

- Moderator 1:* - problem based learning assignment, what is the student's role when it comes to problem based learning. I'm gonna just maybe kind of start over here and then we'll go to the next row, next row. I'm just gonna kind of point out one person from each row. If you would just kind of respond. Then if another person from each row wants to volunteer to respond, that's perfectly fine. Think about what is the student's role. When you think about a lecture, the student has a particular role in the lecture process. Now we're talking about problem based learning, so what is the student's role in the problem based learning process? Let me turn it over to you ma'am. What do you think? There's no right or wrong answers. What is the student's role?
- Respondent 1:* To always be prepared, just listen to the teacher and always read—always come prepared and if you have any questions, always ask the teacher. Teachers always ready to help us with anything.
- Moderator 1:* Okay, great, great, job, thank you. Anyone else would like to say anything about that before we move to the second row? No, okay. How about from this row, gentleman with the Vans hat. What is the student's role during the problem based learning experience? Remember, there's no right or wrong answers.
- Respondent 2:* It's listening to what's going on. Just communicating with the professor and what...
- Respondent 3:* To listen and ask questions.
- Moderator 1:* Listen and ask questions. That's fair, fair enough. Listening and communicating with the instructor. Anyone else from the first two rows?
- Respondent 4:* The problem based learning is to help the students get the material better through real-life situations. I guess for me as a student in the problem based learning experience, it's to better help relate and retain the information.
- Moderator 1:* Talk about that a little more, the real-life experiences, was this a real-life situation? Did you feel that this was more relevant, more real-life than maybe some of your other assignments that you've done in other classes?
- Respondent 5:* I think it was.
- Respondent 6:* Yes.

Moderator 1: Good, thank you. How 'bout anyone in the back row, if you can comment on the student's role during the PBL, problem based learning experience. What is the student's role? Gentleman in the middle right here, yes sir?

Respondent 7: I think that the student's role is not just connect with the professor, but to connect to the characters itself. You may wanna try to put yourself into that person's shoes, see what they're seeing and feeling what they're feeling. Try to get a sense on what hurts them rather than yourself internally.

Moderator 1: Thank you. Anyone else would like to comment on that before we move to the next question? All right, great, thank you. We talked about the student's role in the problem based learning experience. Now let's talk about what the instructor's role. Think about Mr. Garza as you thought about what his role is. Think about his role with problem based learning as compared to maybe other instructors that are doing lecture, for example, lecturing the students. What is his role, and how might it be different from that if you were simply lecturing. Would anyone like to begin?

Respondent 8: I think is role is, everyone's at a different level, so he has to break it down in different ways for different students to understand it. Some students may not be at the same level as the other students. He explains it in different ways so everyone can understand.

Moderator 1: Okay, thank you. Anyone else? Yes sir?

Respondent 9: I feel like his role is to not just show what the author is trying to show, but different ideas that it could be, what the answers could be and different ways to think about it.

Moderator 1: Good. Anybody like to expand on that or mention any other roles that the instructor has with regard to problem based learning?

Respondent 3: I think it's to help the student connect, to retain the information, to learning the different way. Because if you're just listening to a lecture, it's not necessarily—some professors are monotone, so you can't really connect with them. I think with problem based learning and Mr. Garza as the instructor, he's trying to connect with you in a different way to go ahead and make sure that you're retaining the information. That you're learning and not just sitting there listening to a lecture. To me, Mr. Garza as the instructor, his

purpose in it is to make sure that you're learning and you're retaining and you are growing from it, not just being stagnant.

Moderator 1: Okay, thank you. Sir, in the very back, do you agree with that, and maybe why or why not?

Respondent 10: Yeah.

Moderator 1: Why or why not please?

Respondent 10: [No audible response]

Moderator 1: Anyone else like to comment on that, maybe some of the things that she mentioned? Do you agree or not agree with the role of the instructor as she had described as trying to kind of involve students more as opposed to in other classes where there might be a lecture? Anyone?

Respondent 9: Yeah, I agree with it, cuz it makes it easier just to hear it in a way you can relate and not have to hear it in the way it's written in the book.

Moderator 1: Okay, fair enough, thank you. Now we're gonna talk about—I know you had mentioned you haven't participated as a group yet, correct? Has there been any involvement in group activities as of yet? No?

Respondent 11: When he's talking he kind of includes everybody or tells us about how she agreed with it, and he tries to involve us with what she or he said.

Moderator 1: Good, thank you. Think about this for a moment. You've completed the first two stages of the problem based learning assignment. Think for a moment, you learn a lot about content, right? You learn about the literature that you're reading, correct, the piece that you're reading and some of the things that you're writing. You learn about content. Ask yourself for a moment, what else do you learn besides content? Do you learn anything beyond just those materials that you expected to learn in the class? What else did you learn besides just content? I'm gonna start over here in the back. Anything you learned besides content?

Respondent 12: I learned that—with anything that he did?

Moderator 1: Anything besides content of the class.

- Respondent 12:* I learned how to write paragraphs, thesis statements, and he teaches very well and how to—explains to the class very well in what he does. That is why I learn how to write paragraphs now.
- Moderator 1:* Good example, thank you. Did anyone else learn anything besides content?
- Respondent 3:* He explained it different too, the different types of topics that we covered or that we looked at, the different articles. They gave you a different way of thinking. What you might think one way, it's showing you another. He even asked questions to the class on that, "Do you agree with the writer? Do you agree with the author on how—or their thought process, do you not?" He makes you think about things other than just what's written.
- Moderator 1:* Thank you. Anyone else? What you learned besides content from the process of problem based learning? Okay.
- Moderator 2:* Can I say something?
- Moderator 1:* Sure.
- Moderator 2:* I think what Bertie's talking about is that—I would like to add is that, I think when a writer—that was content in my teaching content was that I think maybe for the problem based learning, because I read everyone's papers. I learned more from you at this point than you learned from me or you learned from the papers because I read all of them.
- One thing that I learned was that how much this topic has had some kind of effect on your life or everyone seemed to be involved with a topic in one way or another, okay? That was something that I learned from you. Maybe you haven't learned as much from the problem based learning as I did because we haven't done the group activity or we didn't take the letters and actually put 'em on the wall, right? Okay, so that you learned from reading one another's work. That's what I he's talking about, aside from content, as the material, the subject matter.
- Moderator 1:* Would anyone agree with that, and kinda beyond just a yes or no?
- Respondent 13:* Yeah, because he tells us to explain more than your opinion, like he tells us to put it in a real-life situation, other than just what you think, so we can kinda connect to it.

Respondent 3: He does also show some of the other student's work as examples or things to draw from, just another perspective on it.

Moderator 1: Our next question is, now that we've talked a little bit about the process of problem based learning, what is the main advantage of that? Of course I'm gonna ask you what is the main disadvantage afterwards. First, ask yourself, from participating in this type of assignment, what was the main advantage? Ask yourself for a moment, perhaps if you're gonna identify this advantage, maybe you prefer an instructor to provide just a traditional lecture standing and lecturing to you guys. Think about that for a moment, and answer what is the main advantage of problem based learning in your experience. We'll start in the front, and ma'am, would you like to mention, is there an advantage? What was the main advantage?

Respondent 12: The advantage of what was gang related, is that what you're talking—

Moderator 1: From that assignment, what is the advantage in that?

Respondent 12: The advantage is that we get to learn what other people, real life struggles and how bad it could get, and that it could get worse if you don't try to educate yourself and try to change the cycle.

Moderator 1: Thank you. Anyone else from this middle row like to mention an advantage of problem based learning?

Respondent 14: You get to add your own real-life experience into your essays, since you've been through it or if any students have been through it before they get to put their experienced, and it will all come all together instead of just listening to an instructor lecture you. Then you have to think of something to write and try and incorporate it with their words and all that stuff. Instead you can just put it into your own life experience, and it's a lot easier.

Moderator 1: Thank you.

Respondent 10: It's more personal. It's more real. That could also be the disadvantage, it might get to be too personal.

Moderator 1: Good point, it could be too personal. Anyone else as far as advantage?

Respondent 9: I learned very quickly, it wasn't a slow process during the whole assignment, just easier to understand.

Respondent 3: I didn't see myself getting as lost in the class as I did previous classes that I had taken. It kept my attention more than it does with the regular lecture or things of that nature.

Moderator 1: Thank you. Anyone else? All right, now time for the disadvantage. Identify a disadvantage, because whatever you identify will help us obviously improve for next time, because we have instructors that are trying problem based learning for the first time, some of them have been doing it for about two, three years. What did you feel was the main disadvantage of problem based learning? Anyone?

Respondent 3: I think sometimes the topic. It became a little—at some points it became a little difficult to write on the certain topic. For me personally, just because I grew up on the west side and the south side of town, so growing up you always hear, “Don't get in gangs, don't do this, don't do drugs.” It's something that I've heard over the years, and it kinda gets a little repetitive. It kinda just draws a little bit of a blank. I think it might just be the topic, but I liked it. It's better than the other classes that I've taken as far as lectures go.

Moderator 1: Anyone else has far as a disadvantage?

Respondent 9: I feel like the topics were always just problems. Even though you get to think about the topic in different ways, it was always just a problem in the end. Rather than that, I feel like there coulda been something better.

Moderator 1: Good point, thank you. Our next question is think about other students that might potentially enroll in a course where problem based learning would be a part of that instruction, so think about the next class that might sign up for this and that might participate in a class where instead of lecturing, students are being exposed to a problem and being asked to provide a solution, working together. What advice would you give to a student who is considering enrolling in a PBL course for the first time?

Almost think about it like this, if you had to talk to yourself again before enrolling in this class, what advice might you give yourself?

Respondent 10: To take Mr. Garza. *[Laughing]*

- Moderator 1:* Besides taking Mr. Garza, what advice would you give for someone? If you had to do it all over again, write a little cheat note to yourself and say, “Hey, do this instead of this.” What advice would you give yourself?
- Respondent 8:* I think the only advice that I could say, if it’s to anyone, it’s always—you put your mind into it. Think about the problems and always come up with the solutions. I guess the second piece of advice that I could give is always do your best, no matter what. As it comes to the PBLs, try to be more—I’m not really sure, being sympathetic, but always be more at least creative and be original, but also stick with the topic of the lecture.
- Moderator 1:* Thank you. Anyone else, what advice would you provide?
- Respondent 15:* I guess to myself, like what he said, just come with a—be open-minded to anything. That’s really the way it is, is be open-minded to anything that can be—it doesn’t matter what the topic is, be open-minded about it and just kinda put what if—you know, basically ask questions. Ask the question and see how you can answer yourself that question and just basically just *[inaudible 16:58]*.
- Moderator 1:* Fair enough. Anyone else, advice? Well, I wanna thank you guys so much. You guys did a fantastic job. That’s a wrap for our focus group. Thank you guys very much for participating. *[Clapping]* I’d like to thank Mr. Garza for allowing me to come in here, thank you so much. Please grab another slice while you’re at it, and that’s it.
- Moderator 2:* Okay, okay.
- [End of Audio]*

Moderator: The first question: How would you describe the student's role during the PBL experience?

[Pause 00:08 – 00:12]

Anyone.

[Pause 00:13 – 00:18]

Male 1: I've had two experiences with it: one in my business law class and another one in my public speaking class. What I saw in it—they were done at different times. The speech class I had did it right off the bat; first assignment in the class.

The one in business law did it at the end. I found the one that was done in the end more beneficial because I could then use what I've already learned in the class and apply it to the problem based project.

Female 1: You're asking what the role of the students?

Moderator: Yeah. What was your role of the student in the sense that what—

Female 1: Like us as the students?

Moderator: Mm-hmm.

Female 1: I think it was to find something that was relatable to the real world and try and put it into an assignment that either was for our class was educational for children in math or you could do it for college students. We saw it beneficial because we're education majors to do it as for younger children since we're elementary. I think our role was just to make sure that we could make it—try and find something in the real world and relate it to math, and that's what our job really was.

Moderator: How did that differ from one of your other assignments in the sense of your traditional classrooms? What was your role there in those assignments? How would your role in a PBL assignment differ from your role, let's say, in your traditional—the rest of your classes that you didn't do a PBL in?

Female 2: I think it puts you more in charge of the assignment of what's going on. It's not just a question and you find a simple answer. It's something that involves thinking and—

Female 3: Yeah. It's more in-depth.

Multiple Participants: Yeah.

Female 3: It's not just an assignment that you'd get anywhere else.

Female 2: [Cross talk 02:16] thinking about different solutions cuz there could be more than one answer, and then finding that one answer and how you're gonna put that one answer into place.

Male 2: There's a lotta research into it. It had nothing—we didn't learn anything about it in the textbook, so it was completely different. Like it was for my anatomy class. Ours was to look into cancer, like breast cancer, and we had to research all the scientific names and the alleles and all the DNA, the sequencing, so it was stuff that I had no knowledge of.

We had to put it—I put five hours into it researching, trying to figure out the questions. It was really complicated. I guess it was different from other assignments because of the teamwork. You had to work with a team. Yeah.

Female 4: Yes, it helps. It gives you a knowledge. It gives you that you're in charge. It makes you learn and makes you understand—to understand the problem and what they're giving you, what the instructors giving you. It gives you a different sense of knowledge that you thought that you could never do.

Mine was in music appreciation. We had to combine in the romantic period into a rap song [chuckling]. We thought we could never do it. We thought we were not rappers and we thought that we could never write a song with the lyrics and everything. It was pretty fun. It was a lot of engagement of all the students put together as a group, as a team, and we had to perform it in class.

It was—at the end, we were really happy that we participated in that and it gave us a lot of strength and a lot of knowledge and everything that we thought that we never had. It was pretty important and it was a very important role that we all had to put our teamwork into it to make the song and that made it very interesting and very understanding for all of us to put all of our teamwork together. That was very wonderful.

Female 5: You have a more in-depth understanding.

- Female 1:* Because when you're in a class, you normally have—you have an assignment, and it's either you're gonna find it in your book or you're gonna find it from prior knowledge or from what you've been taught in the class. For ours, it was like we're not really gonna be able to be taught a world around us where do we find math.
- I mean you can't really teach that because you don't know where we go. I mean I think it's just you're just in a class where it's very—what is the word? You're just condensed to the learning and them problem based; it's so wide. You're able to able to just take all kinds of aspects and put it into that.
- Moderator:* To flip that, how would you describe the instructor's role during the PBL experience? If you wanna think of it compared to the instructor's role in your other classes, how did the instructor's role play different?
- Female 5:* I think it's minimal because they present the problem and then they give it over to the student. I mean they guide you, but they have a minimal role. Whereas the traditional, they have more input into what you're learning.
- Male 2:* I thought my teacher put a lotta effort into it. It seemed like a lot of work to be able to put those questions. We had to do questions, a PowerPoint and a brochure. It seemed like she put a lot of effort into it. I thought it was a big role for her.
- Male 3:* One thing the teacher does now with the problem based learning is instead of—what I've heard quoted from what I've studied, the [sage in the stage 06:41](#), now she's the guide on the side. I think that takes—instead of them just actually formally getting a textbook and teaching straight out of the textbook, they become more of a mentor type of guide, so I think that's what—
- Female 2:* Like a counselor.
- Male 3:* Yeah, that helps the individual work out of the box, bring out different ideas. I think that's how it helps us.
- Male 1:* It puts you in a position where you have to—if you're working in a group like the one I had with Mr. Harris, we were in a group. We had to brainstorm as far as how we were gonna solve the problem and how we were gonna deal with the issues. He also said that you're gonna need to do research.

Well, there wasn't a whole lotta information that was given at first. I took that as, okay, some of the research is maybe I need to prod him as far as more on the details what are we gonna do with this. Just like if you were to go online researching a particular subject or something like that, you wanna find everything in detail.

Same thing goes with as far as how we were gonna be presenting it. Just by assumption or are you gonna go and do the research and find out exactly what the particulars are?

Female 2: It makes you proactive.

Male 1: Mm-hmm. Very proactive.

Female 4: Mm-hmm.

Female 2: Cuz there's a lot of action you have to take.

Female 4: Yes. It makes you more involved. The students have to really think and focus. What are we gonna do now? How are we gonna work it? It gives us all these opportunities to give you an open mind of how we're gonna do this and it just helps us.

Female 3: It's more than just reading a book cuz to be honest I don't read my assignments I'm supposed to read for my classes, but a problem based learning exercise, it's not exactly reading. It's going out there—it's researching, it's reading, yes, but it's not just a textbook. It's like you're more into it and you have more responsibility.

Male 1: How you might apply it in real life.

Female 3: Mm-hmm.

Moderator: Some of you all have already touched on this, but how did your group work for the—how did your group work as in not the product, but as a group how did you work during the PBL experience?

Female 4: Well, we all had a different role, what to work on. For us it was we all had to do a part of the song, so one wrote one song—wrote it and sang it, and then the other one did the other half and sang it. We all did it and the other one did the music. Then the other one did the lyrics and everything, so we all played a part in each—we all participated in other words.

Female 1: I think ours was successful. I think you—I mean for us I think it was at first we were like, “Oh my gosh. What are we gonna do?” We don’t know where we’re gonna—if we’re gonna find it, if we’re not, if we can do it here. Then we walked outside and we’re like, “Oh, there’s one.” Then it just all came together and it was—I think we worked—

Male 3: It was pretty fun.

Female 1: Yeah.

Male 3: What we did it was a math problem, so we had to pick a different math problem. How do we teach integers? How do we teach whole numbers? What we started with, we walked down the stairs. Okay, this is problem one. Walk down the stairs, count each step, and then we put the answer. Okay, here, how many? 22 steps.

Then we went for integers. We draw a line on one of the walkways. Don’t put that. Don’t tell **Pack 10:11** we did that [*laughter*]. We put a chalk mark and then we put the integers from negative to positive, one side. Then we gave ‘em a problem. Negative two plus five. Then we told them, “Walk five steps and subtract three, and what’s your answer?”

Female 1: I think at first we got like this isn’t gonna be fun. We were just like okay, not excited. Then once we started it, it became successful and we had fun, so.

Female 2: Like integer hopscotch [*chuckling*].

Female 3: Was that the math trail?

Male 3: That was the math trail. Mm-hmm.

Female 3: Yeah. I’m gonna have to do that next semester [*chuckles*].

Male 3: Okay.

Male 1: With our particular project, we even had ran into with our group problems that maybe have been something that was expected on the side, but not necessarily mentioned. Again, dealing with classes and people working and stuff like that, we had members of the team that either wouldn’t show up, wasn’t communicating well as far as when and if they were gonna be able to participate and to what extreme they would be able to.

It made it a little bit more difficult to be able to try and assign tasks for each member of the group. If the one doesn't show up, how are you gonna be able to assign? Okay, we got leftovers, this is what you get? What if that person doesn't communicate that they received, and then that affects the assignment, so then you have to overcome.

You have to troubleshoot as far as how are we gonna do that? Well, let's go ahead and just divvy up that with everybody else and then we'll take it from there.

Female 2: Yeah, that was the main problem. Just finding the time for when everybody could meet or finding—because you could trade cell phone numbers and you could call or text someone, but it's not guaranteed that they're gonna communicate back *[laughter]*.

When you have more than—I mean you can meet with yourself any time of day *[chuckling]*, but when it's two or three people, you're having to keep tabs and trying to find out, well, the three of us can meet on Tuesday, but the fourth one can't. The two of us can meet on Wednesday, but the other two can't.

That was the main basic problem I found in the two PBLs I did is just trying to find that time for everyone to get together and actually cooperate and work on the project.

Female 1: Maybe that's where ours was more—it was easier because we had class time. That might be something that would be helpful.

Multiple Participants: Yeah.

Moderator: What did you learn during your PBL experience besides the content of your class?

Female 4: We learned to work together as a team. Just teamwork and just experience of having everybody put in their all their parts.

Female 3: How to divide the responsibilities between everybody and the challenge is that, yeah, sometimes a person's not there. When I did mine, I got pink eye, so I was outta school for three days. Then I got back and my team was like, "Where were you? What happened?" I'm like, "I'm sorry. I got pink eye," *[chucking]* but that was a challenge that we went through. I learned how to properly work as a team.

Female 2: Yeah, how to cooperate with other people.

Female 5: Creatively solve the problem.

Male 3: Be tactful.

Female 2: Yes [*chuckling*]. Cuz you go to show them more what you think, your opinions, but you also learn with the team sometimes you gotta pull back on what you may consider—you may consider yourself to be right. Sometimes you have to learn to pull back when you have to cooperate.

Female 1: Well, mine was a little bit different because I'm a education major and I'm pretty far along, so I actually got—I thought, well, maybe I can try and tie it in with they're called the **TEKS 14:07**. I thought, well, maybe let me see if I can see if this actually is what they're teaching. It was. It was like it started in kindergarten and it went all the way till seventh grade.

It was like how can you tie math into the real world. It was actually really cool for me because as a teacher, a new teacher, I can teach them to walk down the stairs and that's teaching them whole numbers.

The first TEK for kinder was they have to learn 1 through 25, so you can just show 'em walking down the stairs. For me it was like I learned better—for me, I learned how to be a teacher. I think it bettered my experience.

Male 3: Well, I think it brings out when you assign problem based learning, what I see is I think you get different people's ideas and characteristics, so everybody becomes the teacher when you have assigned groups. Everybody's learning from everybody else.

I think it brings up—instead of just going to a classroom, it makes it a more wider environment if you—now, if every problem was like that throughout the class it'd be great, but since the classrooms are such it's just individual learning, so the problem based learning would be beneficial in a lotta different areas.

Moderator: What do you believe is the main advantage of PBL? What is the main advantage of problem based learning?

Male 1: I believe it gets the students ready for the actual real world as far as going out into the job market. It helps us also because more and more the markets are becoming global, so we need to be able to stay innovative and creative when it comes to problem solving.

This also helps reduce cuz—not so much for myself, I’ve got a couple more years on everybody, but for the younger folks, there’s a culture shock that they deal with as going from—they’ve gone from high school, now they’re in college. You still got your best buddies and stuff like that; you hang out. You finish, you graduate, bam, you’re right into the real world. You’re having to deal with the problems in real life.

You don’t have the time or the conveniences of being able to hang out with your friends as much anymore. You may not necessarily have them to fall back on, especially if a person who was doing the problem based learning but was riding the coattails a little bit, it’s gonna affect them later on. I believe it will help reduce that culture shock.

Female 2: Yeah, because it puts you together with people you might’ve just met that semester. That’s how it is, like he was saying, that’s how it is in the real world when you’re in business or any other occupation you choose to do. You’re gonna meet people. You’re gonna have to work with other people in order to **make new things 17:11**.

Female 1: Be successful.

Male 2: More responsibility. Cuz you’re not only responsible for your own work now. Now you’re responsible for your whole team and they’re counting on you.

Male 1: The accountability behind it too.

Female 2: Yeah. Depending on what you do, that team could change all the time. You have to know how to—I mean like you as a teacher, every year you would have a different set of minds and a different, you know.

Female 1: Mm-hmm.

Male 3: Well, it’s almost like a military structure when you’re [*clearing throat 17:38*] you’re responsible for several people and everybody’s responsible for everybody else, so problem based learning, I think it’s just—it incorporates responsibility. It brings out, like I said, different traits in people that can help ‘em in the future.

- Moderator:* Cool. The opposite: What do you believe is the main disadvantage of PBL?
- Male 1:* For me the disadvantage would be, in this particular assignment as a group, you're all working as a group, but there are individual efforts. When we got graded on it, the vast majority got graded as the group instead of acknowledging any individual efforts.
- For instance, maybe one or two were actually pulling the majority of the weight while everybody else rode their coattails. They benefit from a better grade or the ones that put all the work in get discouraged because maybe their grade wasn't good, but they took it all upon themselves and this is what they get for it.
- Male 2:* Yeah. Yeah, I would say that would be the disadvantage cuz you could be doing everything you're supposed to, but your teammates aren't doing what they're supposed to. It could hurt your grade cuz it's not like an extra credit. It's part of the grade.
- If you're trying to get an A and you're right there on the borderline. You're like an 89 average. Then that PBL is like 15 percent of your grade and you're trying hard and then everyone else isn't doing so good, so then your average goes down a little bit because of that. It kinda messes up. I mean it's not my situation, but I'm just saying in general it could hurt you.
- Female 2:* Yeah. Cuz you can't predict other people. That's a big disadvantage.
- Male 2:* It'd probably better if, like you said, everyone says what part of the assignment that you did and grade it individually on your own work. Even though it's a team effort, you're still getting advice from your teammates like, "Oh, what should I do here?" but at the end still be graded for what you did because I don't think you should be graded on somebody else's efforts if you're going towards your degree.
- Male 1:* I think that would be discouraging and frustrating.
- Female 2:* Yeah.
- Male 3:* How you're measuring the metrics is pretty hard on problem based learning because you're only as weak as the weakest member and then it's pretty hard for the teacher to grade that individual who did what and how much, who spent how much on what. It's hard.

Female 2: Cuz you do learn a lot, but if I had a choice to do something with a group or individually, I would choose individually.

Moderator: Great. What advice would you give to a student who is considering enrolling in a PBL course for the first time?

Male 1: Definitely do it.

Female 3: Yeah, to have the experience of it just this once. Just to experience what it's like.

Female 2: Yeah, to not be afraid about it. It's a little different, but eventually they'll gain something from it. I think it's necessary. I mean if you don't—I mean eventually you're gonna do some kind of PBL, a real life PBL. You might as well get it right and have it count towards something and learn something before you're actually thrust into it without knowing what's going on.

Male 2: I would advise for them to make sure they're on top of it because if you procrastinate on it and there's like one day or two days until it's due, it would be pretty hard to get everybody to work together on it.

Female 5: Be a team player.

Female 2: Yeah.

Female 4: It gains them a lot of knowledge and it's a lot of fun. I would like for them to try it at least once.

Male 1: This is something they'll be able to—as years go by and they start using some of that in the workforce, they'll be able to look back and reflect on that and say, “Yeah, this really helped me out.”

Moderator: Does anyone want to add anything?

Male 1: I would suggest instead of doing just one assignment, maybe do two or three. Cuz doing the one, especially if you're gonna do it in the beginning, it gives you a baseline as far as where your abilities are and then you could maybe do one in the middle or just do one in the end also. That way by the end you're able to pull in and use all the resources and everything you've learned—

Female 2: There's less pressure [*cross talk 22:30*].

Male 1: - and apply it to that last PBL.

Female 2: Because it's a group exercise, it's a group project, but I think I heard somebody say this earlier, the name scares you because it's one isolated project throughout the whole semester, so it's something that's a little bit daunting. Like Lane 22:50 said, if there was more than one throughout the semester maybe—

Male 1: Mm-hmm.

Male 2: Well, I would suggest just one, but to give us an option, like three different PBL assignments and then the whole class chooses one that they like.

Multiple Participants: Mm-hmm.

Male 2: Cuz the other two you might not like at all. It'd be better.

Moderator: More options.

Female 4: I think it would be suggested to do it in different classes. Maybe that would help make it more fun and more interesting, the class. Like right now I'm having a group assignment also for my forensic science. We have to do a fingerprint, and we're all working as a team. We have to make it 18 by 12 inches. We have to add all the ridges and everything. We're doing it with ceramic [*chuckling*].

Female 3: Oh, wow.

Female 4: It's gonna be pretty fun and pretty interesting. Can't wait till we finish it. The only thing is that he didn't give us very much time to do it. He only gave us two weeks to do it. We're working at it in class, so—see, we're almost done with it, so hopefully we can finish it [*chuckles*].

Male 1: One other thing is, and again, it may vary from class to class. One of the things they could possibly also do is, like if you're in the workforce and you're at a particular job and you've been assigned to do some research on a particular product, they're gonna give you a list of people to choose from. You're gonna look at their profiles to see who's got a marketing background, who's got a transportation background, logistics, and so forth.

Try and make your team as diverse as possible to be able to see from all angles and different viewpoints. If they allowed us to be able to maybe do the same thing in the class of ours, pick who we're gonna be with as far as in the group, so that could be added

to the problem base as far as, okay, I know this person's really good at this, this one like that, and then build a better team.

Moderator: Well, thank you all very much for coming and sharing your experience. I did wanna ask if some could stick around if you don't mind doing a one on one little—just answering a couple questions on that one.

That will be used as little snippets to try to get more people to do PBL, so if we could have volunteers to do that. Other than that, thank you very much. I'm glad you all enjoyed it. I promise you: I don't know the job that you'll have that you'd work alone [laughter]. For the rest of your life—

Female 2: **A mortician 25:25 [chuckles].**

Moderator: No, cuz you still have to—

Female 5: That's right.

Female 2: Writing a blog in the basement [laughter].

Moderator: Exactly [laughter]. Then you better relate to other people [laughter]. Sell that advertising space. Cuz that's one of the things—believe me, we all do the same thing. No matter what job I've had, I've had to work in a group. It's still the same there. You're like [clapping], “Come on. **Get it in. Get it in 25:47.**”

Female 2: Right. It's vital.

Moderator: It's vital. Thank you all very much.

Multiple Participants: Thank you.

Moderator: Andrea, where would you wanna do—

[End of Audio]