

## Chapter 2

# Design of Crowd Creative Collaborative Education Model Based on PBL: Background, Reflection, and Teaching Practice in Northeastern University in China

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### **ABSTRACT**

*The global information technology revolution puts forward the following requirements for higher education: education mode transforms from experience education to overall education; education mechanism transforms from traditional management to comprehensive governance; the educational goal transfers from the traditional knowledge to the ability training. In such a macro educational background, the structural contradictions in China's higher education have triggered the supply-side reform of education. The implementation of this reform to Northeastern University requires us to vigorously promote the excellent education action plan in view of the current teaching reality and local difficulties in Northeastern University to change the logic of unilateral teaching into the logic of co-creating education. Based on comprehensive learning of PBL education paradigm, the author of this chapter, based on his own teaching practice and reflection of educational philosophy, puts forward the collaborative education mode of crowd innovation and gives the basic framework of this model. On this basis, specific cases and suggestions are given.*

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## **INTRODUCTION**

Problem-Based Learning (PBL) is a student-centered education method based on the real world. It was initiated by American neurology professor Borrows in McMaster University in Canada in 1969 and has become a popular teaching method in the world.

Different from the traditional subject-based teaching method, PBL emphasizes students' active learning rather than teachers' teaching in traditional teaching. PBL links learning to larger tasks or problems to engage learners in the problem; it designs realistic tasks, emphasizes setting learning in complex and meaningful problem situations, and solves problems through learners' independent exploration and cooperation, to learn the scientific knowledge hidden behind the problems and develop problem-solving skills and independent learning ability.

Problem-oriented teaching method, problem-based, student-centered, teacher-oriented heuristic education, to cultivate students' ability as the teaching goal. The essence of PBL teaching method lies in giving full play to the guiding role of problems in the learning process and arousing students' initiative and enthusiasm.

## **BACKGROUND**

### **The Global Information Technology Revolution Puts New Demands on Chinses Higher Education**

As so far, human society has experienced the pre-agricultural society, agricultural society, industrial society, and information society. Today's human beings are in the early stage of the information age. Under this circumstance, the global reality of informatization poses new challenges to Chinese higher education, and the challenges mainly include the following three aspects:

First, the education model has transformed from traditional experience education to integrated education. The traditional higher education model is a segmented, single-field empirical education. The teachers engaged in higher education mainly come from a certain major or a certain subject in a university. The basic logic of educational activities is from books to books, and research to the research. Such a logic lacks experience and test of the practical process. In other words, this single-experienced education model has already not adapted to the needs of the cross-disciplinary integration of higher education in the context of big data in the information age. The age of information network asks for the integration of the natural and social science

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