Challenge Based Learning with Preservice Teachers

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Technology is changing the face of classroom learning. The U.S. Department of Education developed the National Educational Technology Plan (U.S. Department of Education, 2010), titled *Transforming American Education: Learning Powered by Technology*. According to this plan, the challenge for our education system is to leverage technology to "create relevant learning experiences that mirror students' daily lives and the reality of their futures" (p. 9). In addition, "we must bring 21st-century technology into learning in meaningful ways to engage, motivate, and inspire learners of all ages to achieve" (p. 10). However, technology alone cannot change the face of classroom learning. Given the profound paradigm shift taking place in schools, teacher educators must prepare future teachers with instructional strategies to teach in a technological world. The purpose of this presentation is to describe the nature of Challenge Based Learning as it applies to preservice teachers.

Components of Challenge Based Learning

Component	Description
Big Idea	The big idea is a broad topic that is relevant to students.
Essential Questions	Students develop questions, related to the big idea, regarding their own interests.
The Challenge	Research teams of students establish a challenge, which leads to a real-world solution/product.
Guiding Questions and Activities	Guiding questions narrow the topic and help students meet their challenge. Teachers and students work together to identify activities address these questions.
Guiding Resources	Students use resources including websites, podcasts, apps, and audiobooks to answer guiding questions and develop solutions.
Solutions, Implementations, and Reflections	After researching, students choose one solution to develop. Often students implement an approved solution in a real-world setting, reflect, and adapt the solution. Solutions often include digital videos and other media.