

Problem Based Learning and Perspectives

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Abstract

Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem. Students learn both thinking strategies and domain knowledge. The PBL format originated from the medical school of thought, and is now used in other schools of thought too. It was developed at the McMaster University Medical School in Canada in the 1960s and has since spread around the world. The goals of PBL are to help students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem-based learning is a style of active learning.

Keywords: Customer Loyalty, Customer Retention

Introduction

Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem. Students learn both thinking strategies and domain knowledge. The PBL format originated from the medical school of thought, and is now used in other schools of thought too. It was developed at the McMaster University Medical School in Canada in the 1960s and has since spread around the world. The goals of PBL are to help students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem-based learning is a style of active learning.

PBL was pioneered in the medical school program at McMaster University in Hamilton, Ontario, Canada in the late 1960s by Howard Barrows and his colleagues. Traditional medical education disenchanted students, who perceived the vast amount of material presented in the first three years of medical school as having little relevance to the practice of medicine and clinically based medicine. The PBL curriculum was developed in order to stimulate the learners, assist the learners in seeing the relevance of learning to future roles, maintain a higher level of motivation towards learning, and to show the learners the importance of responsible, professional attitudes.

According to Charles. E. Skinner, Educational psychology deals with the behavior of human beings in educational situations.

Thus educational psychology is a behavioral science with two main references– human behavior and education.

In the words of E.A. Peel, Educational Psychology is the science of Education.

Education by all means is an attempt to mould and shape the behavior of the pupil. It aims to produce desirable changes in him for the all-round development of his personality.

Modern psychologists defined psychology as the Science of Consciousness. James Sully (1884) defined psychology as the Science of the Inner World. Wilhelm Wundt (1892) defined psychology as the science which studies the internal experiences. But there are three levels of consciousness – conscious, subconscious and the unconscious and so this definition also was not accepted by some.

Thus psychology first lost its soul, then its mind and then its consciousness. At present only its behavior exists. William McDugall (1905) defined psychology as the Science of Behavior, W.B. Pillsbury (1911) and J.B. Watson (1912) also defined psychology as the science of behavior.

Behavior generally means overt activities which can be observed and measured scientifically. But one's behavior is always influenced by his experiences. So when we study one's behavior we must also study his experiences.

Psychology should, therefore, be defined as a science of behavior and experiences on human beings (B.F. Skinner). According to Crow and Crow, Psychology is the study of human behavior and human relationship.

The essential knowledge and skill to do this job satisfactorily is supplied by Educational Psychology. In the words of E.A. Peel, Educational psychology helps the teacher to understand the development of his pupils, the range and limits of their capacities, the processes by which they learn and their social relationships.

In this way, the work of the Educational Psychologists resembles that of an Engineer, who is a technical expert. The Engineer supplies all the knowledge and skill essential for the accomplishment of the job satisfactorily... for example, construction of a bridge.

In the same way Educational Psychologists, who is a technical expert in the field of Education, supplies all the information, principles and techniques essential for understanding the behavior of the pupil in response to educational environment and desired modification of his behavior to bring an all-round development of his personality.

In this way, it is quite reasonable to call Educational Psychology as a science and technology of Education.

Thus, Educational Psychology concerned primarily with understanding the processes of teaching and learning that take place within formal environments and developing ways of improving those methods. It covers important topics like learning theories; teaching methods; motivation; cognitive, emotional, and moral development; and parent-child relationships etc.

In short, it is the scientific discipline that addresses the questions: Why do some students learn more than others? and What can be done to improve that learning?

Its nature is scientific as it has been accepted that it is a Science of Education. We can summarize the nature of Educational Psychology in the following ways:

1. Educational Psychology is a science. (Science is a branch of study concerned with observation of facts and establishment of verifiable general laws. Science employs certain objective methods for the collection of data. It has its objectives of understanding, explaining, predicting and control of facts.) Like any other science, educational psychology has also developed objective methods of collection of data. It also aims at understanding, predicting and controlling human behavior.

2. Educational Psychology is a natural science. An educational psychologist conducts his investigations, gathers his data and reaches his conclusions in exactly the same manner as physicist or the biologist.

3. Educational psychology is a social science. Like the sociologist, anthropologist, economist or political scientist, the educational psychologist studies human beings and their sociability.

4. Educational psychology is a positive science. Normative science like Logic or Ethics deals with facts as they ought to be. A positive science deals with facts as they are or as they operate. Educational psychology studies the child behavior as it is, not, as it ought to be. So it is a positive science.

5. Educational psychology is an applied science. It is the application of psychological principles in the field of education. By applying the principles and techniques of psychology, it tries to study the behavior and experiences of the pupils. As a branch of psychology it is parallel to any other applied psychology. For example, educational psychology draws heavily facts from such areas as developmental psychology, clinical psychology, abnormal psychology and social psychology.

6. Educational psychology is a developing or growing science. It is concerned with new and ever new researches. As research findings accumulate, educational psychologists get better insight into the child nature and behavior.

W.A. Kelly (1941) listed the nature of Educational Psychology as follows:

- i. To give a knowledge of the nature of the child
- ii. To give understanding of the nature, aims and purposes of education
- iii. To give understanding of the scientific methods and procedures which have been used in arriving at the facts and principles of educational psychology
- iv. To present the principles and techniques of learning and teaching
- v. To give training in methods of measuring abilities and achievement in school subjects

- vi. To give a knowledge of the growth and development of children
- vii. To assist in the better adjustment of children and to help them to prevent maladjustment
- viii. To study the educational significance and control of emotions and
- ix. To give an understanding of the principles and techniques of correct training.

Thus, educational psychology is an applied, positive, social, specific and practical science. While general science deals with behavior of the individuals in various spheres, educational psychology studies the behavior of the individual in educational sphere.

Conclusion

Among current educational psychologists, the cognitive perspective is more widely held than the behavioral perspective, perhaps because it admits causally related mental constructs such as traits, beliefs, memories, motivations and emotions. Cognitive theories claim that memory structures determine how information is perceived, processed, stored, retrieved and forgotten. Among the memory structures theorized by cognitive psychologists are separate but linked visual and verbal systems described by Allan Paiviosdual coding theory. Educational psychologists have used dual coding theory and cognitive load theory to explain how people learn from multimedia presentations.

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