

ABSTRACT

This presentation reflects on the implementation of a problem-based learning pedagogy (PBL) into the presenter's current teaching practice. Informed by a range of quantitative and qualitative data samples, the discussion section examines a subject of particular interest to the author: the persistent dynamic or tension in teaching and learning between the ideal (the theory of the teaching art) and the real (the practice of this art). What interests me most today are the complex consequences or impacts of a problem-based pedagogy on the practice of tertiary teaching and learning, especially within a virtual or blended learning environment (VLE/BLE):

- An increase in the number and complexity of assessment tasks
- An increase in the time spent in lectures, tutorials and email communications explaining assessment tasks to students
- An decrease in the time available for providing detailed feedback to students on their assessment tasks as a result

The paper offers for discussion the following questions:

1. Does PBL in practice actually support the pedagogical objectives of a student-centred approach to teaching and learning?

2. Is the contemporary university student well prepared enough for the transition to a mainly PBL curriculum?

3. Is there an inherent tension in contemporary advocacy of PBL in Virtual Learning Environments (VLEs) and or Blended Learning Environments (BLEs)?

4. Is the contemporary university student increasingly "overwhelmed" by the technological management of his/her tertiary learning experience and possibly, therefore, "underwhelmed" by the content of the tertiary learning experience.

Increasingly I would argue, university teaching and learning is about how students are to learn, not so much about what they are to learn and much less so about a critical interrogation of why they are to learn what. Whilst I am a strong advocate of developing in our students a reflexive, meta-attitude to their learning and teaching processes, too often I suggest, this meta-attitude may be absorbed into the "busy-ness" of simply coping with more complex teaching, learning and assessment processes in VLEs/BLEs.

PRESENTER DETAILS

Dr Matthew Piscioneri lectures in the *School of Media, Film & Journalism* at Monash University, Australia. He obtained his doctorate in Philosophy from the University of Queensland, Australia where his dissertation developed a critical reading of Jurgen Habermas's *Theory of Communicative Action*. His research examines the internationalization of universities, ethical issues in student care, and the delivery of teaching and learning resources at university and tertiary reading requirements. He was part of a major research project evaluating student preferences for modes of teaching and learning resource delivery [<http://www.olt.gov.au/resource-evaluation-teaching-delivery-modes-monash-2009>]. He has also conducted research into the pre-commencement academic orientation needs of international postgraduate students from non-English speaking backgrounds, as well as the linkages between students' study abroad experience and their employability. In 2014, he coordinated a visit to Australia by a team of higher education researchers from Malaysia interested in student-centred learning in large classes, and was also an invited speaker at the Bett Asia Leadership Forum in Singapore. Details can be found here: <http://profiles.arts.monash.edu.au/matthew-piscioneri/>.

More recently, a commentary on the "Good Citizens versus Global Citizens" debate in higher education was published in *University World News* [<http://www.universityworldnews.com/article.php?story=20160610150253631>]. He is also a founding editor of the *International Journal of Indonesian Studies* [<http://artsonline.monash.edu.au/indonesian-studies-journal/>].



SELECT/RECENT PUBLICATIONS

2016: "Global Citizens or Good Citizens?" *University World News* 10 June 2016 Issue No: 417

2014: Patel, F, Li, M and Piscioneri, M. 2014, "Cross-Institutional and Interdisciplinary Dialogue on Curriculum for Global Engagement: Emerging Perspectives and Concerns", [*Journal of International and Global Studies*](#) Volume 5, Number 2: April 2014 pp.40-52.

Piscioneri, M. "MOOCs and the Faculty of the Future in *Online Learning: An Educational Development Perspective* NOVA SCIENCE. Inc. Chapter 12, pp. 161-174.

2013: Piscioneri, M., & Hlavac, J. (2013). The minimalist reading model: Rethinking reading lists in arts and education subjects. *Arts and Humanities in Higher Education*, 12(4), 424-445.

2012: Piscioneri, M., 2012, Is all the glitters gold? re-thinking e-learning and education revolutions, in *Techonologies for Enhancing Pedagogy, Engagement and Empowerment in Education: Creating Learning-Friendly Environments*, eds Thao Le and Quynh Le, Information Science Reference, United States, pp. 287-299.

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Hlavac, J., Peterson, J., Piscioneri, M., 2011, Time allocations for study: evidence from Arts students in Australia, *Education and Training [P]*, vol 53, issue 1, Emerald Group Publishing Ltd., United Kingdom, pp. 27-44.