

PBL – Reflections after 10 years

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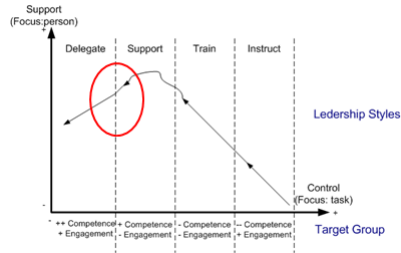
ABSTRACT

Keywords – PBL, alignment, soft competences

Please indicate clearly the type of contribution you are submitting: ___ hands-on, ___ explore, ___ **X** poster.

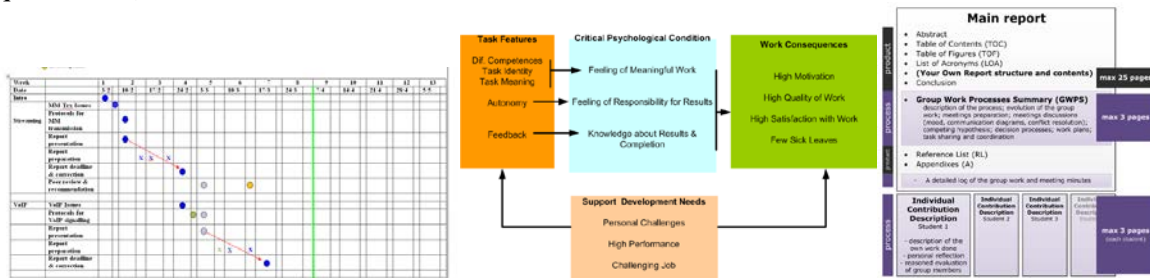
The poster describes course 34357 at DTU, where PBL has been used in the last 10 years. While the course responsible was not aware initially that the used methodology was PBL, the poster describes the triggering idea for the initial taken choices, i.e. *homogenize working methodologies for students with different backgrounds (technical, cultural, personal) and prepare them to work independently towards their incipient arrival to the job market*, within the context of an specific engineering realm (Telecommunications).

• Hersey & Blanchard theory on leadership models.



- Group Cooperation
- Group Communication
- Learning to Learn
- Self Management (independency)
- Self Evaluation

The poster will then explain how the course is setup: i.e. as a *role game*, where students take the role of consulting teams, working for an industrial customer, and *planned*: sequence of tasks, tasks increasing progressive evolution, *student dialog-based support*, *assessment* (process vs product, qualitative vs quantitative).



The poster will try to describe as well *student evolution* during the duration of the course, based on previous statistical data collection as well as based on qualitative feedback gathered after each session during the last 10 years.

- 2011: It is a really "different course" from the others.
- 2010: It has been one of the courses from DTU, where I have learned the most I believe.
- 2009: Excellent methodology and contents. Both are practical and real life oriented.
- 2008: Course was really hard, but now I realize, that I have learnt a lot.
- 2007: Good contact with lecturers, quality feedback and conversations on the topic.
- 2006: Very nice topics. Excelent approach.