REAL LIFE PROBLEMS INTEGRATION IN HIGHER EDUCATION

The IDEC PBL project partners collected 25 real life problems and how they are used in higher education. Then, they analyzed

- The real- life problem considered
- The format and pedagogy used
- The best and bad practices
- Ranking of the interest and relevance of the topics, the level of input from the socio-economic word, authenticity, learning outcomes, interactions between students, contribution to problem solving

This document summarizes the key points of this analysis.

- Racism
- Digital authoritarism
- Climate change/ Environment
- Cyberbullying
- Social media addiction
- Gender equality
- Genocide
- Nuclear proliferation
- Access to pharmaceuticals
- Assessment of bilateral and multilateral aid
- Impacts on cleaning robots
- Fast fashion
- Human rights
- The situation in Democratic Republic of Congo
- Developing a strategy for a new product
- Loosing business relevance & customers on the market
- Corruption
- Disability
- Road safety

TYPES OF PEDAGOGY USED

- Documents
- Presentation/ Lecture / E-learning/ Conference/Modeling conference
- Challenge/ Hackathon/ Business contest
- Data analysis/ Research paper
- Film seminar
- Online test
- Workshop
- Simulation (trial for example)
- Debate/ Public discussion
- Situation cards

BEST PRACTICES: BEFOREHAND

- Relevance and interest of the topic: Choose a topic that everyone can relate to
- Clarity of the presentation:
  - Explain well the topic students will be working in
  - Use of visual documents to help understand the topic
- Project integrated within the curriculum
- Involve people working on the topic not only academic - Involve NGOs

BEST PRACTICES: DURING THE PROJECT

- Give the floor to everybody working on the topic: engage students
- Mixed audience (students, staff, professionals)
- Working in teams
- Giving independence to students for the work: for example for climate change let the students choose a more specific topic i.e. pollution, animal cruelty
- Allow students to be creative and innovative
- Have a peer to peer approach: students for students
- Have a mentoring throughout the activity
- Make it fun
- Use simulation with role plays
- Use debates to understand both sides of a problem:Address the topic from different

angles

- Use case studies
- Use competition as it may increase motivation

BEST PRACTICES: OUTCOMES OF THE PROJECT

- Check list to check the level of application
- Concrete solutions to be implemented
- Trigger broader discussions on the topic
- Real Takeaways for students
- Development of soft skills

BAD PRACTICES

BEFORE THE PROJECT

- Too much focus on a specific area
- Too technical subject
- Too much bureaucracy to organize things
- Highly expensive exercise

DURING THE PROJECT

- Too many time constraints: too time consuming or too short
- No interaction
- Leaving aside students that are more shy
- No collaboration between students
- Groups were too small
- No support from the academic side
- Sharing personal opinions and not proposing anything

AFTER THE PROJECT

- Focus more on problem than on solutions
- Solutions offered to the problem are ideal not practical
- No wrapping up or collecting feedback