

Expectation Management is ‘Key’ in CBL

Findings with respect to the role of the ‘teacher’ in two rounds of a CBL-like course

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Context	Elective master course on Clinical Biotechnology (5EC) Challenge: “Donor Organ Shortage”	
	2021/2022	2022/2023
SPECS	Students: 12 x TM, 1x BME 1 coach, 1 observer 4 seminars pre-defined topic 1 lecture Challenge Provider (week 5) Presentation (graded), report (graded), final individual assessment (graded)	Students: 14 x TM, 2 x ATLAS, 1 x BME 2 coaches 3 seminars student-chosen topic 1 lecture Challenge Provider (week 4) Presentation (informal), report (feedback), final individual assessment (feedback)
Instructions	<ul style="list-style-type: none">Decide on the “Big idea”Take autonomy and choose what has your interestCoach as co-creator	<ul style="list-style-type: none">Decide on the “Big idea” in week 1Choose topics of interest, content of seminars will be adapted to this interest (week 2 and 3)Coaches to guide process
Results	<ul style="list-style-type: none">Slow start, week 3 groups formedOther courses more important in individual planningSolutions in the direction of provided topicsCoach wasn’t actively involvedPressure in the final three weeks	<ul style="list-style-type: none">Quick start, week 1 groups formedSolutions in the direction of self-chosen topicsSome groups did field workEnthusiasm for sharing final ideaCoaches were kept informedReports and analysis of high level
Key Finding	Self-directed learning is a matter of expectation management. When the role of teacher is not solely ‘coach’ but also assessor and topic provider the self-directiveness will be negatively affected (2021/2022). By providing clear expectations on the requirements for autonomy and by scaffolding their individual learning, the students showed more engagement with the content and less stress in planning and performance (2022/2023).	