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Individual Presentation Using Problem Based Learning Ashling Sheehan Boyle Department of Sport & Early Childhood, TUS Midwest Thurles

B.A (Hons) Early Years Education and Care Level 8 (Flexible Learning)

Module – Music Movement and Maths (15 students)

Full title - Individual Presentation using A Problem Based Learning approach: When learning outcomes extend beyond the virtual classroom

Summary of Teaching & Learning Context

The content is delivered through online synchronous and asynchronous delivery. On campus delivery was restricted due to Covid 19. Students are working in the sector of early years education and care they are encouraged to reflect and evaluate their professional experience.

The module is very much focusing on specific areas of practice within the context of early years education and care settings. The following key documents underpin the content Siolta National Quality Standards, Aistear National Curriculum Framework and Tusla Quality and Regulatory Framework. The assessment strategy was to give students the opportunity to explore theory and practice in a meaningful context. The assignment, particularly Section 2 mirrored a very real life professional practice experience.

Using a Problem Based Learning (PBL) approach afforded students the chance to identify a problem in promoting one or all of the topics movement, maths and music in their daily practice, develop a solution and reflect on the impact of the solution.

Presentations were delivered in small groups on Microsoft Teams using the principles of Wagner and Traynor model of Communities of Practice which is embedded throughout the programme delivery. Collaborative learning and peer reflection are critical aspects of quality development within early years education and care settings.

Small groups allowed for critical discussion, reflection and evaluation. Firstly the most significant outcome was how students used reflective models such as Kolb 1984 and Gibbs 1988. Secondly the impact the projects had on the children they were working with was positive. Many of the students had sustained the changes they had identified in consultation with their colleagues. For instance changing structure of daily routines, using learning environments more creatively, incorporating more games which encourage social interaction and critical thinking through play.

Students were provided with an assignment brief and rubric.

Portfolio Structure:

Section 1 (60 marks) 3 portfolio entries looking at individual topics music, movement and maths .

Section 2 (40 marks)

(a) Presentation Identify an challenge in delivering one or all: music, movement and maths

(b) Online Discussion forums

Students provided very interesting peer to peer feedback throughout the session. I also provided oral feedback during the presentation and written feedback based on rubric.

In future delivery I would hope that presentations could be carried out face to face and this would enhance the richness of discussion and reflection, particularly in fusing theory and practice.

References:

<https://wenger-trayner.com/introduction-to-communities-of-practice/>

Elaine H.J. Yew, Karen Goh (2016). Problem-Based Learning: An Overview of its Process and Impact on Learning, Health Professions Education, Volume 2, Issue 2, Pages 75-79, ISSN 2452-3011 <https://doi.org/10.1016/j.hpe.2016.01.004>