

Bahrain Polytechnic



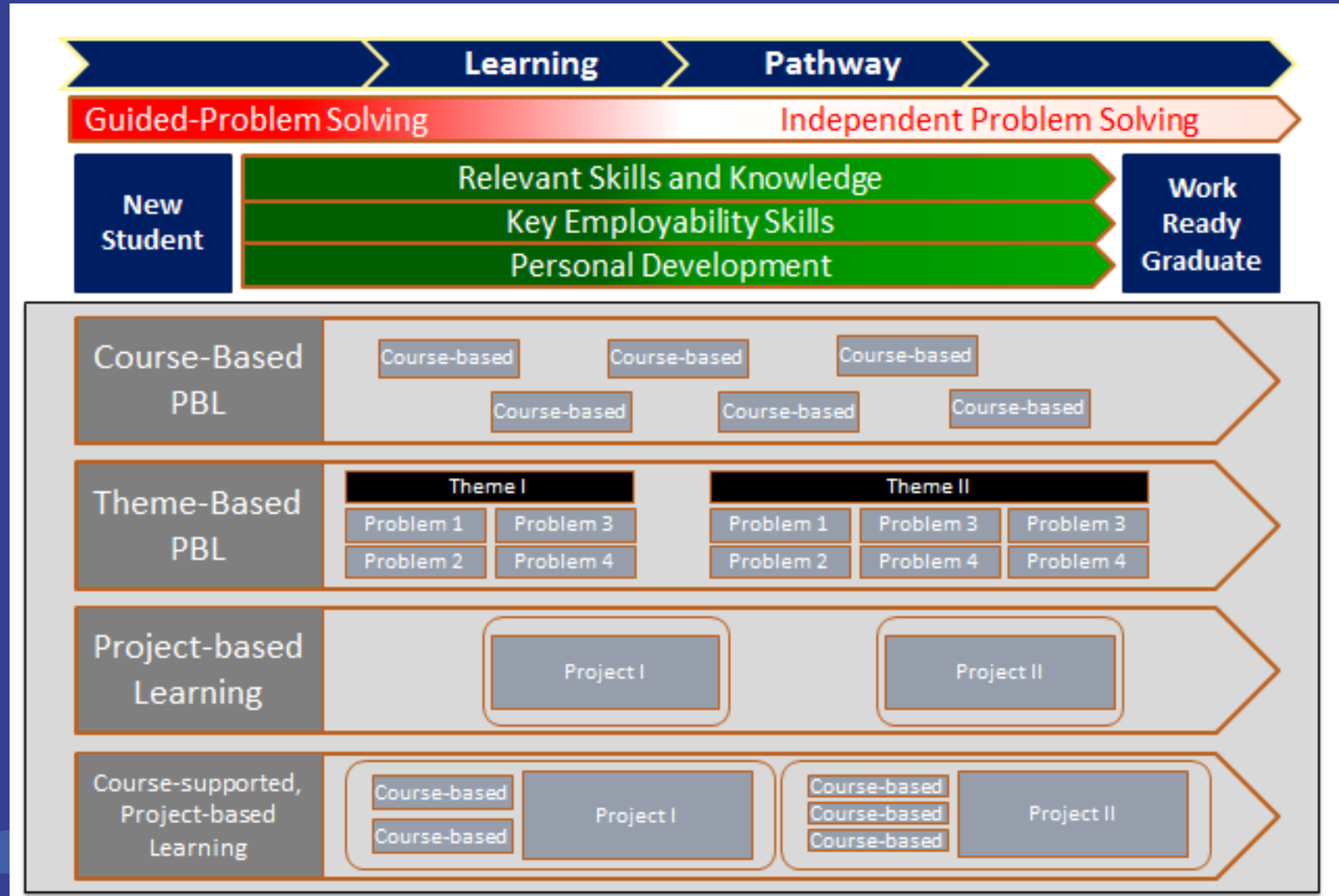
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Tutor Reflection on the Effectiveness of PBL in an Introductory Finance Course

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Bahrain Polytechnic PBL Model



Study Aims

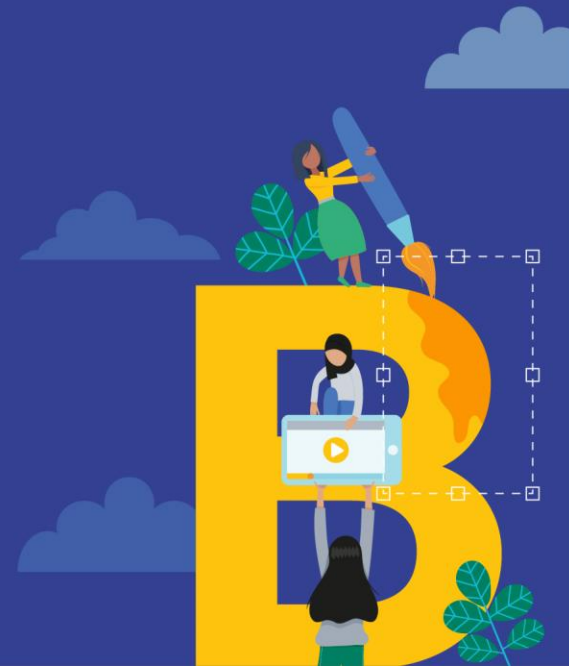
To analyze the effectiveness of PBL in Introductory course in Finance through:

- Tutor Reflections
- Student Feedback and Reflection
- Student attainment measured by marks/grades



METHODOLOGY

- Primary Research
 - Action Research
 - Data Collection
 - Surveys
 - Reflection Log
 - Assessment marks
- Secondary Research
 - Literature Review
 - Document Review



Primary Research

- Action research by implementing PBL in one of the two Introduction to Finance courses, the other followed was a SCL activity based class.
- Each class had 22 students – one was SCL the other PBL
- Survey at the beginning was given to each student, a short reflection on how they felt was collected at the end of the course



Literature Review

Multidisciplinary studies on the effectiveness of PBL have been done with different results and the debate continues.

Grades and exams have been used to test PBL effectiveness and for long term retention of information.

(Colliver 2000; Norman and Schmidt 2000; Kirschner et al. 2006; Schmidt et al. 2007; Hartling et al. 2010; Schmidt et al. 2012).

CILOs

Lecturing

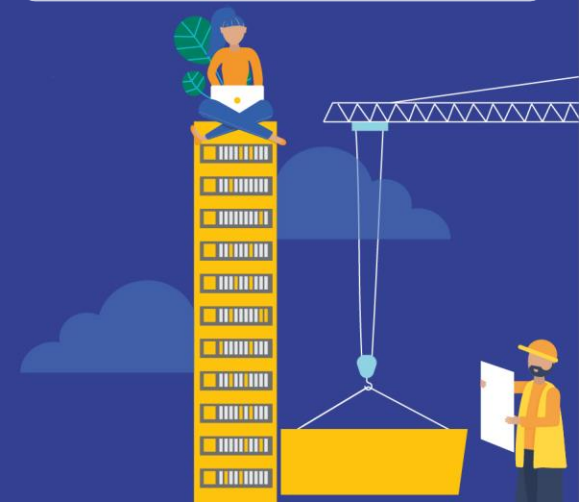
Cognition at different levels

Examination

PBL/ PrjBL

Knowledge/ Skills/ Attributes

(Process & skills)Project/ case/ (Knowledge) Exam



Literature Review

Four progress test results on medical students of three medical schools were analyzed. Two schools had PBL driven curricula, and the third one had a traditional curriculum (TC). It was concluded that students of the two PBL curricula showed a substantially better long-term knowledge retention than TC students.

(Penninga et al., 2013)

Mean of Oral Comprehensive Exams Scores for dental students scores under PBL and TC was not significantly different between batches; however, the Science and Medical Knowledge component score was significantly better for the PBL class.

(Login, 1997)



Action Research

In groups, discuss and write what challenges do you face as academics, teachers, instructors in class.

How do you feel about these challenges?

(5 Minutes)



Action Research

If you were provided the below LOs;

At the end of the course the you will be able to:

- explain the primary goal of financial management;
- describe how stocks and bonds function and their effect on corporate structure;
- explain how financial managers use the financial statements to make better informed decisions;

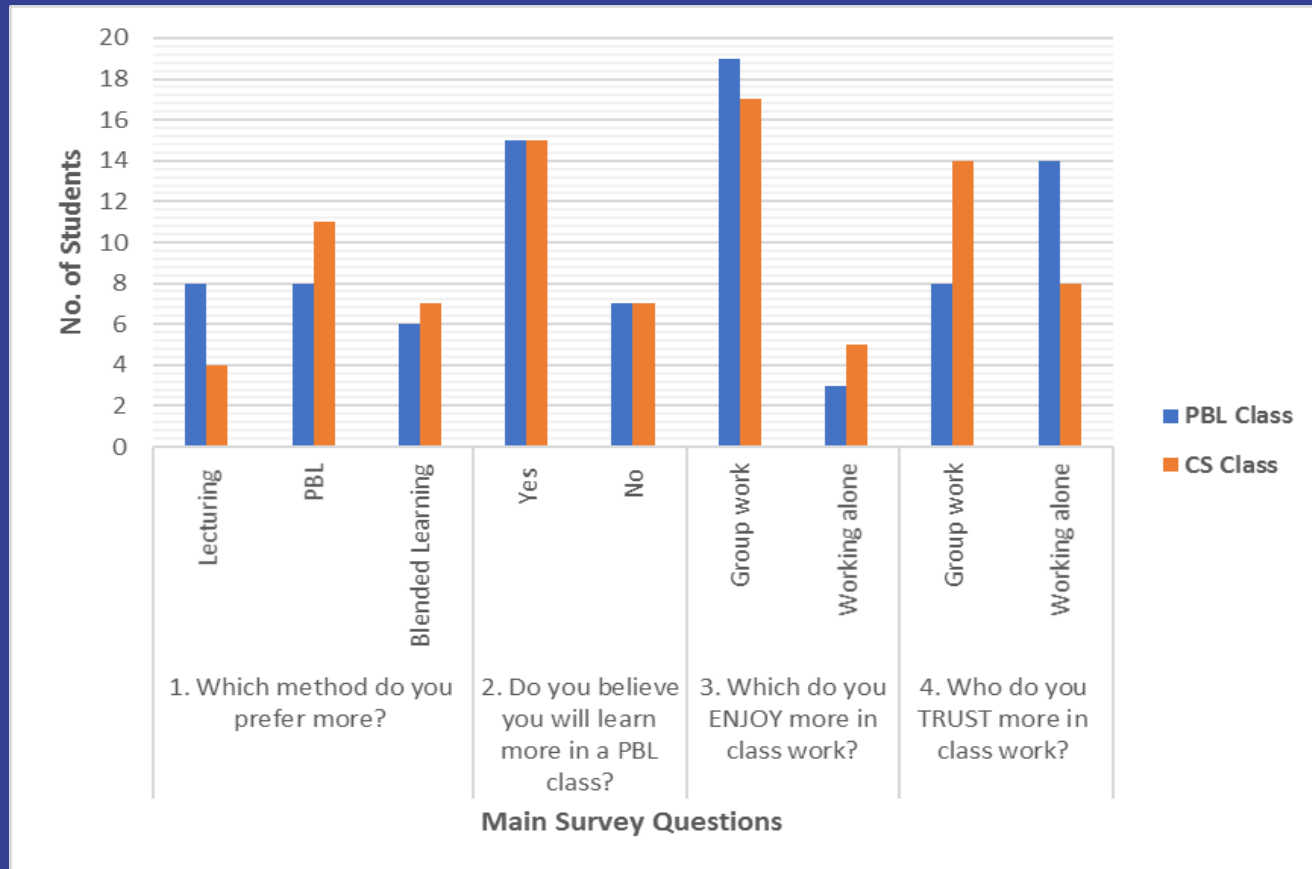
Design a Problem you believe would achieve the above three learning outcomes?

(5 Minutes)



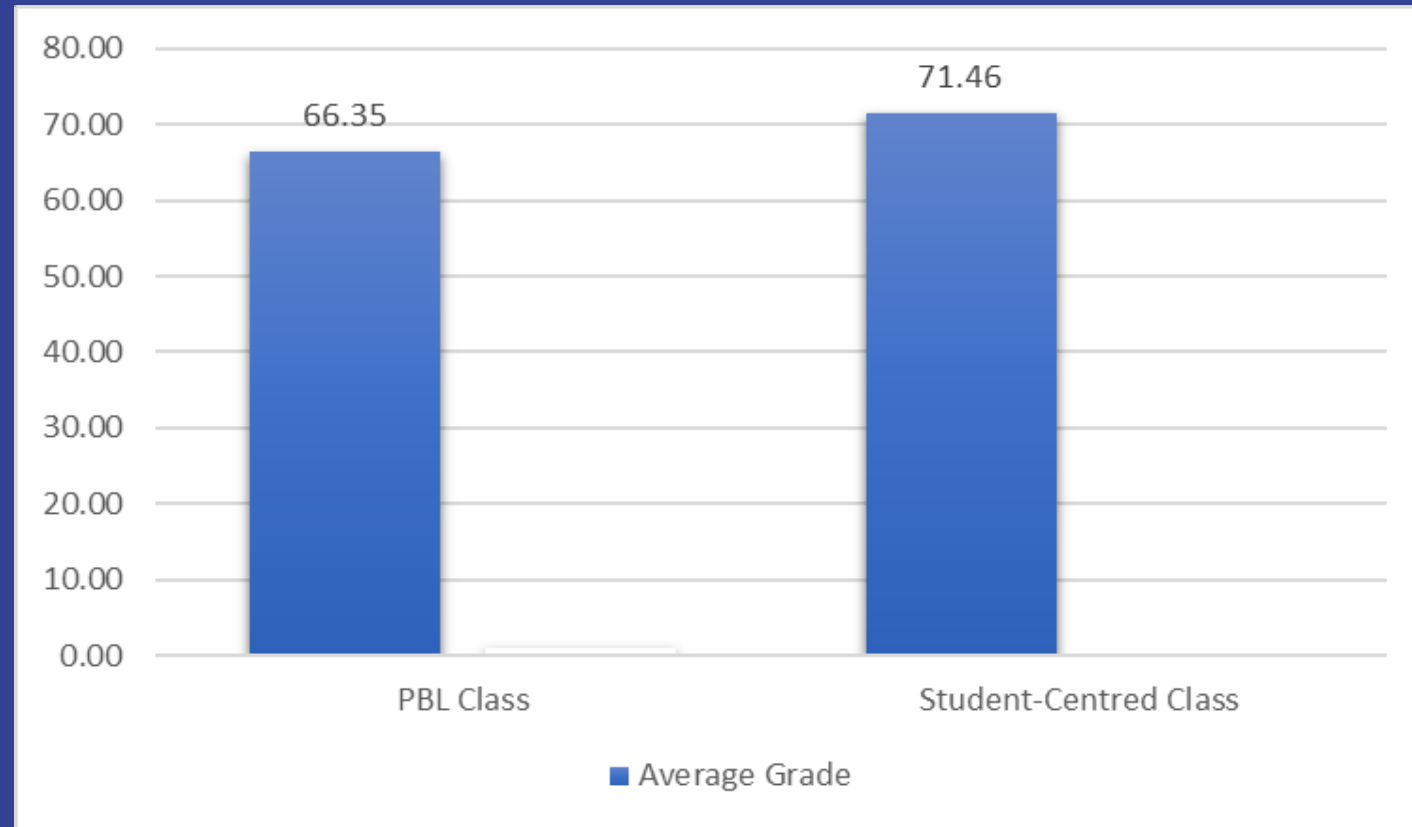
Findings – Student’s Survey

Student’s opinion on the effectiveness of PBL at the beginning



Findings

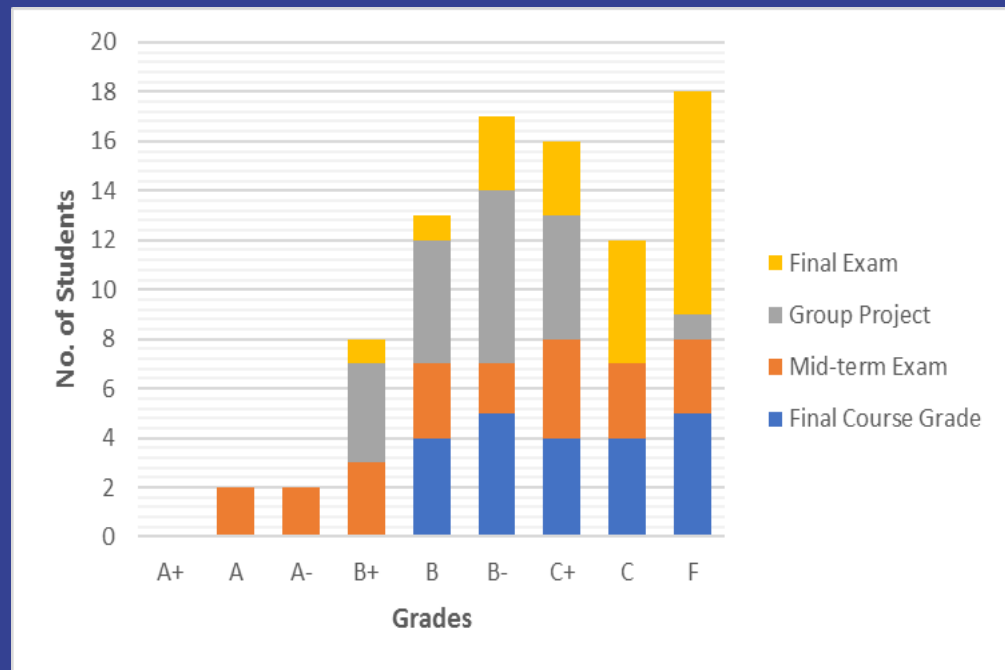
Final Average Grades



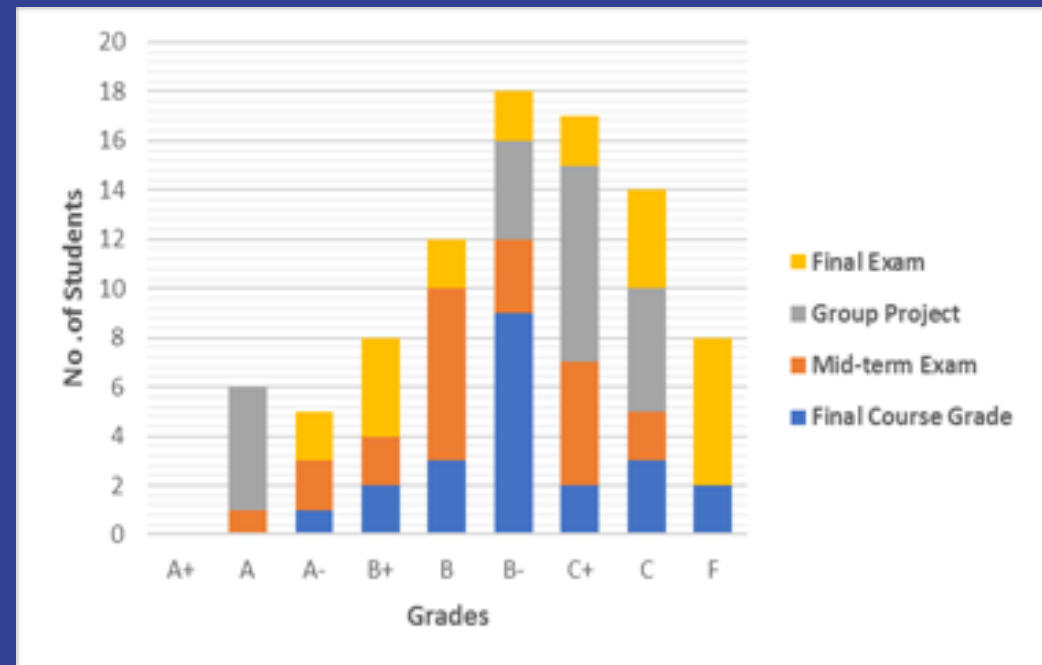
Findings

Final Marks in each assessment

PBL Class



SCL Class



Findings – Students feedback

Their feedback in class as noted by tutor in the reflections and anonymous end of semester survey

- “Why don’t you just tell us the answer?”
- “We don’t understand”
- “I am studying all on my own as I don’t understand in class”
- “Why am I not paid to do this work”
- “It’s only done in this course, not in other courses!”

Students Reflection (PBL Class)

Strengths

- Great sessions.
- Good to work in groups.
- Everything is good and clear.
- Good learning was achieved.

Weaknesses

- Explaining sessions more and less PBL work as I don't understand.
- Need more practice quizzes instead of doing the case that will not benefit us on the exam.
- Cancel PBL.
- Some students do not cooperate.
- PBL is BAD. It's a waste of time.
- Sometimes there is an excessive amount of work that felt not necessary, such as presentations.

Students Reflection (SC Class)

Strengths

- Theoretical part is very clear.
- The projects were structured in a very good way that made them fun.
- Everything is good and clear.
- Good learning was achieved.
- The classes were fun.

Weaknesses

- Practical part need more elaboration.
- Need to explain the topic before making us answer questions.
- The semester is too short and there are other courses that requires group work on projects as well.

Tutor Reflections on PBL Class

Positives:

- More collaboration, it got louder
- Tasks were being completed faster than the other class
- A case of 'tough love'
- Listening to seniors, knew we were doing the right thing
- End of course survey results showed student awareness (75% response rate):
 - 97% agreed the course encouraged them to take responsibility for their learning
 - 93% agreed amount of work for the course was manageable
 - 86% believed it was well organized

Tutor Reflections on PBL Class

Challenges:

- Time: fear of not covering the curriculum
- Dealing with constant student complaints
- Dealing with many issues at once: discomfort within groups; understanding the problem
- Language: English as second language and Finance as a third language
- Linking content to the Problem, it was done with a lot of scaffolding and was broken into small deliverables
- Resource limitations
- Students not doing tasks out of class: slowed the process more

Reflection Exercise

- How would you have conducted this research?
- What would you have done differently?

(5 Minutes)

Limitation/ Further Study

- To examine external factors impacting students final grades (ie what majors are they planning to take, are they repeating the course?)
- Students motivation levels and buy-in into PBL.
- Impact of resource limitation on PBL's effectiveness

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Thank you Questions?

