Learning to Know

Learning to Do

Learning to Live Together

Learning to Be

An Educational Unit on

Learning to Live Together

Lifelong Learning in the 21st Century
An Educational Unit on
Learning to Live Together

TEMPUS IV
Lifelong Learning in Applied Fields

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Learning to LIVE TOGETHER

The educational pillar of “learning to live together” is the third pillar of the conceptual framework proposed by the International Commission for the Twenty-first Century, in its report (Delors et al., 1996) to UNESCO, "Learning: The Treasure Within". The pillar of Learning to Live Together is based on the principle that students should be involved and able to participate actively in the communities that they are living in. This requires several stages and includes getting to know oneself as well as getting to know others (Scatolini, Maele & Bartholome, 2010 http://www.exedrajournal.com/docs/s-internacionalizacao/10-133-158.pdf). The purpose is to build a community that can work together to improve the quality of life for all. According to Sactolini, Maele and Bartholome, this pillar on the one hand has physical boundaries (community, society, global) and on the other hand has time perspective (see how things were, are and can be).

The importance of being able to communicate, interact with others, listen to new ideas, express yours, and synthesize and develop new collective ideas is all interwoven in this educational process of learning to live together. This process requires being able to collaborate and work in groups, define problems and suggest solutions, decide on the best solution, and build an action plan. This action plan will be implemented, and requires collaboration of delegating tasks, establishing time-lines for completion of tasks, and a continuous process of reflection, assessment and evaluation.

In the scope of the TEMPUS project, the pillar of "learning to live together" was translated into a course that requires critical thinking and collaborative work. The course is designed so that the students engage in topics that are relevant to their own college and that can help promote issues that they feel need attention. In the specific course that was being piloted, students were asked to relate to issues that concern promoting inter-cultural relations on campus. This issue however can be replaced by other issues that are relevant to the campus or university where the course is being taught. This course was designed for active learning and doing, and thus requires the students to collaboratively plan and implement a concrete project.

Students in applied fields must gain skills that enable them to work in professional teams. They can both contribute and learn from the community and their peers. This course aims to provide a general framework that can be useful to different applied fields, such as health care, education, communication, and other areas. To achieve this aim, we propose a project methodology, which is centered on the students as active investigators who learn through group work, problem solving, and reflective analysis connected to concrete problem–based challenges in their fields. Through the above processes, students develop high–order critical thinking and future thinking skills. Self or peer learning and teamwork contribute to their personal and professional development and motivation to be life–long–learners.
A Course on Learning to Live Together: Lifelong Learning in the 21st Century

Introduction

The following course is intended to be implemented in all the countries participating in the TEMPUS IV project, and to be disseminated later on in other institutes of higher education. It is therefore a modular course, which offers a variety of ways of implementation, so that it suits all disciplines and applied fields within the various types of institutions.

This course offers participants the opportunities to gain the tools to learn to live together that they can use throughout their careers. Within the course, the students will develop competencies for critical thinking and inter-group communication. They will discuss issues that need to be dealt with as a community, think of various solutions, decide on a plan, develop the different stages of action and implementation, and be able to assess its impact. The modules build on each other in a spiral manner that enables the students to develop new ideas and build on prior knowledge.

Course Objectives and Goals

To help our students learn how to learn so that they know how to live together, be involved in their community within their field of expertise, and become lifelong learners personally and professionally.

The specific goals of the course are that students will:

1. Learn about the general framework of Problem– and Project–Based Learning methodology
2. Plan and carry out community involvement projects related to their professional fields, which will include:
   - collaborating with peers in identifying problems;
   - knowing, understanding and using the tools needed to solve the problems recognized;
   - identifying and involving key stakeholders or decision-makers and the resources needed to carry out the project;
   - designing and implementing the project;
   - collaboratively analyzing the results;
   - sharing and discussing the results/conclusions with peers.
3. Gain insights from the projects and be able to apply them in the future:
   - collaboratively analyzing the process in constructive critical perspectives;
   - sharing reflections, regarding the Project–Based Learning methodology of the various projects.

**Structure of the Course**

**Rationale**

Learning is a collective action performed in the real world where newcomers (learners) are "absorbing and being absorbed in the culture of practice" (Lave & Wenger, 1991, p. 95). The process is reciprocal as learners can also become leaders and transform the ways of thinking of the community, and thus create change in society. Learning in communities of practice, involves in–service learning projects that aim toward social cohesion and provide opportunities to learn while contributing to society. Students learn to lead through professional practice that is combined with supervision and the process of establishing a community of leaders and life–long learners. Service–learning opportunities may develop leadership characteristics and skills that contribute towards transformation, raising awareness and values of accountability and responsibility.

Students in applied fields must gain skills that enable them to work in professional teams. They can both contribute and learn from the community and their peers. This course aims to provide a general framework that can be useful to different applied fields, such as health care, education, communication, and other areas. To achieve this aim, we propose a project methodology, which is centered on the students as active investigators who learn through group work, problem solving, and reflective analysis connected to concrete problem–based challenges in their fields. Through the above processes, students develop high–order, critical thinking and future thinking skills. Self or peer learning and teamwork contribute to their personal and professional development and motivation to be life–long–learners.
Pre-requisites:

1. Basic introductory courses for their specific professions
2. Academic writing
3. Research methods.

Target Group (year and discipline)
Advanced students on the BA level
MA students

Course Requirements:

- Active participation in group projects and classroom discussions
- Presentations
- Written Portfolio

One year course (or 56 Israeli hours) ECTS – Israeli Credit Hours (Usually 3 ECTS to 2 Israeli Credits)

Institutionally empowered: For Israel, suggested:

- One semester will be 2 Israeli Credits
- One year will be 4 Israeli credits
- If a seminar course, 5 Israeli credits
- (Maybe for health fields, it would be different)

Modules

The course is built in a modular way which offers a variety of ways of implementation so that it can suit all disciplines and applied fields within the various types of institutions. Potentially it can be a two-semester course, with the first semester focusing on learning to live together within the university or college. The second semester can focus on learning to live together within the community through implementing a project that goes beyond the boundaries of the university or college. This teacher’s manual presents the first semester of the course. Ideally, the course is designed so that it can be applied to other courses within any applied discipline that deals with different issues.
The course is composed of five modules which together stretch over a period of 14 weeks.

<table>
<thead>
<tr>
<th>Modules</th>
<th># of weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Course Topic and Practice– of Problem– and Project Based Learning</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Small–Scale Practice Through College Intervention Project</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Planning and Designing Small–Scale Projects</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Implementing Small–Scale Projects</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Assessment, Reflection and Future Thinking.</td>
<td>2 weeks</td>
</tr>
<tr>
<td><strong>Total number of weeks</strong></td>
<td>14 weeks</td>
</tr>
</tbody>
</table>

**Target Audience**

The target audience for this course is students in Bachelor’s or Master's programs in higher education institutions. The modules are suited for implementation in all programs of study.

**Course Requirements and Assessment Methods**

Requirements and assessment methods are faculty empowered and vary depending on the way in which the instructor wishes to assess the students in the course or with the students decide on the assessment and evaluation criteria.

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**Module 1: Introduction to Course Topic and Practice of Problem and Project Based Learning**

**Length of Module**

Sessions 1–4

Classroom hours: 8 hours

**What is Leadership?**

**Definitions of Leadership**

In the Handbook of Leadership, Bass (1981) concluded after a review of leadership literature that there were almost as many definitions of leadership as there were people trying to define the concept. More recently, Matthews (2004)
reviewed publications on leadership education specifically for gifted and talented youth. He included articles from 1980–2004 and found common themes that characterized most of the definitions: 1) Its social nature is usually expressed through relationships and the use of interpersonal influence; 2) Developmental aspects, which involve building general as well as task-specific skills; and 3) The particular context of leadership including the organizational setting surrounding individuals and other external structural features that influence the ways in which individuals express leadership abilities.

Leadership Style Theory
The second type of leadership theory to be examined is the Leadership Style theory. The classic work in this theory was conducted by Lewin, Lippit and White (1939). They identified three patterns of leadership: democratic, autocratic, and laissez-faire. Democratic leadership was described as situations which could be described as fair and just, with everyone having an opportunity to offer ideas, opinions, and solutions. Autocratic was described as situations in which absolute obedience was called for by the leaders with little or no opportunity for adding ideas, or showing any kind of dissent. Last, laissez-faire was described as situations in which the leader was non-involved, providing little or no leadership and there was confusion and chaos. The work of Lewin et al. was extended by Tannenbaum, Weschler and Massarch (1961), who suggested leadership could be conceptualized on a continuum of leadership ranging from boss-centered leadership to subordinate-centered leadership. McGregor (1960) provided another example of leadership style with his Theory X and Theory Y. This theory was congruent with the authoritarian vs. democratic leadership. Theory X viewed power coming from one’s position and subordinates were considered unreliable. Theory Y viewed leadership as being given to the group and subordinates were considered self-directive and creative, if they were properly motivated. McGregor’s theory viewed leadership as relational, and was the forerunner of a third type of leadership, which is situational.

Situational Leadership Theory
In this theory, individuals are perceived as having leadership manifested in specific situations. Hollander (1964) described leadership as a relationship between people exerting influence and those who are influenced. Hersey & Blanchard (1982) extended Hollander’s ideas and introduced three components
of situational leadership: 1) task behavior, 2) relationship behavior, and 3) effectiveness. Concern for task was described as productivity, and relationship behavior was defined as concern for people. In addition, they introduced the concept of task-relevant maturity with two types of maturity, job maturity and psychological maturity. Job maturity was defined as competence, achievement motivation, and willingness to take on responsibility. Psychological maturity was defined as self-respect, self-confidence, and self-esteem.

Hersey and Blanchard (1982) also suggested that attitudes and behaviors of subordinates could provide clues for the leader to use in knowing how to best interact with them. With new employees or antagonistic or lethargic subordinates, the leader needs to focus on high task orientation (“get the job done”) and low relationship. As employees learn the job or change their attitude, the leader can then move to high task and high relationship. As they mature, the leader can lessen the emphasis on task and invest more in relationships. Finally, as subordinates demonstrate full maturity, the leader then lessens task concern and concern for relationships. A more recent situational model includes a transformative component.

The Social Change Model of Leadership Development

The Social Change Model of Leadership Development (HERI, 1996) described leadership as a relational, transformative, process-oriented, learned, and change-directed phenomenon (Wagner, 2006). The Social Change Model (SCM) is based on the principles of situational leadership as a purposeful, collaborative, values-based process resulting in positive social change. In the SCM, social responsibility and change for the common good are achieved through the development of eight core values targeted toward enhancing the level of self-awareness of individuals and the ability to work with others.

The individual core values include: Consciousness of Self, Congruence, and Commitment. The group core values include: Collaboration, Common Purpose, and Controversy with Civility. The core value for society and community values is Citizenship. The interaction between and across these seven core values facilitates Social Change for the common good which is the eighth value. The SCM model has considerable applicability to leadership programs (Kezar, Carducci, & Contreras-McGavin, 2006); particularly, for leadership programs designed for gifted students with its focus on empowering individuals to address social change and socio-cultural issues.
**Group Values**

**Collaboration** can be experienced by students as they work on group projects focusing on generating creative solutions and actions with shared group responsibility and accountability. The power of the group process can be strengthened if the groups are dissimilar in ethnicity and skill level, which encourages the students to recognize the importance of different points of view and the power of diversity.

**Common Purpose** is essential in the SCM, and one initial activity for students is to assist them in developing a shared vision and group purpose. As the students engage in leadership training and projects, and share aims and values, a common purpose can be realized.

**Controversy with civility** is an essential skill for students, with their critical and dominant characteristics they must learn to listen to all points of view and to do so with civility. Students may have to be guided to recognize that differences in viewpoint may often lead to creative outcomes (Vidergor & Sisk, 2013).

**What is Problem-Based Learning?**

Problem-Based learning (PBL) was first developed in Canada in medical schools, because what students were learning in medical schools was different from the skills and knowledge of practicing physicians (Gallagher, 1997). PBL has been integrated into a variety of disciplines and at different levels of education (Maker & Zimmerman, 2008), and is a popular model in many programs for gifted students (Gallagher, 2009). Hmelo-Silver (2004) described PBL as an instructional method in which students learn through facilitated problem solving centered on a complex problem that does not have a single correct answer. Students work in collaborative groups to identify what they need to learn to solve a problem, engage in self-directed learning, apply their new knowledge to the problem, and reflect on what they learned and the effectiveness of the strategies employed.

Savery (2006) described the following characteristics of PBL: (a) Student responsibility for their own learning; (b) Ill-structured problem simulations must allow for free inquiry; (c) Integrative learning; (d) Collaboration; (e) Student learning must be applied to the problem with reanalysis and resolution; (f)
Ending with a closing analysis and a discussion of what concepts and principles have been learned; (g) Self and peer assessment at the completion of each problem and at the end of every curricular unit; (h) Real world activities; (i) Measuring student progress toward the goals of PBL; and (j) Problem–based learning must be the pedagogical base of the curriculum, not part of a didactic curriculum.

Dochy, Segers, Van den Bossche and Gijbels (2003) found in a meta-analysis of 43 articles on problem–based learning that PBL has a positive effect on skills and less on knowledge. As for skills, they found a positive effect of using PBL with students in science. A surprising finding relating to knowledge showed that students gained slightly less knowledge, but remembered more of the acquired knowledge over a period of time.

What is Project–Based Learning?

Project–Based Learning (PBL) is described as a "student–driven, teacher–facilitated approach to learning in which learners pursue knowledge by asking questions that have piqued their natural curiosity" (Bell, 2010, p.39). Several studies showed that using a PBL approach showed significant increases in all achievement areas (Boaler, 1999; Thomas, 2000). Gultekin (2005) noted that there is evidence for developing research skills, problem solving and high order thinking. Bell (2010) added that PBL enhances responsibility, independence, and discipline. The recent interest in Project–Based Learning was caused by finding that students were not prepared for adult life mastering the skills needed to be productive in the workplace (Partnership for 21st Century Skills, 2008).

Grant (2002) defined the general implementation steps of project–based learning as (a) an introduction; (b) definition of the learning task; (c) procedure for investigation, (d) suggested resources, (e) scaffolding mechanisms; (f) collaborations; and (g) reflections and transfer activities. Grant & Branch (2005) investigated student abilities through learning artifacts using computer supported project based learning. They found that the learning artifacts represented the learners’ knowledge in three ways: system knowledge, domain knowledge, and metacognitive knowledge. They recommended that teachers should model for students and pre–service teachers, strategies and techniques enhancing student–centered learning, as well as using instructional methods allowing in–depth inquiry and self–regulation fostering life–long learning necessary in the Information Age.
Rationale for this Module

Participating in such authentic learning environments with other practitioners enables the awareness and appreciation of diversity in competencies and ways of thinking, among members of the community, building openness and trust, and the development of democratic habits of conduct that acknowledge the rights of everyone. These requisites lead to social cohesion – the aim of the dimension of learning to live together.

Learning in communities of practice while offering service to the community provides opportunities to learn while serving society. This type of learning is aimed beyond charity goals, toward fulfilment of civic duties, introducing change and transforming society (Kahne & Westheimer, 1996). Students engaged in Service-Learning are expected not only to provide direct community service but also to learn about the context in which the service is provided, and the connection between the service and their field and their roles as citizens (Seifer, 1998).

The above ideas of the rationale are interwoven in the following way:

- Learning is also an activity situated in a place and time. It occurs beyond the individual's mind and involves interacting with others and with the environment, and relating to real problems in the community.
- Learning to live together means preparing learners to learn from each other, accept and appreciate diversity and pluralism, and aim toward promoting social cohesion. The first step in this direction is getting to know oneself, regarding his/her place among others.
- Learning in a community within the environment is similar to the actual environment of practice, facing similar challenges, and allowing transfer of skills and knowledge to occur.
- Service learning in a collaborative manner that takes place in an authentic environment and aims toward solving societal problems is a proper strategy for achieving the aims of learning to live together.
Objectives of this Module
Students will:

1. Learn what leadership is and learn about building collaborative work skills as a tool for lifelong learning.
2. Be exposed to Problem–Based Learning and Project–Based Learning as relevant tools for their professional lives.
3. Develop criteria for assessment of problem solving stages.

Learning Outcomes
Students will acquire dispositions and skills needed for collaborative work through communication skills, problem solving, critical and creative thinking.

By the end of this module:
Students will be acquainted with basics of leadership and the collaborative skills it develops. Students will be exposed to problem–based and project–based learning rationales and basic ways of implementation. Students will experience working collaboratively by practicing problem solving stages around a topic suggested by the lecturer.
The ultimate goal is that students practice the problem solving stages as preparation for their collaborative work on a selected project solving an institutional (college or university) problem identified by the group.

Teaching Methodologies
Lecture
Discussion
Simulation using Problem–Based Learning stages

Ways of Implementation
First Lesson:
   a. Getting acquainted with students and the topic of the course in general.
   b. Leadership (definitions, types, characteristics developed, self–assessment).
Second Lesson: Problem–based learning and project–based learning (outline, stages, skills, products, assessment)
Third and Fourth Lessons: Simulation using problem solving stages in small groups (identifying and defining a problem, finding multiple solutions, selecting the best solution based on criteria, designing an action plan).
Sources and References:


Boaler, J. (1999). Mathematics for the moment, or the millennium? *Education Week* 17(29), 30-34.


Module 2: Small-Scale Practice through College Intervention Project (Stages 1–3 PBL)

Length of Module
Sessions 5–6
Classroom hours: 4 hours
Study hours (at home): 2 hours.

What is multiculturalism?

Multicultural education is necessary for the 21st Century because we live in a global world. The values and behaviors that are intertwined with multicultural education provide us with the tools to live in this globalized world by promoting mutual understanding and respect between different groups, strengthening pluralistic values and democratic attitudes and behaviors. Most importantly, multicultural education provides us with the tools for critical thinking that can enable us to analyze and act against prejudice, racism and discrimination. Banks and Banks (2012) view multicultural education as an idea, reform movement and a process. As such, it requires not only basic understanding about the importance of diversity and different ways of promoting it through education, it is a movement aimed at social justice and for social involvement. Multicultural education is what Prof. Sue Jackson (2013) has referred to as “transformative” in character. Multicultural education has no boundaries and is forever developing. It aims to transform education so that education promotes social justice and educational equity. As Paul Gorski (2014) has emphasized, multicultural education recognizes the importance of education in making our society more just and equal.

Multicultural educational principles constantly challenge us to analyze our work environment, our classrooms and schools. Its principles require us to be able to assess whether our school environment:

- recognizes the value of diversity;
- enables and encourages all children to reach their potential;
- is inclusive; and
- empowers our children with values and behaviors that promote civil action locally, nationally and globally.
Rationale for this Module

Solving an authentic problem related to students' lives in the area of multiculturalism within the institution will create opportunities for students to focus on areas that need their attention. While exploring various issues, higher order thinking skills, communication and collaboration skills will be developed. The first stages of identifying and defining a problem, brainstorming various solutions, and selecting the best solution require analysis, synthesis and creative thinking skills considered as Higher Order Thinking Skills (HOTS). Breaking the 6 steps of problem solving into 4 stages allows the students to better understand and experience the various aspects and activities incorporated in each of the stages.

Using the flipped classroom model, providing materials available to students prior the lesson on Moodle, will help them familiarize with the subject of multiculturalism. Working on multiculturalism out of the classroom enables students to better prepare for the lesson using the resources and relating to them during this LU while discussing the issues, problems and choosing and defining the problem they would like to solve.

Objectives
Students will:

1. Learn about multiculturalism
2. Identify and define a problem related to multiculturalism within their college/university
3. Identify and consult with key stakeholders or decision makers
4. Suggest at least 5 solutions
5. Think about criteria for selecting the best solution
6. Select the best solution using the criteria

Learning Outcomes

- Students should be able to identify issues and challenges that exist within their college.
- Students should be able to identify the key stakeholders or decision makers in their college who are relevant to these issues.
- Students will gain tools to work in a collaborative manner.
- Students will be able to follow the stages of problem-solving process (stages 1–3 PBL).
By the end of this module: Students will become acquainted with the first three stages of problem solving, exercising the ability to identify, define, suggest solutions and decide on a best solution using several criteria. They will practice communication and collaboration skills while working in groups, and develop an awareness of leadership characteristics and positions.

Teaching Methodologies
Flipped Classroom Model
Inquiry Based Learning.
Problem Based Learning (stages 1–3)

Ways of Implementation

As preparation for this stage, students will read the documents and watch the videos on the course website.
In class, working in small groups, students will brainstorm to suggest relevant issues and decide on those most feasible for implementation. After selecting and defining a problem, students will perform a mini-background research of the social issue chosen. Following the steps of problem solving, they will brainstorm and suggest at least five different solutions, and decide on at least four criteria that will be used to select the best solution. Students will self-assess progress using the pre-determined criteria for evaluation of the stages of problem solving.
Sources and References:


Module 3: Planning and Designing Small-Scale Projects (Stage 4 PBL)

Length of Module
Sessions 5–6
Classroom hours: 4 hours
Study hours (at home): 2 hours.

Rationale for this Module

Working on an intervention plan develops students' leadership and organizational characteristics. It also involves higher order thinking, analyzing and working on the different parts of a plan, as well as evaluation and creativity. Students designing an intervention plan will have to consider different criteria for evaluation and assessment of the plan itself and also the actual implementation stage. These criteria shared with other groups form a solid ground for working on the intervention plan and serve as guidelines for the implementation stage that will follow.

Objectives
Students will:

1. Suggest several criteria for the evaluation of intervention plan and its implementation
2. Plan an intervention plan

Learning Outcomes

- Students will be able to develop and apply assessment tools for an intervention plan and stages of implementation through collaborative work.
- Students will be able to develop a small-scale intervention plan to be carried out in the college or university.

Ways of Implementation

Stage 1: Students and lecturer will brainstorm criteria for the assessment of an intervention plan.
Stage 2: Mutually agreed upon criteria will serve as a guide for developing the intervention plan.
Stage 3: Developing the intervention plan according to pre-determined criteria.
Module 4: Implementing Small-Scaled Project (Stage 5 PBL)

Length of Module
Sessions 10–12
Classroom hours: 6 hours
Study hours (at home): 2 hours.

Rationale for this Module

Service learning integrates community service with academic study to enrich learning, teach social responsibility, and strengthen communities. Service learning combines learning with service to the community. It fosters mutual respect and caring between students and their surroundings. The best-practice model for service learning incorporates the Problem Solving process. The highest level of service learning involves students becoming aware of, exploring, and becoming engaged in their community, making a positive difference by implementing an action plan. The implementation of an action plan, even on a small scale, involves a high degree of service, produces a broader impact and the highest degree of learning, which fosters reciprocity between the students and the community.

Objectives
Students will:
1. Work together to implement an intervention plan.
2. Follow the stages of implementation.

Learning Outcomes

- Students will be able to work together to follow an intervention plan.
- Students will be able to meet the goals of the plan.
- Students will work together in order to implement the plan successfully.

Teaching Methodologies

Problem Based Learning (stage 5) and implementation stage Project-Based Learning
Ways of Implementation

Students will work in groups to implement their intervention plans in the college/university. Implementation could vary by lecture and class decision to pre-determine the three best intervention plans and focus on them. In this case, a process of selecting the best plans should take place prior to implementation. All students then become committed to the three chosen plans, and extensive thinking must follow on how each group and individual will contribute to the process of implementation. All students, using both variations of implementation, need to fill out a reflection sheet assessing the progress, outcomes, and effectiveness of the intervention plan.

Sources and References:

Module 5: Assessment, Reflection and Future Thinking (Stage 6 PBL)

Length of Module
Sessions 13–14
Classroom hours: 4 hours

Rationale for this Module

Assessment, reflection and future thinking are crucial to the whole process of problem solving. By assessing the process of problem solving, students review and develop awareness of the importance of following the steps of problem solving in order to reach the best solution and develop a meaningful intervention plan. Assessment of the intervention plan itself and ways of implementation forces students to analyze, synthesize and evaluate the scope and effectiveness of the plan and the way it was implemented pointing out success and some difficulties. An important perspective that should be addressed is future thinking. Future thinking takes the process to a higher level of trying to predict, based on experience, how this plan will or needs to be developed in the near or far future. This kind of thinking is usually practiced by experts. Reflection on the characteristics developed during the course and personal evaluation of its contribution will help students realize how the problem solving process could be utilized and transferred to other areas of life.

Objectives
Students will:

1. Review and present the process of problem solving
2. Assess the process and plan
3. Consider future options for sustainability or improvement of intervention
4. Reflect on the leadership characteristics acquired throughout the process

Learning Outcomes

- Students will be able to assess the small-scale intervention program from personal and group perspectives.
- Students will be able to reflect on their own experience.
- Students will be able to think towards the future about their small-scale intervention program and their own leadership qualities.
Teaching Methodologies
Problem-Based Learning (stage 6)
Future thinking

Ways of Implementation

Students will present the process of problem solving stages 1–5 including the intervention plan and relate to insights, assessment of the whole process, assessment of the intervention plan, and its implementation. They will also be asked to relate to future steps or additional intervention plans that should follow in order to continue and solve the problem, or improve effectiveness of the intervention.

Discussion: What skills have been practiced and developed in this course, and reflection on transfer to other areas of study.

Sources and References

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