

Problem-Based Learning with Constructive Alignment

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ABSTRACT

The University Grants Committee (UGC) quoted in its website "UGC-funded institutions should be encouraged to consider adopting outcome-based approaches". It is no doubt that all universities in Hong Kong have a common mission to introduce curriculum models which are student-centered and problem-solving based, emphasize teacher and student interaction, and broaden the learning experience of students. Constructive alignment, introduced by Prof. John Biggs in 1996, emphasizes the three central components of systematical approach to teaching and learning: objectives, teaching method and assessment while problem-based learning is a teaching approach that takes thinking, learning, sharing and applying into account through selected hot and related topics. In this talk, a teaching model in combining problem-based learning and constructive alignment will be introduced. Experience from implementing the model will also be discussed.

Keywords

Assessment; constructive alignment; problem based learning; student learning approach; study process questionnaire