TRANSFORMATION FROM PUPIL TO RESPONSIBLE (PBL) STUDENT

Jan Holm Ingemann

Department of Political Science

ingemann@dps.aau.dk

PBL; PERSONAL EXPERIENCE

- AAU, student 1974 (first AAU class)

- Roskilde University, teacher 1981-1987

- AAU, teacher since 1987

1ST SEMESTER CHALLENGE

- Pupils from upper secondary schools have to be transformed to students at the university

- Simultaneously, most of them leave home and are supposed almost overnight to be transformed from older kids to young grown ups

- In charge of own life including own learning

- How can we scaffold this transformation and subsequently transfer of responsibility?

THE ORIGINAL ANSWER

- Intertwine
  - cognition,
  - organisation and
  - motivation

I.E. THE STUDY SHOULD BE

- **PROBLEMORIENTED**
  - Motivation by means of engagement and relevance
  - Exemplary learning (problems as immediate symptoms calling for complex explanations)
- **PROJECT-ORGANISED**
  - Collective action, social recognition, joint responsibility (students AND supervisor)
- **INTERDISCIPLINARY**
  - Problem-managed cognition take priority over disciplinary

MAJOR IMPLICATION

- Project work and subsequently the project supervisor should play a key-role
- Students tended to be apprentices

CURRENT CHALLENGES TO THE MODEL

- Context have changed – e.g.
  - **Supervising**
    - Dramatically decreasing resources
  - **Students**
  - *Space of place* to *space of flow* – new types of communities
  - Motivation more by prospect than social engagement

PREVIOUS REACTIONS

- Headlines like "*policing and harsher sentencing*"
  - Examinations, tests
- Increasing weight on lectures (disciplinary) and exercises/seminars

ANOTHER TYPE OF REACTION

- Most recently:

- Certain requirements concerning integration of lectured cources into the project-work, e.g. use certain methods

  - Based on the assumption that we still are able to motivate students by means of relevance and engagement

  - Implying certain requirements pointing at the supervisors

- Use Moodle as a virtual space for exercises

- Use interactive presentation software

REMAINING CHALLENGE

- How to reinforce the role of the supervisor
  - Especially how do we adequately connect to the space of flows where our students are?