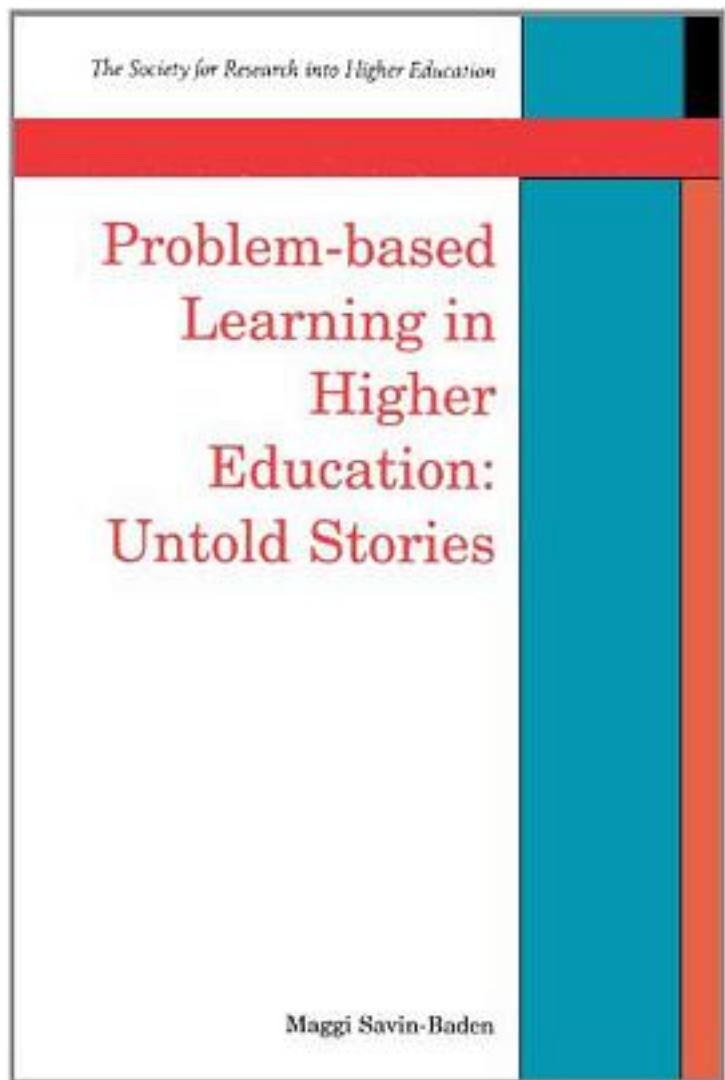


Problem-based Learning in Higher Education



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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 thicket, 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

作者介绍:

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