

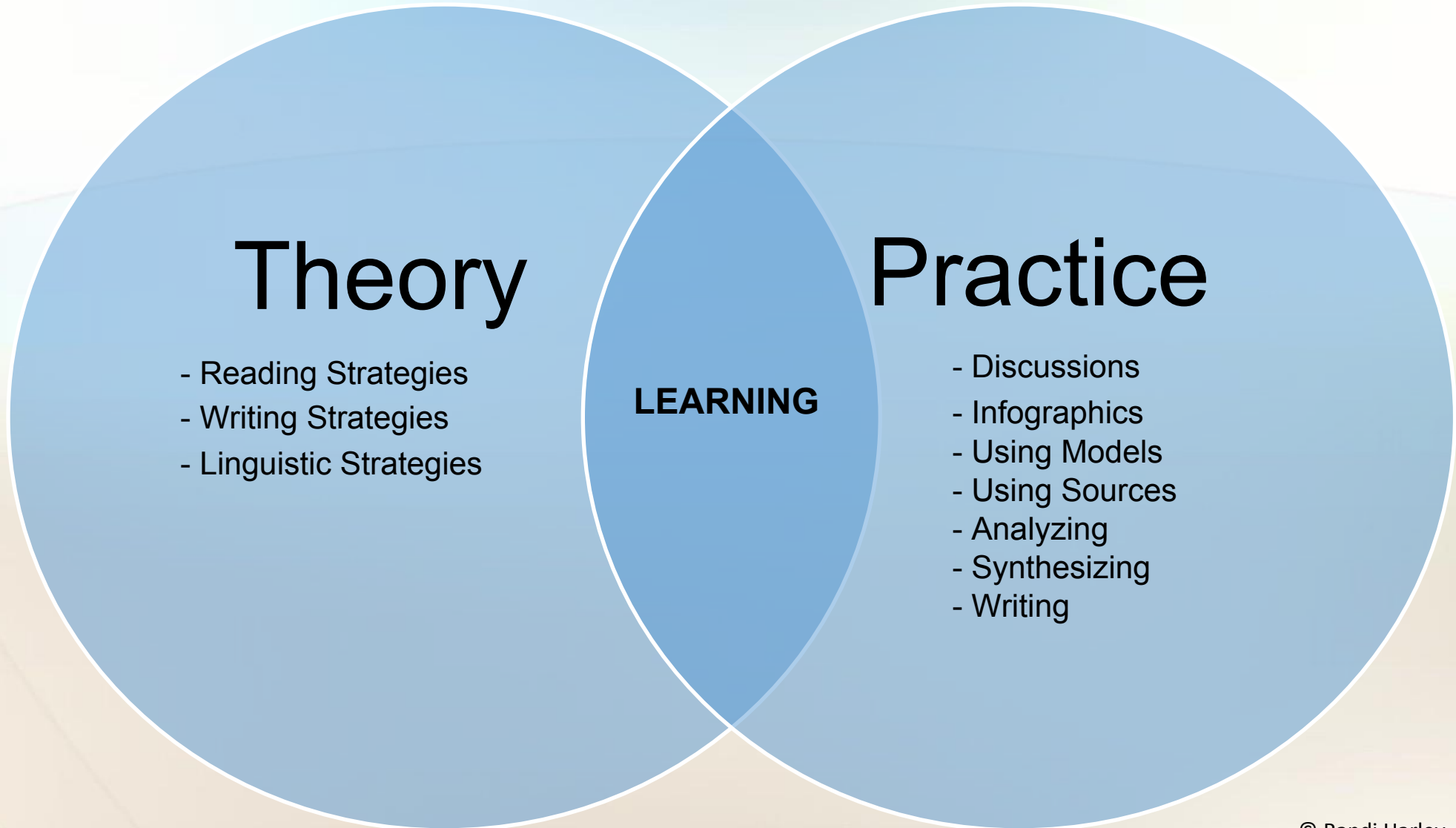
Project-based Learning in Higher Education: Linking Theory with Practice

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Advance Organizer

- Theory vs. practice
- Underlying Principles
- Using SWOT to plan the project
- The Project
- Conclusions and suggestions
- Feedback

Theory and Practice: EAP Mitkadmim Bet

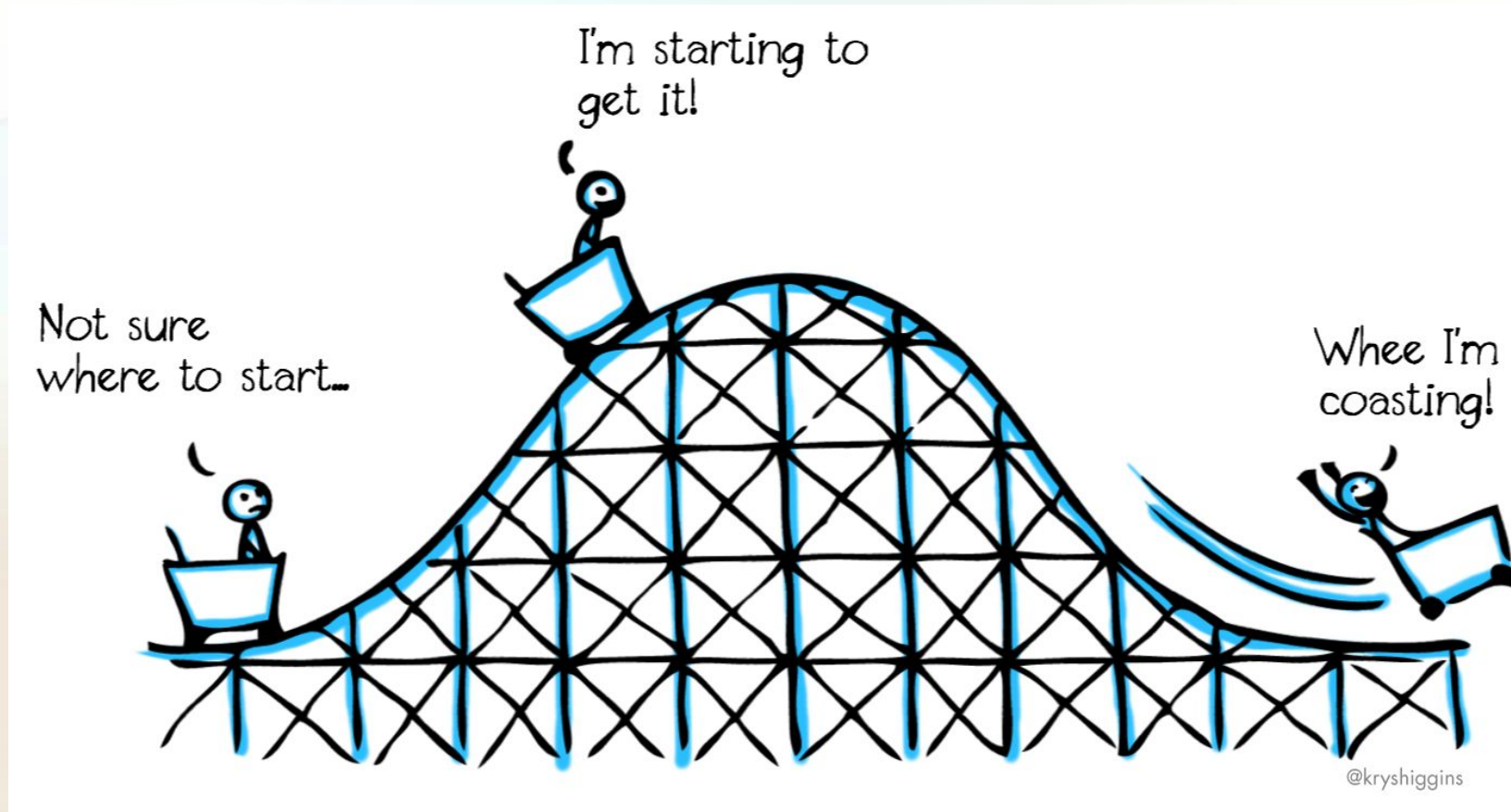


Underlying Principles: Synthesizing Process and Product



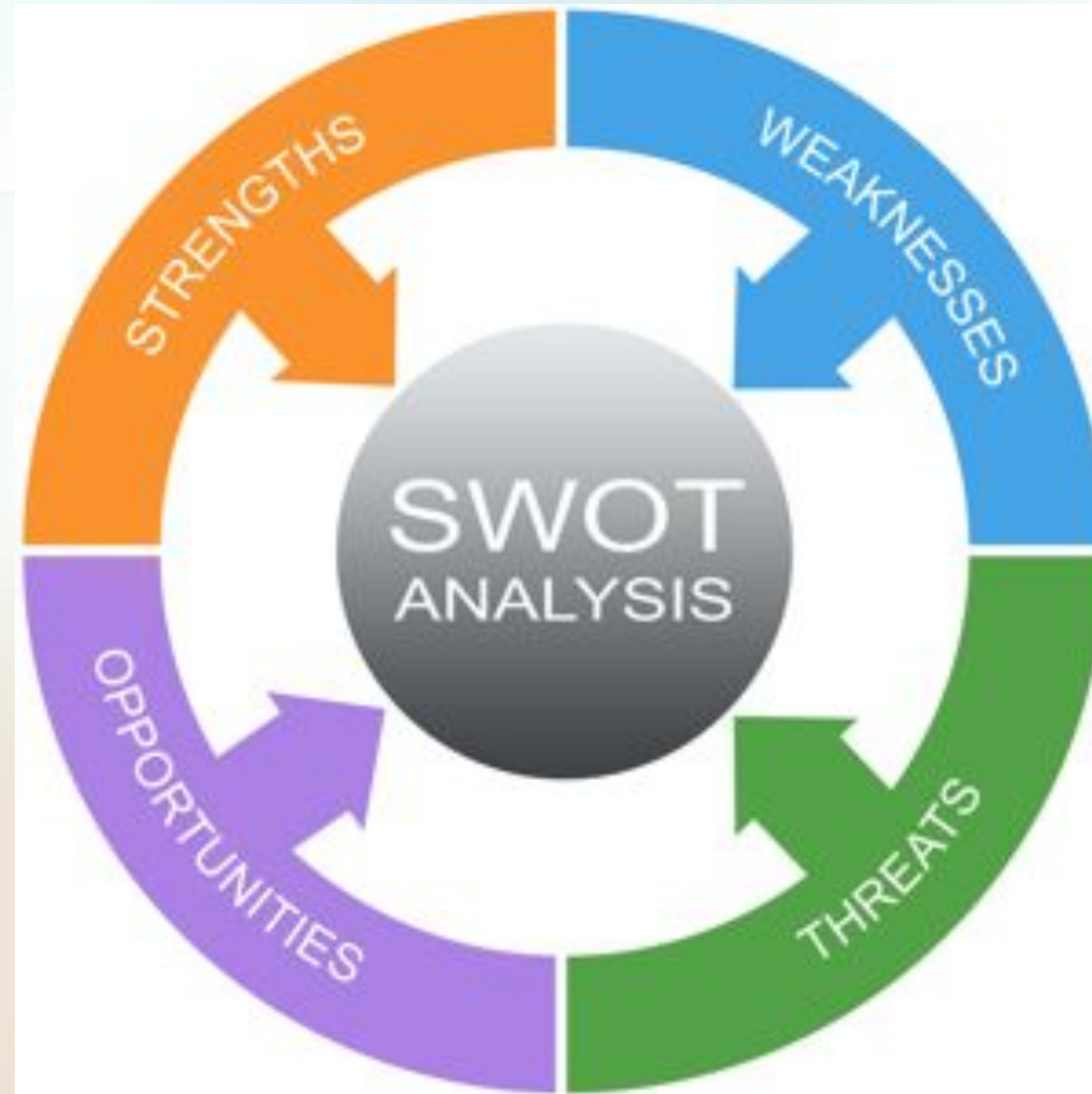
retrieved from: <https://sarahwmackey.com/2012/03/04/process-or-product/>

Underlying Principles: Scaffolding

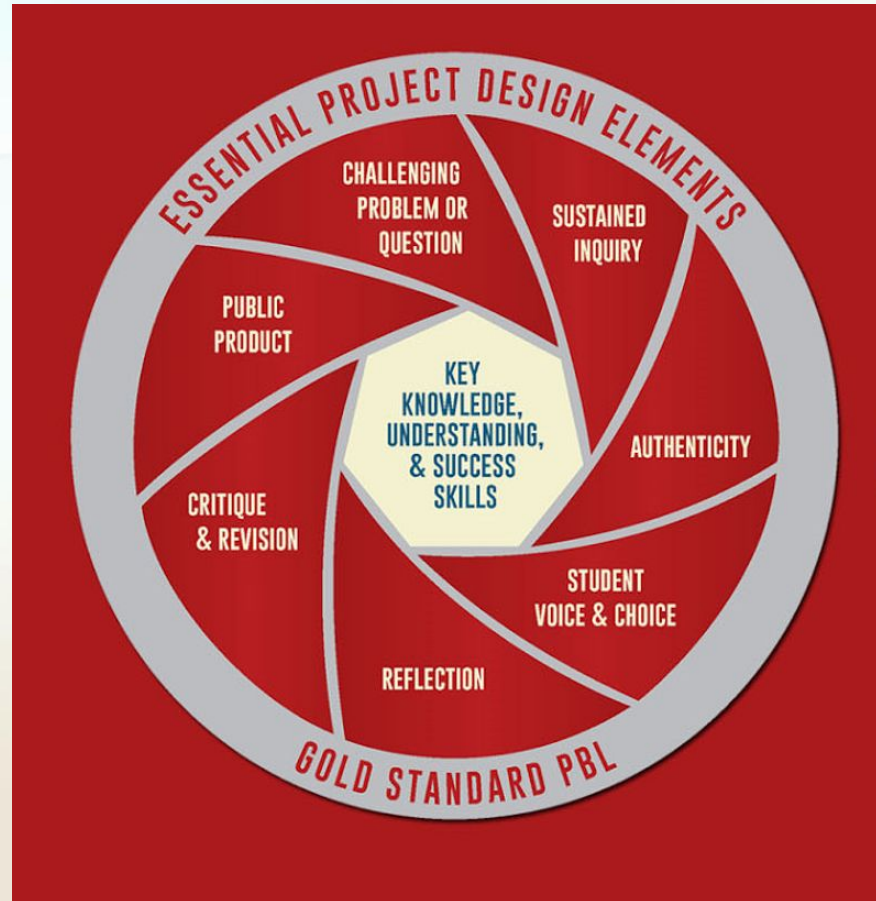


retrieved from: <http://canacopegdl.com/images/scaffolded/scaffolded-5.jpg>

Underlying Principles: Integrating Real-world Skills



Project-based Learning: Design Elements



https://www.bie.org/blog/gold_standard_pbl_essential_project_design_elements

Design Element 1: Challenging Question

In groups of 4-5:

1. Develop a SWOT analysis to determine the overall strategic position of the School of Business Administration of Ruppin Academic Center.
2. Write a recommendation report to the management answering the following question: *How can the Ruppin's School of Business Administration increase enrollment, based on its strategic position?*



Design Element 2: Sustained Inquiry

- spread over six weeks
- four stages
- demanded sustained and scaffolded inquiry

Design Element 3 & 4: Authenticity/Student Voice

SWOT as a Planning Tool (Loop Input)

S

Strengths *(of the project)*

- *Us - we are students at Ruppin*
- *We work well as a team*
- *We all study business administration*
- *We have many viewpoints*

W

Weaknesses *(in the project)*

- *We have many viewpoints, schedules, geographic locations*
- *We have limited time*
- *Our English might not be good enough*

O

Opportunities *(to take advantage of)*

- *To get 15 points for our final grade*
- *To practice English*
- *To practice the method*
- *To possibly influence Ruppin's enrollment policy*

T

Threats *(that might arise)*

- *Other commitments*
- *Lack of cooperation of the organization and its members (interviews, etc.)*

A Presentation-Practice-Production Model: The Process

OBJECTIVE:	SKILLS & STRATEGIES	DELIVERABLE
PART A: Presentation & Controlled Practice		
1. Introduce SWOT (view video; review PPT)	<ul style="list-style-type: none"> • Creating shared schematic knowledge 	-----
2. Create a SWOT analysis of a company based on an authentic strategic analysis (Walmart/Home Depot)	<ul style="list-style-type: none"> • Identifying major points in a text • Summarizing from a text to create an outline 	a four-quadrant SWOT chart (<i>Each team member is responsible for one quadrant</i>)
3. Write a recommendation to the CEO: should Walmart/Home Depot expand into the Israeli market? Why or why not?	<ul style="list-style-type: none"> • Using search engines/online tools • Writing a persuasive paragraph • Writing references 	a one-paragraph recommendation based on SWOT analysis (<i>Team must research competitors and include references</i>)
PART B: Practice & Production		
4. Create a SWOT analysis of Ruppin Academic Center, School of Business Administration	<ul style="list-style-type: none"> • Evaluating credibility of online sources • Synthesizing information from multiple online sources • Writing references 	a four-quadrant SWOT analysis chart of Ruppin's strategic position (<i>Each team member is responsible for one quadrant + references</i>)
5. Write a recommendation to the management of Ruppin's School of Business Administration: how to improve enrollment?	<ul style="list-style-type: none"> • Writing a 5-paragraph report • Synthesizing/integrating information • Using rhetorical function of persuasion • Writing coherently and cohesively • Writing footnotes 	a strategic business report: recommendation to the management (<i>References must be included</i>)

Design Elements 5 & 6: Reflection, Critique, Revision

Assessing Process and Product

Process	15 pts	Content	25 pts	Structure	35 pts	Language	25 pts
	<ul style="list-style-type: none"> submitted all stages of project submitted on time displayed effective teamwork implemented feedback successfully 		<ul style="list-style-type: none"> includes a SWOT analysis is accurate contains a clear, well-supported recommendation based on the SWOT analysis utilizes level-appropriate and academic vocabulary correctly 		<ul style="list-style-type: none"> includes a title + names of authors includes 5 paragraphs, each with: <ul style="list-style-type: none"> a topic sentence with a main idea that helps predict the information in the paragraph 2-3 major ideas with supporting details appropriate transition words a concluding sentence includes sources 		<ul style="list-style-type: none"> includes a variety of simple, compound, and complex sentences includes generally correct grammar (e.g., basic tenses; noun-verb agreement; word form) uses capital letters and basic punctuation correctly

Design Elements 5 & 6: Reflection, Critique, Revision

Structure:

- P1: Introduction
- P2: Aspect #1 + supporting evidence/facts/explanations/examples
- P3: Aspect #2 + supporting evidence/facts/explanations/examples
- P4: Aspect #3 + supporting evidence/facts/explanations/examples
- P5: Conclusion

Checklist: Our report –

- Contains the names of all members of the team.
- Has a title.
- Follows the structure provided.
- Uses conventions of paragraph writing.
- Uses appropriate transition words/expressions both between paragraphs and within.
- Includes properly cited sources and a list of references.
- Uses appropriate grammar, spelling, punctuation and capitalization.

Attracting New Students to The School of Business Administration, Ruppin Academic Center

Lipaz Ezagury, Kama Ariel, Inbar Aviad, Youval Malchi

1st Year Students, School of Business Administration, Ruppin Academic Center

S Strengths High teaching ability. High satisfaction among student's regard lecturer's attitude toward them. University tuition fees are low Convenient location - in the center of the country Scholarships are awarded within the college Dormitory	W Weaknesses Parking problem - there is limited parking spots and it cost money. Limited public transport
O Opportunities Expanding dormitories - giving access for more college students. A wide range of academic programs. Pre - academic preparatory courses	T Threats The opening of colleges subsidized by the government. Colleges with the same degree courses College and not university.

Strengths:

- University tuition
- 3 Years with specialization included
- Variety of specialization:
- Human Recourses,
- Marketing,
- Management information systems
- Small classes
- Tutorial lessons
- Lecturer-student interaction

Weaknesses:

- No convenient public transport
- Few parking spots
- Payment for parking
- *A very theoretical degree with not enough practical tools*
- Short breaks

Opportunities:

- Honors program
- Room for expansion if needed
- A great Students' Union
- Advanced new facilities
- *Integrate external organizations*

Threats:

- Private Colleges with high budgets
- Competitors offer exclusive benefit to their students
- *Private academic institutes offer specific employment for graduates*

The Product: Why Ruppin? Getting another perspective!

“...Our recommendation for improvement is to integrate external organizations and companies that would help increase the knowledge and the learning experience. The companies would give lectures and conduct courses that would help to achieve more academic credits, increase the knowledge from the field, introduce the variety of jobs and attempt to integrate students into the labor market.”

“...We believe that by advertising and introducing this course at Ruppin Academic Center, we will make our institution much more competitive and in effect will increase enrollment.”

The Product: How can Ruppin School of Business Administration increase enrollment?

Strengths:

- High students ranking for satisfaction.
- Tuition is subsidized.
- Small classes in comparison to universities.
- Personal attention from the lecturers.
- Dormitories.
- Known as having a friendly learning atmosphere.
- Lots of options of preparatory classes that increase the chances of the applicants getting accepted.

Weaknesses:

- Limited number of specialties.
- Limited accessibility – inefficient public transportation.
- Parking spots limited; Ruppin charges money for parking.

Opportunities:

- Taking part in the open day for released soldiers provided by the I.D.F.
- Taking part in student exchange programs

Threats:

- Private colleges that don't have admissions and requirements
- Other colleges with a strong brand name.

“...If Ruppin wants to be better than its competitors, other private colleges for example, our recommendation is that they should create a more supportive academic environment, using it to empower its strength by giving "Personal attention from the lecturers "" ...

“...uploading a summary of the lesson...contribute to the feeling of personal attention from the lecturer. ...”

“...recorded lessons online are a very important tool for every student....”

“...the aim of the "marathon" is to overview all the material that has been studied during the semester...”

“... we believe that the key is to creating a more supportive academic environment...”

Conclusions

- Connection created between theory and practice - other disciplinary courses
- Students implemented authentic business tools and sources
- Students used critical thinking skills; 21st century skills; digital literacy skills
- Reports - generally well-written
- Successful teamwork implemented
- Project created enthusiasm and sparked creativity. Students could not wait to work on the projects; provided excellent feedback
- Project created a general, positive “buzz” about Ruppin!

Suggestions for Improvement

- Further align course with real-world needs of students
- Create incentives for greater use of English
- Create greater individual accountability for specific aspects of each deliverable
- Begin the project earlier: start in the first lesson following the midterm
- Reinforce the use of online collaborative tools to enhance the team process

My role on the team...

- Team leader - I provided the push to get things done. (50%)
- Team member - I did not part, but did not initiate. (75%)
- Creative lead - I provided many of the ideas. (50%)
- Integrator - I put all of the parts together. (25%)

Teamwork for me is...

- "...a way to improve – a group is more powerful than an individual"

• "הפרויקט הזה הפך ליותר טוב בגלל שעשינו בצוות ולא לבד..."

• "עוזר לחשוב על רעיונות יצירתיים. מישהו מעלה רעיון והשני מפתח אותו..."

• "...כמו אצבע אחת לעומת אגרוף - כאשר אתה לבד, קל יותר לשבור אותך, אבל עבודות

צוות מחזקות אותך..."

Things I learned...

Things I learned from the project...

- “references, structure, vocabulary”
- “a lot of new terms – I feel more experienced writing a paragraph”
 - “הכרתי חברים חדשים”
 - “לשים לב לדקדוק; לעבוד בצוות”
 - “שיתוף פעולה; עבודת צוות”
 - “למדתי איך להיעזר באנשים, להכיר אנשים חדשים, להתחבר אתם”
 - “לכתוב פיסקה; לעבוד לפי מבנה מוגדר; לדעת לבחור חומר טוב יותר; להבחין בין עיקר לטפל; אוצר מילים”

Things I would keep...

- "...the time to work on the project in class- it was very helpful."
- "...the stages format and feedbacks before the final stage."
- "SWOT analysis in English"
- "Class work, the feedbacks were great"
- "חברים חדשים - הכרתי המון אנשים בקורס הזה שהפכו לחברים טובים שלי"
- "כל הכלים שלמדתי"
- "הפרוייקט, יכולת להגיש כל חלק בנפרד ולקבל עליו פידבק"
- "איך לכתוב פרויקט באנגלית; המון טיפים שיעזרו בכתיבה"

Things I would change...

- “I would change the start date on the project, I think it was too late and it made the students feel pressure.”
- “Define roles for group members”
- “Maybe just doing one SWOT analysis instead of two”

• "לפתח את השיעורים לדיונים ארוכים באנגלית ולנסות לדבר כמה שיותר באנגלית מאשר לכתוב עבודה."

• הייתי מקצרת קצת את השיעור ופורסת את הפרוייקט על עוד שיעור שנוכל להספיק הכל.

• "לבחור את הצוות שלי"

• "כלום!"

Thank You!

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