

THE AALBORG PBL MODEL

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Introduction

- Applied since AAU's establishment in 1974
- Students' active role in the acquisition and creation of knowledge
- Redefinition of the role of the teacher in the learning process
- A problem as starting point of learning

Problem and Project Based Learning

One semester – one theme

Project work (15 ECTS)

Course – theme
related (5 ECTS)

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related (5 ECTS)

Course – theme
related (5 ECTS)

Group Work



PYTHAGORAS – KICK-OFF MEETING, 28 APRIL 2022

Curriculum

- Courses and project work are theme-related
- Courses support the project work
- The majority of course credits are offered in the early weeks of the term
- Use of Moodle as a virtual learning environment (VLE)

Workflow in a typical semester



An example from Medialogy (Bsc)

Semester	Module	ECTS	Assessment	Exam	Type
4th	Sound Computing and Sensor Technology	15	7-point scale	Internal	Mandatory
4th	Audio Processing	5	7-point scale	Internal	Mandatory
4th	Design and Analysis of Experiments	5	7-point scale	Internal	Mandatory
4th	Physical Interface Design	5	7-point scale	Internal	Mandatory

Semester 5: Audio-Visual Experiments

Semester	Module	ECTS	Assessment	Exam	Type
5th	Audio-Visual Experiments	15	7-point scale	External	Mandatory
5th	Computer Graphics Programming	5	7-point scale	Internal	Mandatory
5th	Rendering and Animation Techniques	5	7-point scale	Internal	Mandatory
5th	Screen Media	5	Pass/Fail	Internal	Mandatory

Project Organisation

- Means to address the problem and achieve the articulated educational objectives
- A multi-faceted and often extended sequence of tasks culminating in a final work product
- Project supervisors facilitate the process of connecting the specifics of project work to broader theoretical knowledge
- They also ensure that students' problem formulations provide a sufficient context for achieving the learning objectives

Students

- Self-motivation and personal responsibility for learning
- Acquire project management skills that enable the timely and successful completion of projects
- Learn to negotiate and address the inevitable conflicts that arise in collaborative work
- A strong culture of collaboration and high level of support for one another
- Actively participate in institutional assessment and evaluation processes

Supervisor

- Advisor or facilitator
- Resource for groups of students engaged in project work
- Each student group has one or more supervisors for a project
- Supervisor-group relationships do not extend beyond the duration of the project

Collaboration and feedback

- First-term credit-bearing academic work that introduces students to the educational model
- Peer and supervisor critique
- Problem formulation, self-reflection, feedback, meta-cognition, and collaboration, are an important outcome of the PBL model

Assessment of students

- Censors (co-examinators) are present during all examinations
- Study courses are assessed according to clearly documented policies and procedures (oral or written exam, pass/fail or grade, internal or external censor)
- Use of 7-scale grading (12, 10, 07, 04, 02, 00, -03)

Assessment of group project work

- Students' group project work is conducted in a group setting
- The group's supervisor is conducting the exam together with a censor
- Examiners explore not only the quality of the project work itself, but also the extent to which students have achieved the broader learning objectives
- Students receive differentiated individual grades

More info on:

http://www.aau.dk/digitalAssets/62/62747_pbl_aalborg_modellen.pdf