The Challenge Of Problem Based Learning

The Challenge of Problem-based Learning-David Boud 1998 First Published in 1998. Routledge is an imprint of Taylor & Francis, an informa company.

The Challenge of Problem-based Learning-David Boud 2013-11-26 Problem-based learning is a way of constructing and teaching courses using problems as the stimulus and focus for student activity. This edition looks at the topic in the light of changes since the first edition (1991). There are new chapters on the impact of PBL, and inquiry and action learning.

Problem-Based Learning Online-Savin-Baden, Maggi 2006-08-01 The book provides research-based information about the realities of setting up and running problem-based programmes using technology in a variety of ways. It also captures the diversity of use of technology with PBL across disciplines and countries, providing vital input into the literature on the theory and practice of PBL online.

New Approaches to Problem-based Learning-Terry Barrett 2010-10-04 Problem-based learning (PBL) is a pedagogical approach that has the capacity to create vibrant and active learning environments in higher education. However, both experienced PBL practitioners and those new to PBL often find themselves looking for guidance on how to engage and energise a PBL curriculum. New Approaches to Problem-based Learning: Revitalising your Practice in Higher Education provides that guidance from a range of different, complementary perspectives. Leading practitioners in the field as well as new voices in PBL teaching and learning have collaborated to produce this text. Each chapter provides practical and experienced accounts of issues and ideas for PBL, as well as a strong theoretical and

evidence base. Whether you are an experienced PBL practitioner, or new to the processes and principles of PBL, this book will help you to find ways of revitalising and enriching your practice and of enhancing the learning experience in a range of higher education contexts.

What If?-Ronald A. Beghetto 2018-08-28 If a fundamental goal of schooling is to prepare young people for the unknowable future, why do we assign students so many clearly defined tasks with predetermined solutions? According to educator and creativity expert Ronald A. Beghetto, the best way to unleash students' problem solving and creativity—and thus prepare them to face real-world problems—is to incorporate complex challenges that teach students to respond productively to uncertainty. In this thought-provoking book, Beghetto explains How to foster "possibility thinking" to help students open up their thinking in creative, sometimes counterintuitive ways. The process of lesson unplanning, a way of transforming existing lessons, activities, and assignments into more complex classroom challenges. Four basic action principles that teachers and students can use to design and solve complex challenges both inside and outside the classroom. The steps for creating legacy challenges, which require students to identify a problem, develop a solution, and ensure that their work makes a lasting contribution. With planning forms and detailed sample activities, this practical guide will enable teachers at every grade level to design a full range of challenges in any subject area. Invite uncertainty into your classroom—and discover what your students are capable of.

The Wiley Handbook of Problem-Based Learning-Mahnaz Moallem 2019-04-23 The first book to offer an in-depth exploration of the topic of problem-based learning with contributions from international experts The Wiley Handbook of Problem-Based Learning is the first book of its kind to present a collection of original essays that integrate the research and practice of problem-based learning in one comprehensive volume.

With contributions from an international panel of leading scholars, researchers, practitioners and educational and training communities, the handbook is an authoritative, definitive, and contemporary volume that clearly demonstrates the impact and scope of research-based practice in problem-based learning (PBL). After many years of its successful implementation in medical education curricula, problem-based learning is now being emphasized and practiced more widely in K-12, higher education, and other professional fields. The handbook provides timely and stimulating advice and reflection on the theory, research, and practice of PBL. Throughout the book the contributors address the skills needed to implement PBL in the classroom and the need for creating learning environments that are active, collaborative, experiential, motivating and engaging. This important resource: Addresses the need for a comprehensive resource to problem-based learning research and implementation Contains contributions from an international panel of experts on the topic Offers a rich collection of scholarly writings that challenge readers to refresh their knowledge and rethink their assumptions Takes an inclusive approach that addresses the theory, design, and practice of problem-based learning Includes guidelines for instructional designers, and implementation and assessment strategies for practitioners Written for academics, students, and practitioners in education, The Wiley Handbook of Problem-Based Learning offers a key resource to the most recent information on the research and practice of problem-based learning.

Problem-based Learning-Dorothy H. Evensen 2000-01-01 This volume collects recent studies conducted within the area of medical education that investigate two of the critical components of problem-based curricula--the group meeting and self-directed learning--and demonstrates that understanding these complex phenomena is critical to the operation of this innovative curriculum. It is the editors' contention that it is these components of problem-based learning that connect the initiating

"problem" with the process of effective "learning." Revealing how this occurs is the task taken on by researchers contributing to this volume. The studies include use of self-reports, interviews, observations, verbal protocols, and micro-analysis to find ways into the psychological processes and sociological contexts that constitute the world of problem-based learning.

Problem-Based Learning In Higher Education: Untold Stories-Savin-Baden, Maggi 2000-04-01 This book discloses ways in which learners and teachers manage complex and diverse learning in the context of their lives in a fragile and often incoherent world. It explores both the theory and the practice of problem-based learning and considers the implications of implementing problem-based learning organizationally.

Problem-based Learning-Peter Schwartz 2013-10-11 Problem-based learning (PBL) is becoming widely used in higher education. Popular in the medical sciences, PBL is now finding applications beyond - in engineering, sciences and architecture - and is widely applicable in many fields. It is a powerful teaching technique that appeals to students and educators alike. This book will be of great value to those who want to improve their use of PBL and for those who want to learn more and implement it. It provides compelling accounts of experiences with PBL from eight countries including the UK, US, Canada, Australia and New Zealand, and gives readers the opportunity to understand PBL and to develop strategies for their own curriculum, in any subject and at many levels.

Problem-Based Learning in Higher Education: Untold Stories-Maggi Savin-Baden 2000-04-16 Problem-based learning is becoming increasingly popular in higher education because it is seen to take account of pedagogical and societal trends (such as flexibility, adaptability, problem-solving and critique) in ways which many traditional methods of learning do not. There is little known about what actually occurs inside problem-based curricula in terms of staff and student 'lived experience'. This book

discloses ways in which learners and teachers manage complex and diverse learning in the context of their lives in a fragile and often incoherent world. These are the untold stories. The central argument of the book is that the potential and influence of problem-based learning is yet to be realized personally, pedagogically and professionally in the context of higher education. It explores both the theory and the practice of problem-based learning and considers the implications of implementing problem-based learning organizationally. "Problem-based learning is contested and murky ground in higher education. In her study, Maggi Savin-Baden clears the thickets, offering a bold ambitious framework and, in the process, gives us a compelling argument for placing problem-based learning in the centre of higher education as an educational project. It is a story not to be missed." - Professor Ronald Barnett "This is a challenging and very worthwhile read for anyone concerned with the future of higher education, and issues of teaching and learning. The metaphor of 'untold stories' is powerfully explored at the level of staff and student experience of problem-based learning." - Professor Susan Weil

The Power of Problem-based Learning-Barbara J. Duch 2001 Problem-based learning is a powerful classroom process, which uses real world problems to motivate students to identify and apply research concepts and information, work collaboratively and communicate effectively. It is a strategy that promotes life-long habits of learning.

The University of Delaware is recognised internationally as a centre of excellence in the use and development of PBL. This book presents the cumulative knowledge and practical experience acquired over nearly a decade of integrating PBL in courses in a wide range of disciplines.

This ""how to"" book for college and university faculty. It focuses

on the practical questions which anyone wishing to embark on PBL will want to know: ""Where do I start?""–""How do you find problems?""–""What do I need to know about managing groups?""–""How do you grade in a PBL course?""

The book opens by outlining how the PBL program was developed at the University of Delaware--covering such issues as faculty mentoring and institutional support--to offer a model for implementation for other institutions.

The authors then address the practical questions involved in course transformation and planning for effective problem-based instruction, including writing problems, using the Internet, strategies for using groups, the use of peer tutors and assessment. They conclude with case studies from a variety of disciplines, including biochemistry, pre-law, physics, nursing, chemistry, political science and teacher education

This introduction for faculty, department chairs and faculty developers will assist them to successfully harness this powerful process to improve learning outcomes.
The Challenges of Educating People to Lead in a Challenging World-Michael K. McCuddy 2007-06-10 This volume explores the challenges of educating professionals to succeed in a complex, uncertain and global business world. The book contains intellectual concepts and practical advice from leaders in innovative education around the globe. It will help educators and the educational enterprise become more innovative, efficient, and effective in addressing the teaching/learning challenges associated with helping students prepare to face their own challenges.
Problem-based Learning in Nursing-Sally Glen 2017-03-14
Problem-Based Learning-Howard S. Barrows, MD 1980-03-15 In this book, the authors address some basic problems in the

learning of biomedical science, medicine, and the other health sciences. Students in most medical schools, especially in basic science courses, are required to memorize a large number of "facts," facts which may or may not be relevant to medical practice. Problem-based learning has two fundamental postulates--the learning through problem-solving is much more effective for creating a body of knowledge usable in the future, and that physician skills most important for patients are problem-solving skills, rather than memory skills. This book presents the scientific basis of problem-based learning and goes on to describe the approaches to problem-based medical learning that have been developed over the years at McMaster University, largely by Barrows and Tamblyn.

Technology and Problem-based Learning-Lorna Uden 2006-01-01 "This book is aimed at educators who may be considering introducing problem-based learning and need to know what it involves, its benefits and the practical details of how to implement it"--Provided by publisher.

A Practical Guide to Problem-Based Learning Online-Maggi Savin-Baden 2007-12-28 Problem-based learning online is a burgeoning area, crying out for support in all the disciplines, but particularly health, medicine, education and social care that are already advanced users of problem-based learning in higher education. This book provides highly grounded research based ways for those wanting to change problem-based learning modules and programs from face to face to online approaches, as well as those who have developed e-learning components but who want to adopt problem-based methods. Providing an overview of the current state of problem based learning online, it examines why we're moving from fact to face to online provision, considers existing forms of provision, outlines common mistakes and strategies to avoid future problems, and shows how to effectively facilitate learning. Illustrated by mini case studies and examples of international projects, it provides guidance on effective design,

online collaboration and group dynamics, and explores the common, and complex, decisions faced when choosing which form of problem-based learning to adopt. Including practical information and resources for games and activities, scenarios of problem-based learning in the different disciplines, advice for supporting staff and students, and effectively evaluating the tools, skills and pedagogy needed for learning, this book is an essential guide for all practitioners involved in the design and delivery of problem based learning online.

Problem Based Learning in Health and Social Care-Teena Clouston 2010-04-26 Problem Based Learning in Health and Social Care offers a practical insight into the opportunities, benefits and challenges of using problem based learning (PBL) in health and social care education and also student directed learning (SDL) as a learning and teaching tool. It represents a collection of practical and emerging concepts in terms of how to do PBL and SDL and considers the practical barriers and solutions, challenges to self awareness and finally future potentialities and directions for learning.

Educational Change towards Problem Based Learning: An Organizational Perspective-Huichun Li 2013-11-29 As a promising educational approach, PBL (Problem Based Learning) has been adopted by an increasing number of higher education institutions worldwide to replace the traditional lectured based educational approach. However, the organizational change towards PBL is not easy for higher education institutions, especially for those with a long history of Lecture Based Learning. Therefore, it is necessary to investigate the challenges and obstacles for higher education institutions which are implementing PBL. In order to address the research concern, this book involves in an intensive exploration of two universities which are transforming their traditional educational approaches to PBL. Specifically, this book is concerned with how managers, staff members, and students interpret PBL and its implementation. It reveals that the

challenges for implementing PBL are closely linked to organizational members' conception of PBL, social learning and motivation at the university. The conclusions are specified as: firstly, the organizational members' understanding of PBL and social learning are quite diverse, and some of them are not consistent with the managerial attempts. They may create huge tensions or chaos at the university, depending on which strategy the mangers have employed. Further, the organizational members' understandings of PBL are more concerned with teaching and curriculum design rather than learning, which should be highlighted within PBL context. Besides, staff members have to struggle between different roles due to the complexity of the university in modern society, and some tasks such as researching will distract them from participating in teaching activities and thus undermine PBL implementation. Finally, the university has to make reflections on how to keep a balance between the use of normative approaches to guarantee organizational effectiveness and the intention of giving staff more freedom to make innovations and create new possibilities. Problem-based Language Learning and Teaching-Loghman Ansarian 2018-07-21 This book investigates how problem-based learning can be implemented in language classes and how it can bring about a change in language learners' understanding of the foreign language. Based on empirical evidence, it provides readers with the theoretical background of this interdisciplinary approach in education, discusses the challenges that language teachers might encounter while implementing this approach in language classes, and offers procedures for employing the method. It also clarifies the difference between collaborative learning and problem-based learning in which certain dynamics are at work. It is of interest to researchers and instructors in cognitive learning, task-based language teaching, and content-focused courses. Challenging Research In Problem-Based Learning-Savin Baden,

Maggi 2004-09-01 This work provides an international perspective based on research undertaken by lecturers who use problem-based learning and shows the flexibility of problem-based learning as an educational strategy.

Enhancing Teaching in Higher Education-Peter Hartley 2005 "Enhancing Teaching in Higher Education addresses major issues for learning and teaching in higher education today and will be a reliable source of advice and ideas for new and experienced lecturers wanting to improve their students' learning."--Jacket.

Problem-Based Learning in a Health Sciences Curriculum-Christine Alavi 2002-09-11 Problem-based learning places the student at the centre of a process which integrates what is learned in a lecture with what the student actually experiences in practice. The authors of this book use their experience of designing and implementing such a course to offer detailed examples of strategies that work, and show how the approach can be adapted to individual curriculum needs. Including key chapters on facilitation, clinical practice, assessment and evaluation, Problem-Based Learning in a Health Sciences Curriculum will be inspiring reading for all those who want to explore and extend their teaching methods and motivate their students to acquire real knowledge with enjoyment.

Animal bioethics-M. Marie 2005-05-30 Nowadays there are widespread ethical concerns about animal production and our treatment of animals. This book is the first to specifically examine these issues from an educational perspective. With 19 chapters written by 31 authors experienced in this field and coming from 11 European countries, this book will be of great value to veterinary, agronomy and science students and teachers. It will also be of use for everyone interested in developing moral reasoning and communication skills relative to ethics, whether animal centred or in a broader sense. The first part of the book is devoted to in-depth analyses of historical, philosophical, religious and cultural perspectives as well as of the driving forces in action.

This enables readers to develop a good understanding of the ethical principles related to human-animal relationships, and their dynamics. In the second part, teaching objectives, strategies and methods are analysed, resulting in a conceptual framework for education in this area. Concrete suggestions are given to be applied in teaching, training and communication. This provides a basis for curricula development, including appropriate principles, content and examples. A detailed syllabus is proposed in the case of animal welfare, including its rationale and extensive sources of information. The methods proposed, in their varying degrees of complexity involve active processes, mainly founded on case studies and problem-based learning. This will contribute to a necessary sharing of experience and the spreading of good practice.

Problem-Based Learning in Teacher Education-Margot Filipenko 2015-12-15 This book offers readers a comprehensive understanding of problem-based learning (PBL) in teacher education. Featuring the perspectives of experienced teacher educators, it details the strengths of problem-based learning pedagogy as well as identifies continuing challenges and future possibilities. The book explains the goals, content, processes and strategies of a successful and longstanding problem-based learning teacher education program at the University of British Columbia. It features contributions from tutors, faculty, school administrators, faculty advisors, school advisors, librarians and pre-service teachers who share their perspectives about problem-based learning as a robust and exciting approach for teaching and learning. Overall, the contributors to the book discuss the history of the program, its implementation and future directions. In the process, readers discover the ways that problem-based learning has succeeded in preparing educators to teach diverse learners and acquire the professional dispositions necessary for teaching in today's multilingual/multicultural classrooms.

Simulations and Games for Emergency and Crisis Management-

John Rolfe 1998 In this volume, consideration is given to exploring ways in which interactive training can be used to improve the planning for and response to emergency situations. The practical use of simulations and games is examined within : the emergency services, industry, business, health and education. Transforming Nursing Education Through Problem-based Learning-Elizabeth Rideout 2001 With the growing interest in problem-based learning among nurse educators worldwide comes the need for a book that will be a comprehensive guide and resource for anyone considering its implementation in nursing education. This book is that resource. Its strength is its integration of relevant theory, research, and practical information. It is an invaluable resource for nursing faculty contemplating the use of the problem-based learning model.
A Problem-based Approach for Management Education-Philip Hallinger 2007-05-22 This book describes the use of problem-based learning (PBL) in management education. The authors draw upon their experience in using PBL in a broad array of management education programs at the Bachelor, Master, Doctoral and Executive levels, in North American and in Asia. The book explores how PBL can make knowledge about management locally relevant, and clarifies how PBL can enable students to apply their knowledge to real problems.
Foundations Of Problem-Based Learning-Savin Baden, Maggi 2004-08-01 This title outlines different approaches to problem-based learning, suggests reasons for its growth and details its use across all disciplines.
Facilitating Problem-Based Learning-Savin-Baden, Maggi 2003-06-01 An exploration of a broad range of issues relating to facilitation. It investigates understandings of facilitation; ways of equipping and supporting staff in terrestrial and virtual contexts; and ways of designing problem-based curricula that enhance learning.
The Routledge International Handbook of Higher Education-

Malcolm Tight 2009-06-03 This volume is a detailed and up-to-date reference work providing an authoritative overview of the main issues in higher education around the world today. Consisting of newly commissioned chapters and impressive journal articles, it surveys the state of the discipline and includes the examination and discussion of emerging, controversial and cutting edge areas.

Challenges of Information Technology Education in the 21st Century-Cohen, Eli B. 2001-07-01 Challenges of Information Technology Education in the 21st Century strives to address a variety of pertinent questions surrounding the rapidly changing area of IT education, such as: What topics are important for the 21st Century? How does the Internet change the task of teaching? What is the role of the professor in a world of online learning? This exciting book will be an invaluable resource for educators in the field of information technology.

Clinical Pharmacy Practice Vol 01-Ms. Diana Laila Rahmatillah

Models of Science Teacher Preparation-D.R. Lavoie 2006-04-11 This unique, edited book is a must for science educators who desire to improve upon traditional methods for science teaching and learning. It provides background, theoretical research-based frameworks, guidelines, and concrete examples for the implementation and assessment of innovative models of science learning, teaching, and professional preparation.

Designing Problem-Driven Instruction with Online Social Media-Kay Kyeong-Ju Seo 2012-02-01 Designing Problem-Driven Instruction with Online Social Media has the capacity to transform an educator's teaching style by presenting innovative ways to empower problem-based instruction with online social media. Knowing that not all instructors are comfortable in this area, this book provides clear, systematic design approaches for instructors who may be hesitant to explore unchartered waters and offers practical examples of how successful implementations can happen. Furthermore, it is a reference for instructors who

need to solve issues that occur when developing a class utilizing problem-driven instruction with online social media. With the recent exponential growth of Twitter and Facebook, the potential for social media as an educational venue brings an urgent call for researchers to increase their concentration in this area to investigate further the educational possibilities of this format. These factors combined illustrate the mission of this book that is to enable instructors in the areas of instructional design, multimedia, information science, technology, and distance learning to have an evidence-based resource for this underexplored niche in instruction.

Authentic Problem Solving and Learning in the 21st Century- Young Hoan Cho 2015-08-12 With the rapid changes in the social, political, economic and technological landscape around the world, today's learners face a more globally competitive job market after leaving school. The 21st century, which is characterized by the emergence of knowledge-based societies, expects learners to be comfortable in dealing with ambiguities and complexities in the real world and to be able to use knowledge as a tool at their workplace. This book will help readers develop an in-depth understanding of authentic problem solving and learning, and how it can be used to make a difference in their school or learning communities for the development of 21st century competencies. Comprising 20 chapters written by Singapore-based and international authors, the book is organized into three themes: authentic problems, authentic practices, and authentic participation. It details innovative school practices (e.g. productive failure) concerning the design of problems, learning activities, learning environments, and ICT tools for authentic problem solving and learning. Along with theoretical explanations of authentic learning processes and outcomes, the book also elucidates how students learn by generating and exploring solutions to complex problems and which cognitive functions are needed at different stages of problem-based learning. Presenting

coherent descriptions of instructional design principles, successful cases and challenges encountered in K-12 schools and learning communities, the book provides useful information, new insights, and practical guidance for school directors, parents, teachers and researchers seeking to develop authentic learning environments for 21st century learners.

Management of Change-Erik de Graaff 2006-12 Problem-Based Learning (PBL) and Project-Based Learning are teaching methods based on principles of student-centred learning, which target an interdisciplinary engineering curriculum. The transition from strictly traditional approaches in engineering education represents significant opportunities for change. Currently many engineering institutions in different countries all over the world exploit these opportunities for change as they move from the traditional paradigm towards the techno-science paradigm by implementing project-organised and PBL models. This book addresses the need for more structured information on the implementation process, in particular in existing engineering schools and it aims to put together on overview of examples of the introduction of PBL formats in Engineering. Concrete case histories serve as a basis for inspiration for further development but also deeper insight in the understanding of implementing change.

One-Day, One-Problem-Glen O'Grady 2012-04-13 One-day, one-problem is a unique adaptation of problem-based learning (PBL) pioneered at Republic Polytechnic, Singapore. Here students are challenged each day with a problem from their domain and attain the necessary learning outcomes in the process of responding to the problem. Throughout the day students would engage in small group discussions, self-directed learning and conversations with their teacher who plays the role of a facilitator. This approach to learning and instruction represents a new brand of constructivist learning in a more structured learning environment compared to conventional PBL. This book contains a series of chapters by

authors with first-hand experience in the One-day,one-problem PBL approach. Unlike other books on PBL, the chapters are both research-informed and practical. Results of empirical studies into the factors of PBL such as quality of problems, tutor behaviours, scaffoldings, student learning and interest are discussed together with practical implications for the educator. The book begins with an overview of the one-day, one-problem process, providing a viewpoint from both the student and tutor. Republic Polytechnic's pedagogical philosophy and epistemological belief of education are introduced with the intent to share how the polytechnic designed and implemented a system that supports the philosophical beliefs. Results and practical implications of empirical studies on the various factors that influence students' learning in PBL are discussed. These include the quality of problems and the use of scaffoldings for students' learning, tutors as facilitators, preparation of staff for PBL, student assessment, how students learn in the process of PBL and student interest.
The Science and Art of Education-Joseph Payne 1876
EBOOK: Problem-based Learning Online-Maggi Savin-Baden 2006-08-16 "This book makes a great shot at disentangling the challenge of the diversity of learning technologies and their intricate association with pedagogical approaches. The terms used by the book – combining, uniting and interrelationships – in some ways underplay the major challenges it poses. Have a good read of it – and most importantly try out some ideas." Gilly Salmon, Professor of E-learning & Learning Technologies, Beyond Distance Research Alliance "This [book] represents a significant collection of papers which, I am sure, will help inform the development of an online pedagogy for problem-based learning." Michael Prosser, Director Research and Evaluation, Higher Education Academy "The studies presented in this book are evidence informed and theoretically framed in ways that promise to advance our understanding of these complex areas. This collection will be an invaluable read for anyone involved in PBL

and/or e-learning in higher education. " Glynis Cousin, Senior Adviser, Higher Education Academy Problem-based Learning Online is the first book to: Address the current issues and debates about problem-based learning (PBL) online together in one volume Present and explore the range and diversity of application of PBL online Examine questions such as how course design and issues of power influence learning in PBL The book provides research-based information about the realities of setting up and running problem-based programmes using technology in a variety of ways. It also captures the diversity of use of technology with PBL across disciplines and countries, providing vital input into the literature on the theory and practice of PBL online. Contributors: Chris Beaumont, Siân Bayne, Chew Swee Cheng, Frances Deepwell, Sharon J. Derry, Roisin Donnelly, Carolyn Gibbon, Cindy E. Hmelo-Silver, Per Grøttum, David Jennings, Ray Land, Karen Lee, Kirsten Hofgaard Lycke, Anandi Nagarajan, Remy Rikers, Frans Ronteltap, Maggi Savin-Baden, Henk Schmidt, Helge I. Strømsø, Andy Syson, Kay Wilkie, Wilco te Winkel.
Interdisciplinarity and Problem-Based Learning in Higher Education-Annie Aarup Jensen 2019-09-14 This book addresses the relation between Problem-Based Learning (PBL) and interdisciplinarity and challenges the often implicit assumption that PBL leads to interdisciplinarity by default. The book examines theoretical and philosophical aspects of PBL and interdisciplinary learning. The first part of the book conceptualises the notions of problem-based learning and interdisciplinary learning, and highlights some key overlaps and ways of conceiving of their interrelatedness. It discusses the role of problem-based medical education in relation to interdisciplinary professionalism in medical education. Taking the reader into the realm of techno-anthropology, the book discusses the role of problems and projects in transgressing disciplines, and presents an analysis of three challenges facing new students

when entering interdisciplinary and problem-based higher education. The second part of the book focuses on practicing interdisciplinarity in problem-based higher education. It explores how the construction of problems in interdisciplinary PBL projects can be seen from the perspectives of multicultural groups, and examines group processes in interdisciplinary PBL projects. It concludes by taking a closer look at student practices in interdisciplinary PBL, and at how students are positioned and position themselves in the complex transdisciplinary PBL project.

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