

CHALLENGE BASED LEARNING

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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.



CBL and Preservice Teachers

- ▣ Video

Examples

- ▣ <http://rtistrategies.blogspot.com>

CBL in the Middle School

- ▣ Mixed methods design
- ▣ Setting – Middle School with 1-1 initiative
- ▣ CBAM survey instrument (n=30)
- ▣ Focus groups with teachers (n=6)

CBL in the Middle School

Table 1

Stages of Concern for Teachers

	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Total	Response Rate
August 2011	6	5	10	5	0	3	1	30	83%
January 2012	14	3	8	6	0	1	0	32	89%
May 2012	4	4	7	0	0	4	5	24	67%

CBL in the Middle School

- ▣ More time
- ▣ More support
- ▣ Benefits - Engages students
- ▣ Hindrances – logistical issues and off-task behaviors

References

- ▣ Apple (2012). About CBL. Taking action and making a difference: Challenge-Based Learning.
<http://www.challengebasedlearning.org/pages/about-cbl>
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- ▣ Ward, A.K., Pilgrim, J., & Bledsoe, C. (2012). Challenge based learning in the classroom. *The Texas Forum of Teacher Education* (2), 1, 110-121.