Discussion about PBL

A self-designed questionnaire

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Abstract

This paper implements an instructional system, called Internet Virtual Community (IVC for short), according to the instructional model of the Problem-Based Internet Assisted Learning System (PBIALS for short), a previous research result based on the Problem-Based Learning (PBL for short) Theory. In order to achieve the instructional model of the PBIALS, four phases are developed for the instructional process include the phase School I – III and the phase Outside School. To ensure the instructional system is work and useful, a teaching unit – Dream Computer is constructed for the Basic Computer Concept I, the first year course of the Information Program in Chi-Ping Vocational School, Taiwan. A self-designed questionnaire is also used for collecting the feedbacks responded from the students and evaluating the instructional model/process/system proposed by us.

A PBIALS – Internet Virtual Classroom

According to the instructional model of the PBIALS, this paper designs an instructional process including three major phases in school and one for outside school. They are School I, School II, School III, and Outside School. Figure 1 shows the whole instructional process. Based on the instructional process of the PBIALS designed in this paper, an experiment PBIALS are designed in IVC (Internet Virtual Community), which is a web-based learning system with community architecture supporting Personal Tools, Team Tools, and Database. The system architecture of the PBIALS is shown in Figure 2.

An experiment system of PBIALS, IVC, is developed for the Information Program of Chi-Ping Vocational School, in Taoyuan, Taiwan. The course we chose to teach is the Basic Computer Concept I in the first year students’ course. Our participants, the first year students of Information Program, are totally 53 people (51 males and 2 females) in the class and are over 90% students own ADSL instrument to assess internet at home. In our experiment, the teaching unit, Dream Computer, is taken. A self-designed questionnaire

Conclusions

In general, after evaluating the feedbacks responded from students via the self-designed questionnaire, the instructional model of the PBIALS proposed by us has been proved that the PBIALS has good positive effects to the students and worth to popularize. However there are several works should be done in the near future.
1. Making user interface friendly for the tools in IVC.
2. Providing the sharing mechanism for both of the Brain-Storm Map and Whiteboard.
3. Providing the Learning Status Monitor for the teacher.
4. Integrating the Data Mining techniques to analyze the learner behaviors in the PBIALS.

Figure 1. Instructional process of the PBIALS

Figure 2. The system architecture of the PBIALS