

# Learning actively in the classroom: How to use Problem-Based Learning (PBL)

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# Main objective of asynchronous training: understanding Problem Based Learning (PBL)

1. Experience PBL first-hand
2. Design assignment as PBL trigger
3. Final reflection: how to apply in own context

Task	
1.	Start of PBL training
2.	What is Problem-Based Learning? Engaging with basic aims through literature review and guiding questions
3.	Start of online pre-discussion of practice PBL assignment
4.	Comparing different assignments
23 Sept.	WEBINAR
5.	Reflection on experience and literature: what makes a good assignment?
6.	Start of individual assignment design
13 Oct.	WEBINAR
7.	Peer-Feedback on assignments
8.	Revision of assignment based on feedback
24 Nov.	WEBINAR
9.	Final Reflection
14 Dec.	WEBINAR

# Part I - The principles of Problem-Based Learning (PBL)

**By Galyna Mykhailiuk  
(Kyiv-Mohyla Academy)**

- 3 most necessary ingredients for PBL
- PBL learning process

# Main Rationales of PBL

Learning as

- student-centred and active
- constructed and contextualised
- collaborative

**PROCESS**

Process –  
mimic research

Content –  
interest &  
previous  
knowledge

Viability test of  
own  
understanding  
& team skills

Relevance &  
process of  
learning

# Structuring PBL – the 7 steps

Pre-discussion

1. Clarification of terms and concepts
2. Formulation of Problem Statement
3. Brainstorm
4. Structuring of Brainstorm
5. Formulation of Learning Objectives

6. Self-Study (i.e. Students go home, read, prepare)

7. Post-Discussion

(8. Reflection)

# PBL in practice - the PBL cycle

We start with  
a “problem”



Step 1-5: Pre-discussion in tutorial group

“What do we know already?”  
(activate pre-knowledge)  
“What do we have to know  
to solve the problem?”

Formulate the learning objectives



7. Reporting in  
Post-discussion:  
Exchange collected information  
& reflection



**6. Self study**  
Integration of material  
from different kind  
of disciplines and sources

**So, what do you think?**

**Questions?**  
**Comments??**



## Part II

# Making PBL work: What makes a good assignment?

By Ludmila Coadă  
(Free International University of  
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## checklist “10 things to check for in a good assignment”

(Ludmila)

- is *authentic* in presenting a real-life scenario (related to the future profession )
- *Integrates* knowledge
- activates students' *prior knowledge*
- awakes students' *interest* in the subject
- contains *cues* that stimulate students to investigate and find solutions
- encourages *self-directed learning*
- is (not too) *complex*
- is (not too) *ill-structured*
- *Guides* students in the learning process
- provides *space* for defining learning objectives/discussions/ how to solve the puzzle

(Rodica)

1. To be authentic in representing a real-life scenario
2. should activate prior knowledge
3. To be creative
4. To be enjoyable
5. Should allow deliberation (instead of just description)
6. Should present a case in a context (relevant to the future profession)
7. Should guide the tutorial group
8. Should include a certain amount of scaffolding
9. To arouse interest in the subject-matter
10. To provide space for the learners to define their own interests

## The Eastern Partnership and Moldova's European Path



## The Eastern Partnership and Moldova's European Path

*„The Partnership will bring additional support to our eastern partners as they pursue their individual aspirations for closer relations with the EU, and in particular more help in carrying out jointly defined reforms.*

Commissioner for External Relations and European Neighbourhood Policy Benita Ferrero-Waldner, 2009

*„The Eastern Partnership - an alternative to NATO's expansion to the east”*

Russian (former) Prime Minister Vladimir Putin, 2009

*„The Eastern Partnership is similar to the CIS-2. Why should we create another CIS under the control of the EU? It looks like a ring around Russia. We are still working in the program for the south-eastern Balkans. This is constructive work.”*

Moldovan President Vladimir Voronin, 2009

*„There is no doubt that Moldova is a European country. And Moldova's efforts to implement the European values make it an important partner for the EU and an Eastern Partnership front-runner”.*

President of European Commission José Manuel Barroso, 2014

*”Moldova seeks to develop fruitful relations with all its partners in the East and West. In the last 5 years my Government promoted a coherent and predictable foreign policy agenda, based on our European choice.”*

Moldovan Minister of Foreign Affairs and European Integration, Natalia Gherman, 2014

*„The implementation of the Association Agreement and the introduction of visa-free regime will also create conditions for finding a solution for Transnistria while respecting the internationally recognized borders of Moldova”*

Commissioner for Enlargement and European Neighbourhood Policy Štefan Füle, 2014

*„If Moldova joins the EU and gives up its sovereignty [by joining Romania], we [Gagauzia] will go on our own path as an independent state”*

Governor of Gagauzia Mihail Formuzal, 2014

Despite difficulties and diverging opinions, the Eastern Partnership, that works in the framework of the ENP, was officially launched with the Prague Summit. Meanwhile, the Eastern Partnership appears crippled today, as half of the six participating countries have distanced themselves from the EU. Only Moldova, Georgia and Ukraine are currently sailing in the direction of EU association. Moldova has signed and ratified the Association Agreements (AA), including on Deep and Comprehensive Free Trade Areas and together with the European Union started its implementation. The breakaway region of Transnistria and Gagauzia have a separate opinion toward Chisinau's European choice.

## Biofuels – The Solution or the Problem?

The EU has during the last decade or two increasingly emphasized sustainable development and climate change mitigation. As part of this agenda, it has laid out targets for renewable energy. In the transport sector biofuels has been presented as an alternative and the target for sustainable biofuels is 10 % by 2020. Although EU has some biodiesel production from local rapeseed, a large share of the feedstock for biofuels consumed in the EU still comes from countries like Argentina, Malaysia and Indonesia.

All biofuels have access to the European market, but it is only sustainable biofuels that may be granted various forms of support. The sustainability of biofuels is assessed on the basis of a set of criteria that are described in the Renewable Energy Directive. The US also has similar sustainability criteria for biofuels.

“We’ll need scientists to design new fuels, and we’ll need farmers to grow new fuels”  
- President Obama (June 26, 2013)

"It is wrong to believe that we are pushing food-based biofuels. In our upcoming proposal for new legislation, we do exactly the opposite: we limit them to the current consumption level, that is five percent up to 2020.”  
- Statement by Commissioners Oettinger and Hedegaard (Sept 17, 2012)

“We’ve invested billions of euros. Now the Commission says they’re going to change the game.”  
- Rob Vierhout, secretary-general of ePure (Sept 17, 2012)

The ecologic controversies surrounding biofuels has had its impacts on the financial and legislative environment. The EU is currently discussing changes to its laws of biofuels. You are in the process of developing an expertise on biofuels policy and have been invited to a working group to discuss the future of biofuels legislation in the EU.



# Part III

## Final Reflections

“it is not as difficult as it seems”

“understand it, adapt it,  
experiment”

	+	-
Why	Space to students apply theory to practice activate previous knowl. authenticity Creativity + critical analysis (build up)	time expensive Set-up of course student conflict
How	Suitable assignments Curiosity - preparation Construction team variety	(no questions)

**So, what do you think?**

**Questions?**  
**Comments??**



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**THANKS for your attention!**

Comments, Questions, Reflections always welcome

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