

PROBLEM-ORIENTED LEARNING WORKING GROUP

Report-Back

What we talked about

- Parameters of the scientific disposition/mind
 - ▣ Problem solving as dimension of TSM
 - ▣ Problems as mediating mechanisms for development of TSM
- How TSM manifests itself in different disciplinary contexts – reconciliation across disciplines
- Defining dimensions of PoL and TSM
 - ▣ Distinction between different “brands” of PoL
 - ▣ Cornerstones of PoL
 - ▣ Features of effective PoL
 - ▣ Foundations in PoL (content knowledge, attitudes, strategies)
 - ▣ Conditions that are necessary to foster TSM

What we talked about

- Assessment in PoL
- Teacher education/professional development/practice
- Design of PoL – customization
- Tools and toolkits
- PoL formal -> PoL informal learning, PoL non-formal learning

What we intend to do

- Technology infrastructure
 - ▣ Support continued discourse & resource sharing/Wikis
 - ▣ Support contributions
- Collaborative papers
 - ▣ AERA/CELDA papers
 - ▣ Synthesis on TSM in disciplinary contexts: Applications of PoL
- Discussing further the limitations of PoL
- Developing country/hard-to-reach audiences