

Preconference, Sunday June 16, 2002

Hyatt Regency Hotel

Introductory Workshops		Discipline-Specific Workshops			
Hyatt Chesapeake A/B		Columbia	Baltimore	Frederick	Annapolis
1:00 A	(A-0) PBL: Experience It Yourself <i>Valerie Hans, Barbara Duch, Susan Groh, George Watson</i>	(A-1) PBL in Life Science <i>Deborah Allen, Clyde Herreid</i>	(A-2) PBL in Education <i>Carol Dean</i>	(A-3) PBL in Humanities <i>David Chapman, Lies Wesseling</i>	(A-4) PBL in Biochemistry <i>E.J. Wood, Hal White</i>
3:00	15 Minute Break				
3:15 B	(B-0) Writing Effective PBL Materials <i>Deborah Allen, Barbara Duch</i>	(B-1) PBL: Experience It Yourself <i>Susan Groh, Hal White</i>	(B-2) PBL in Social Sciences <i>Valerie Hans</i>	(B-3) PBL in Health Sciences <i>Phyllis Blumberg</i>	(B-4) PBL in Engineering and Physics <i>George Watson</i>
5:15	Preconference Ends				
6:00 C	PBL2002 Conference Banquet Baltimore Convention Center				
	Daniel Rich, Acting Provost, University of Delaware Welcoming Remarks				
	Clyde F. Herreid, University at Buffalo, SUNY, USA PBL – Back to the Future				

PBL 2002, Monday June 17, 2002

Baltimore Convention Center

8:00	David Roselle, <i>President, University of Delaware</i> Welcoming Remarks									
8:10	P. K. Rangachari, <i>McMaster University, Canada</i> To Teach and To Learn: The Past as Prologue									
9:10	10 Minute Break									
E	308 Papers	309 Papers	310 Papers	307 Panel	301/302 Workshop	303 Workshop	314 Workshop	315 Workshop	316 ITUE	317 ITUE
	PBL and Student Development (Part 1)	PBL in Business and Engineering	Classroom Experiences							
9:20	E-0a PBL and Skills Development: A Study of Students Perception	E-1a PBL, China and MBA Students	E-2a Learning to Talk the Educational Psychology Talk Through a Problem-Based Course in Educational Psychology	E-3 Creating Communication Problems: How 15 Faculty Spent 1 Summer Developing 4 Problems For 700 Students	E-4 Uniting Technology with PBL	E-5	E-6 Educational Principles and Problem-Based Curricula: Maintaining a Focus on Learning and Student Outcomes	E-7 Developing a University Mentorship Program for Nontraditional Teaching and Learning Techniques	E-8 Experience It Yourself: A Model for Active/Problem-Based Learning for All Classes	E-9 Group Dynamics 101: How Groups Work Effectively
9:50	E-0b Learner Perceptions of Control and Responsibility in Becoming Self-Directed After One Year in a PBL Program	E-1b Problem- and Project-Based Learning in Engineering: a New Curriculum at Louvain University	E-2b PBL in Pre-university, Written Business Communication English for Specific Purposes Course							
10:20	E-0c	E-1c Evaluating a Problem/Project Based Learning Programme at the Engineering Faculty of UCL	E-2c My Experience Using PBL in the Undergraduate Course "Administrative Statistics"							
10:50	10 Minute Break									

PBL 2002, Monday June 17, 2002 (contd.)

F	308 Papers	309 Papers	310 Papers	307 Panels	301/302 Workshops	303 Workshops	314 Workshops	315 Workshops	316 ITUE	317 ITUE
	Technology and PBL (Part 1)	Research on PBL (Part 1)	Favorite Problem (Part 1)							
11:00	F-0a Using PBL Techniques in Online Education: A Case Study	F-1a PBL - Exploiting Knowledge of How People Learn to Promote Effective Learning	F-2a Multilevel Use of PBL Scenarios: The Oil Spill Problem	F-3 Multidisciplinary Approach to Establishing and Supporting PBL Efforts at the University, College and Discipline Levels	F-4 PBL Amidst an Inquiry Life Science Course	F-5	F-6 Small Group Facilitation: Principles and Strategies for Giving Effective Feedback	F-7 Success in a PBL Course	F-8 Integrating Technology with PBL	F-9 Getting Started
11:30	F-0b PBL in an Intercultural Setting	F-1b A Comparison of Time Spent in Educational Tasks Between Students in PBL and Traditional Physical Therapy Programs	F-2b How Thanksgiving Dinner Serves Up Food Science Concepts for PBL							
12:00	LUNCH									
G	PBL in Life Sciences	Faculty Development (Part 1)	Getting Started (Part 1)							
1:30	G-0a Content and Conflict: The Use of Current Events to Teach Content in an Introductory Biochemistry Course	G-1a A Collaborative Peer to Peer Mentor Program: A Merging of Two Cultures	G-2a Students Themselves as the First Case Scenario in a PBL Program	G-3 PBL in the Humanities: What's the Problem?	G-4 Who Is in This Group, Anyway?	G-5	G-6 PBL: Teaching Human Service Graduate Students Assessment Competencies	G-7	G-8 Experience it Yourself: A Model for Active/Problem-Based Learning for All Classes	G-9 Writing Effective Problem-Based Materials
2:00	G-0b Using PBL to Teach Plant Diversity: What's Up After Five Years?	G-1b A Multi-Stage Approach to Faculty Development: Teaching Nursing Faculty to do PBL	G-2b Faculty Training Program in PBL							
2:30	G-0c Bioinformatics in a PBL Environment	G-1c "I'm Still Awake, Interested, and Motivated": PBL in Large Service Courses	G-2c							
3:00	10 Minute Break									

PBL 2002, Monday June 17, 2002 (contd.)

H	308 Papers	309 Papers	310 Papers	307 Panel	301/302 Workshop	303 Workshop	314 Workshop	315 Workshop	316 ITUE	317 ITUE
	Technology and PBL (Part 2)	PBL in Health Care (Part 1)	PBL in Humanities & Soc.Science (Part 1)							
3:10	H-0a PBL in the Virtual Environment	H-1a PBL Across Courses: A Classroom Model to Facilitate Transition to Clinical Practice	H-2a PBL: A New Chapter in Literacy Studies	H-3 A Multi- dimensional Approach for Implementing Faculty Development in Problem-Based Learning	H-4 Integrating Design and Assessment in PBL	H-5 Developing Effective Biochemistry Student Leaders: Knowledge vs. Training?	H-6 Making a "Case" for Problem-Based Learning From Students' Educational Experiences	H-7 Problem-Based Learning: Engaging Students in Their Communities	H-8 Group Dynamics 101: How Groups Work Effectively	H-9
3:40	H-0b The Use of PBL in a WebCT Course	H-1b Rather Than Being Told: Reflections on Using PBL to Raise Cultural Awareness in a Nursing Curriculum	H-2b							
4:10	H-0 Integrating PBL and the WWW in an Undergraduate Kinesiology Course	H-1c	H-2c							
4:40	Sessions End									

PBL 2002, Tuesday June 18, 2002

8:00	J									
<p style="margin: 0;">Maggi Savin-Baden, Coventry University, UK</p> <p style="margin: 0;">Deconstructing Problem-Based Learning Facilitation</p>										
9:00	20 Minute Break									
K	308 Papers	309 Papers	310 Papers	307 Panel	301/302 Workshop	303 Workshop	314 Workshop	315 Workshop	316 ITUE	317 ITUE
	PBL and Student Development (Part 2)	PBL in Health Care (Part 2)	PBL in Physics							
9:20	K-0a Connecting Reality to Leadership Studies Through PBL	K-1a Evaluating a Partially Problem-Based Curriculum: A Case Study	K-2a Physics First in the "First State"	K-3 Using Technology to Enhance PBL in Dietetic Education	K-4 The Way (and Why) They Do The Things They Do: Understanding And Responding to the Learning Behaviors of New College Students	K-5 Introducing PBL and Technology into Your Classroom	K-6 Welcoming New and Adjunct Faculty into the Learning College	K-7 Providing Assessment and Giving Feedback in Small Groups	K-8 Writing Effective Problem-Based Materials	K-9 Group Dynamics and Conflict Management
9:50	K-0b A PBL Alternative to the Empirical Research Thesis in Ed.D. and Similar Advanced Degree Programs	K-1b Development and Implementation of an Accelerated Baccalaureate Nursing Program Using PBL	K-2b Interactive Physics Software and PBL in "Introduction to Physical Science"							
10:20	K-0c An Experimental PBL Course: Leadership in Disability Policy	K-1c	K-2c Six-year Evolution of a PBL Physics Course							
10:50	10 Minute Break									

PBL 2002, Tuesday June 18, 2002 (contd.)

L	308 Papers	309 Papers	310 Papers	307 Panels	301/302 Workshops	303 Workshops	314 Workshops	315 Workshops	316 ITUE	317 ITUE
	Hybrid PBL	Research on PBL (Part 2)	Getting Started (Part 2)							
11:00	L-0a Chemistry by the Case: A Hybrid PBL/Case Study Approach to Teaching	L-1a Comparison of Student Confidence in Clinical Experiences between Students in PBL and Traditional Physical Therapy Programs	L-2a How to Get into PBL, Fast	L-3	L-4 PBL in Large Classes: Overcoming the Barriers	L-5 A PBL Program in Biology at University of Quebec In Montreal: A Discussion of Objectives and Perceptions	L-6 Integrating PBL with Effective Internet Teaching Strategies in Educational Leadership	L-7 Fostering University and K-12 Partnerships for Implementing PBL	L-8 The First Week of Class	L-9 Getting Started
11:30	L-0b Evaluation of a Hybrid Course Using PBL	L-1b The Use of PBL Techniques in a Basic Science Course	L-2b Introducing PBL & Self-Directed Learning: A Formula for Success							
12:00	LUNCH									
M	Technology and PBL (Part 3)	PBL in Humanities & Soc.Science (Part 2)	Getting Started (Part 3)							
	1:30	M-0a Ecosystems and Web Pages as Tools For Problem Based Learning	M-1a Learning By Living The Role	M-2a Escaping the Lecture; PBL as a Component of Student-Centered Teaching	M-3 Problem-Based Living and Learning and the Reification of Discourse Communities	M-4 Determining Multidimensional Outcome Considerations in Assessing the Efficacy of PBL	M-5 Development of a Problem-Based Biochemistry Laboratory Curriculum.	M-6 Designing Problems for Teacher Education Courses	M-7 The Art of Group Facilitation	M-8 Experience it Yourself: A Model for Active/Problem-Based Learning for All Classes
2:00	M-0b Hybridising PBL in a Hybrid Learning Environment	M-1b Literacy, Community, and Democracy: Problem-Based and Service-Learning in Honors Literature and Literacy	M-2b Novice Instructors and Student-Centered Instruction: Identifying and Addressing Obstacles to Learning in the College Science Laboratory							
2:30	M-0c Web-Enhanced Project-Based Learning: An Implementation for Elementary Science Lessons in Taiwan	M-1c Chronological Content Sequencing, Thematic Sequencing, and PBL	M-2c A Protein-Drink Problem to Teach Biochemistry							
3:00	10 Minute Break									

PBL 2002, Tuesday June 18, 2002 (contd.)

N	308 Papers	309 Papers	310 Papers	307 Panel	301/302 Workshop	303 Workshop	314 Workshop	315 Workshop	316 ITUE	317 ITUE
	Education and PBL	PBL in the Laboratory	Multicultural Aspects							
3:10	N-0a Use of PBL with Preservice Teachers: Does PBL Support the Development of Critical Thinking Skills?	N-1a Use of a PBL Method in a Chemistry Laboratory	N-2a Polynesian Wayfinding: Using PBL to Introduce Multiculturalism into a Physical Science Course	N-3 Transforming the Writing Classroom	N-4 What's So Special About PBL? Not a Lot, Really!	N-5 Incorporating PBL into a Course	N-6 Is There a Role for Course Management Systems in Your PBL Lesson Plans?	N-7 Interdisciplinary PBL: Exercise Science at Samford University	N-8 Writing Effective Problem-Based Materials	N-9 Peer Facilitators in PBL Courses
3:40	N-0b The Quest for "Authenticity" in PBL: Reflections on PBL in Pre- Service Teacher Education Courses	N-1b Use of the PBL Approach to Introduce Laboratory Experiments Based on the Concepts in Chemistry	N-2b Meeting the Goals of a Feminist Pedagogy in Media Studies through PBL							
4:10	N-0c	N-1c Design and Implementation of PBL in Fundamental Chemistry Subjects	N-2c EC-US Cooperation on PBL							
4:40	Sessions End									

PBL 2002, Wednesday June 19, 2002

8:00
P **Karl A. Smith, *University of Minnesota, USA***
The Role of Collaboration in Designing and Practicing PBL

9:00 **20 Minute Break**

Q	308 Papers	309 Papers	310 Papers	307 Panels	301/302 Workshops	303 Workshops	314 Workshops	315 Workshops	316 ITUE	317 ITUE
	Favorite Problem (Part 2)	Faculty Development (Part 2)	Diversity Issues							
9:20	Q-0a AIDS Research as a PBL problem	Q-1a Infusing PBL Across the Curriculum, a Team Approach	Q-2a PBL: An Equitable Experience?	Q-3 Assessment and Feedback: Standards-Based Assessment of Student Learning	Q-4 Reflective Practice: PBL Portfolios and the Scholarship of Teaching	Q-5 Experience PBL: An Introduction to "James"	Q-6 So Why Isn't it Going Better?	Q-7 Are You Finding What You Need?	Q-8 Assessment of Learning in Student-Centered Courses	Q-9 Group Dynamics and Conflict Management
9:50	Q-0b "Where is Rubena's world?"	Q-1b Perception of Teaching by Science Educators: How Does it Apply in a PBL Environment?	Q-2b The African University Faculty in a Typical Classroom: The Cameroon Experience							
10:20	Q-0c Designing Problems on Difficult Topics: A Disney World Approach	Q-1c Exploring Active Learning Strategies: Examples from Michigan State University	Q-2c							

10:50 **10 Minute Break**

R	PBL in Health Care (Part 3)	Distance Learning (Part 1)	Curricular Development (Part 1)							
	11:00	R-0a Peeling Back the Layers: The Creation and Application of a PBL Model	R-1a Overcoming the Challenges of PBL on the WWW using Activity Theory	R-2a Faculty and Student Preparation for Multidisciplinary Food Science PBL Cluster at Temasek Applied Science School	R-3 Perceptions of Portfolios: The Peer Review of PBL-Course Portfolios	R-4 Assessment of Long-Term, Student-Designed Projects in a Large Class	R-5 Writing the Scientific Abstract Using Learning Groups	R-6	R-7 PBL at ITESM: Different Approaches for Different Fields	R-8 The First Week of Class
11:30	R-0b Rural Week: The Application of Student-Directed Learning to the Practical Setting	R-1b Students' Perceptions of Their Learning Skills Working Through PBL for First Time: The Case of Virtual University	R-2b Our PBL Journey in Managing Implementation Models at Temasek							

12:00 **LUNCH**

PBL 2002, Wednesday June 19, 2002 (contd.)

12:30	S									
	Poster Session, Room 306									
1:30	T									
	Oon-Seng Tan, Nanyang Technological University, Singapore Key Cognitive Processes in PBL Practices: Insights for PBL Facilitators									
2:30	10 Minute Break									
U	308 Papers	309 Papers	310 Papers	307 Panel	301/302 Workshop	303 Workshop	314 Workshop	315 Workshop	316 Workshop	317 ITUE
	Groups	Professional Development (Part 1)	PBL in Biology							
2:40	U-0a The Factors Related to Class Room Team Performance	U-1a Educational Innovation for the Knowledge-Based Economy: Development of an Authentic PBL Education Model in Business Marketing	U-2a Design and Experience with a PBL Course Integrating Subjects in Cell Biology, Biochemistry, Genetics And Introductory Molecular Biology	U-3 Legal Problems: Using PBL in Law -Related Courses	U-4 Creating a PBL Course Portfolio to Document the Scholarship of Teaching	U-5 Using Medical Cases to Teach Human Biology	U-6 The Use of Concept-Mapping in Problem-Based, Student Directed Learning Segments in a Traditional Curriculum	U-7 The Problem with Assessment: Matching Curricular Goals with Student Learning Outcomes in a PBL Environment	U-8 PBL Using Peer-Led Team Learning (PLTL)	U-9 Advanced Problem Writing: Taking it to the Next Level
3:10	U-0b Collaborative Discourse in a PBL Tutorial	U-1b	U-2b Evolution of a PBL Introductory Biology Course: The Cal State San Marcos Experience							
3:40	U-0c PBL Tutorial Discussion - A Collaborative Knowledge Construction Site	U-1c	U-2c							
4:10	Sessions End									
7:30	Dessert Reception at the National Aquarium									

PBL 2002, Thursday June 20, 2002

8:00 V	<p>John Cavanaugh, <i>University of North Carolina at Wilmington, USA</i> John Harris, <i>Samford University, USA</i> Ann Ferren, <i>Radford University, USA</i> Oon-Seng Tan, <i>Nanyang Technological University, Singapore</i> Moderator: Mark Huddleston, <i>University of Delaware, USA</i> Administrative Issues in PBL and Higher Education</p>
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9:00	20 Minute Break
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W	Research on PBL (Part 3)	Professional Development (Part 2)	Assessment (Part 1)						
9:20	W-0a Do PBL Students Learn as Much as Students in Lecture-Based Programmes?	W-1a Design and Implementation of a Problem Based Postgraduate Program in Diabetes Care for Primary Care Physicians in India	W-2a A Framework for Assessing PBL at the University of Delaware (Part I)	W-3 Problem Based Learning and the Core Curriculum	W-4 Reflections	W-5 Promoting Cohesive and Effective Teams Through Course Design	W-6 Using Student-Generated Problem Statements to Structure Courses	W-7 Course Incorporation, Delivery Systems, and Assessment Strategies for PBL within Biology and Child Development Courses	W-8 Orientation to the PBL Clearinghouse: An Electronic Peer-Reviewed Publication
9:50	W-0b Studying in Accordance with PBL: Prospective Pre-School Teachers' Perceptions of Learning and Self-Development	W-1b Applying PBL to Community-Based Natural Resource Management	W-2b A Framework for Assessing PBL at the University of Delaware (Part II)						
10:20	W-0c	W-1c	W-2c Critical Thinking: Assessing What is Hard to "See"						

10:50	10 Minute Break
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PBL 2002, Thursday June 20, 2002 (contd.)

X	308 Papers	309 Papers	310 Papers	307 Panel	320 Workshop	314 Workshop	315 Workshop	316 Workshop	317 ITUE
	Curricular Development (Part 2)	Distance Learning (Part 2)	Assessment (Part 2)						
11:00	X-0a Innovations in Undergraduate Pharmacy Education: The Integrated Hybrid PBL Curriculum at the College of Pharmacy, Dalhousie University	X-1a A Case Study on Peer Interaction in an On-Line Course Using PBL	X-2a The Effect of Scoring Criteria Specificity on Peer And Self-Assessment in PBL	X-3 Reflections	X-4 Are They Really Teachers? PBL and Information Professionals	X-5 PBL in Mathematics: Why it Works (Or Does It Work?)	X-6 PBL and Professional Writing	X-7 Digging Up the Future or Anticipating the Past? Introducing PBL Processes Using Role Play and Simulation	X-8 Models for PBL in Small, Medium and Large Classes <i>Susan Groh, Hal White</i>
11:30	X-0b PBL At ITIAPE: A Characteristic Training Given Partly in an Educational Institution and Partly in the Workplace	X-1b PBL - Integral Instructional Method Using a Technological Platform	X-2b						
12:00	10 Minute Break								
12:10 Y	Conrado Gempesaw, Vice Provost for Academic Programs and Planning, University of Delaware Closing Remarks								
12:30	Conference Ends								