

Chapter 8

Experience and Reflection on PBL and Implementation of Interdisciplinary- Level PBL Plan

Jingping Song

Northeastern University, China

ABSTRACT

This chapter introduces the author's own teaching practices, teaching philosophy, and teaching challenges by traditional ways in Northeastern University of China at first. Then it presents the author's experience by participatory learning of PBL in UNESCO center of Aalborg University in Denmark. And the impact and guidance of the course on author's teaching philosophy, challenges, and skills are also given in this chapter. To apply PBL teaching methods, the author proposes future teaching plans with PBL. Moreover, design and implementation of interdisciplinary-level PBL plan is presented. And the implementation plan is expounded by six aspects: students, teaching staff, learning goals, contents, teaching and learning methods, and assessment. Finally, a case is put forward by the implementation plan.

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INTRODUCTION OF TEACHING PRACTICES, PHILOSOPHY AND CHALLENGES

As the author of this chapter, I have worked in Software College of Northeastern University (NEU) for a long time. There are three undergraduate majors named Software Engineering, Information Security and Digital Media Technology in Software College. Three departments are responsible for the corresponding three majors' teaching work. I used to work in department of Software Engineering and now I am working in department of Information Security. There are about 90 undergraduate students enrol in Information Security major. I am major in Communication and Information System, therefore, I taught courses in the field of communication.

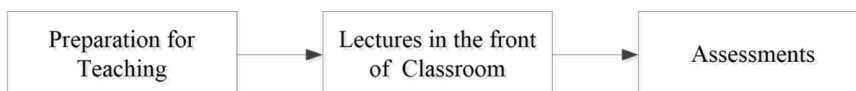
Teaching Practices in NEU

I have taught three theoretical courses and a practical course in NEU. Three theoretical courses are Principle of Communication, Security Technologies of Data Communication and Interface and Communication Technologies. The practical course is Network Program Practice. Software college places great emphasis on practical teaching and students could have corporate training and graduation internship, and each major has five practical courses. But most courses in department of Information Security are theoretical courses. My teaching for a theoretical course usually includes three phases, preparation for teaching, lectures in the front of classroom and assessments. It is shown in figure 1.

Preparation for Teaching

According to teaching requirements of NEU, a teacher needs to prepare syllabus and teaching calendar on the basis of training programme of Information Security major. Syllabus usually includes course basic information, such as course number, course name, teaching hours, credits, evaluation and grading policy, textbooks, reference books, course description and so on. Syllabus also contains connections between

Figure 1. Three phases of my teaching for a course



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