

PBL Checklist

Are you prepared for PBL?

- Can you let go of the lecture and podium?
- Are you willing to guide students to learn without giving all the answers?
- Have you redesigned your syllabus to accommodate PBL?
- Have you defined the course goals and student learning objectives?
- Have the course goals and students learning objectives expanded to reflect the additional benefits of PBL such as communication, teamwork skills, etc.?

What's your problem?

- Have you looked to the news, media, workplace, internet, etc. for "real life" problem ideas?
- Will the problem facilitate learning related to the course goals and objectives?
- Have you considered writing the problem from the student's perspective? What is the student's new role as a participant in solving this problem? Are they a teacher, a consultant, a physician, a professional, a supervisor, a tour guide, an employee, a librarian, a critic, or someone else?
- What is the complexity of the problem? Is it a multi-step problem?
- Will the problem inspire lively debate and conversation?
- What background will be needed by the student to solve the problem? Will the student know where to look for the background information?
- Will the problem result in a tangible product or products that can be assessed for quality?

Are the students prepared to work in groups?

- How will the members of the group be determined? Assigned? Random?
- Do students know how to establish group rules and group member roles?
- How will the students communicate outside of class?
- What power will the group have in determining individual grades?

How will you assess the group?

- What formative assessments will you utilize to assess group progress?
- What summative assessments of the group work will you perform?
- What qualities will a high quality final product include?
- How will you assess these qualities?
- Will the product be shared/presented to the class?
- How will you provide an objective assessment? Do you want to use a rubric?

How will you assess the individuals?

- Will students provide any individual products as a result of the problem solution?
- Will students conduct peer evaluations to assess social, communication, participation skills?
- How will all students be held accountable for the information gained by solving the problem?
- Will each student be responsible for/able to present the group's findings/product/ results?
- Will role-playing help to assess individual learning?

- What other types of individual assessments will you utilize to determine learning?
- What formative assessments (journals, action plans, self and peer evaluations) will you utilize to determine learning?
- What summative assessments (individual products, oral or written, skills assessments) will you utilize to determine learning?