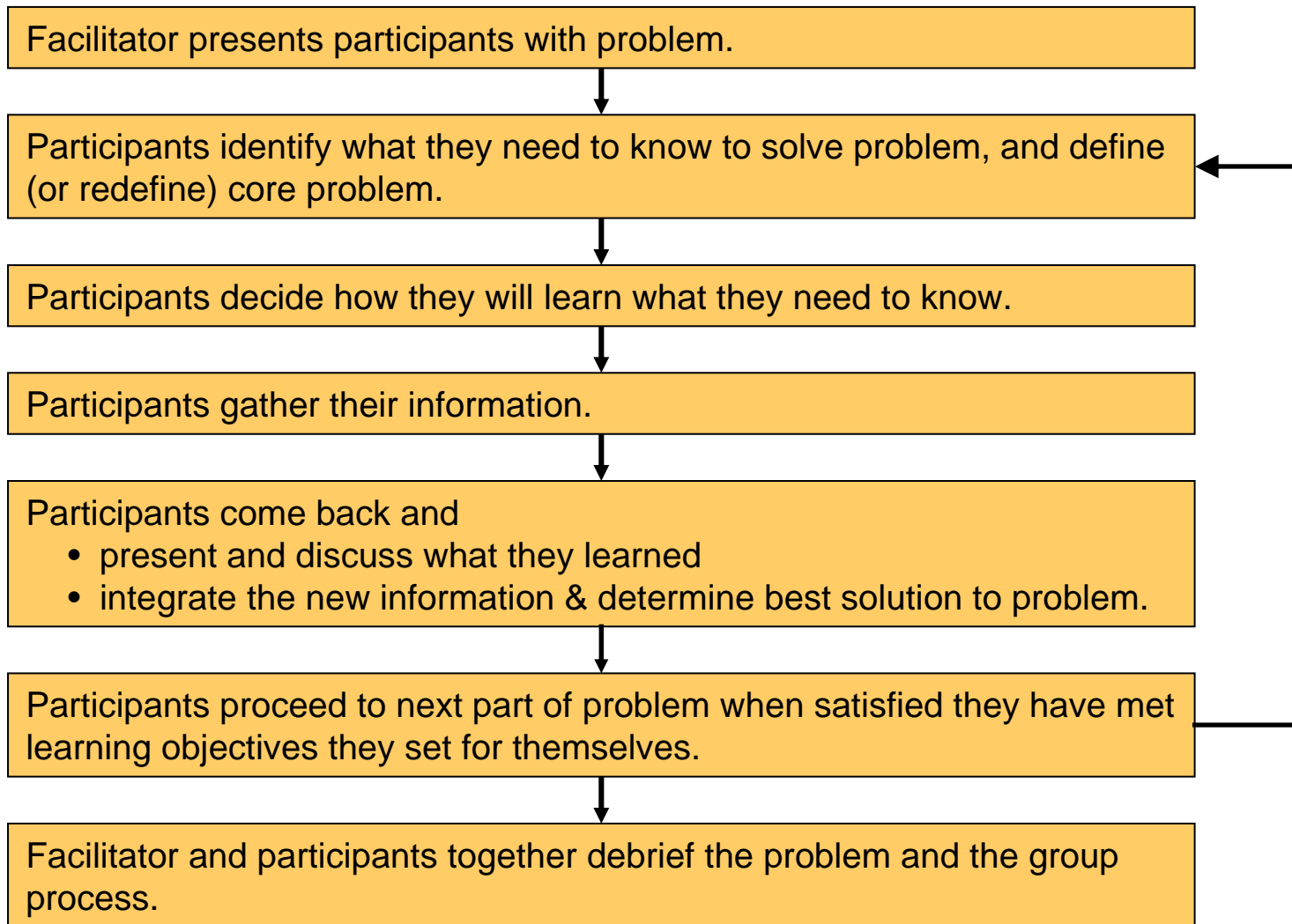
PBL has multiple goals.



(These are listed in random order.)

- **Content**
- **Critical thinking skills**
- **Life-long learning skills**
 - Identifying what we know & do not know
 - Locating sources of information
 - Organizing bodies of information
- **Communication and team-building skills**

A PBL group works in a cycle.



Question:



- Where would Problem-Based Learning be useful in your work environment?

Question:

- What skills/attitudes can PBL address or reinforce relevant to what happens in your work environment?

Asking Questions



“The capacity to ask fresh questions in conditions of ignorance, risk, and confusion, when nobody knows what to do next” is at the heart of great leadership.

*--Reg Revans, 1982, *The Origins and Growth of Action Learning*,
quoted in Michael Marquardt, 2005, *Leading with Questions* (p.56)*

Leading with Questions



“Leading from good to great does not mean coming up with the answers and then motivating everyone to follow your messianic vision. It means having the humility to grasp the fact that you do not yet understand enough to have the answers and then to ask the questions that will lead to the best possible insights.”

--Jim Collins, 2001, *Good to Great* (p.75)

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