**New Trends in Education at An-Najah National University**

**The Art of the Possible**

**Proposal Submission Form**

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| **Course Title:** | | |
| **Intended Learning Outcomes:** | | |
| **The new Teaching/Learning Methodology used:**  The CBL methodology which requires students to negotiate community partner needs and implement project for the benefit of target community organization. This methodology requires students to do field work, which is intended to identify problems and needs, to frame the need into a project, to use the knowledge in delivering the project.  The speaker needs to address the following issues:   1. How did the instructor/students find and negotiate with the community partner/s? 2. Number and type of projects. 3. How was the theoretical frame used to solve community problem? 4. How did the community project help achieve the learning outcomes? 5. How did the teacher/community partner assess the learning outcomes? | | |
| **Challenge** | **Strategy** | **Level of satisfaction** |
| Finding partner:  Locating a partner is a challenge because you need to find motivated partner who has a specific need that fits the class outcomes | Contacting potential partners and preparing a list of projects  Classifying the projects into plan A and plan B | Plan A was prepared to work with Ministry of Religious Affairs but it did not work well. In week six, I had to use plan B and send my teams to Biet Wazan village council. The risk was in starting the project in week six which reduced the project scope and size, and the class activities were not accomplished as planed in the course syllabus. |
| Roles:  This is a challenge because the teacher will need to find room in the teaching and learning process for a third actor. Learning in CBL courses happens in an iterative process (teacher 🡪 student 🡪 community partner…) | Meeting the community partner for:   * Devising the site visit schedules and devising guest speaker schedules | Partial accomplishment |
| * Explaining logistical expectations from the partner | Accomplished as planned |
| * Scope of work from the student teams | Two thirds of the planned work scope was completed |
| Course content:  This is a challenge because the teacher has to find a fine balance between the time needed to cover the theory and the time needed for follow up on community project. | Dividing the project into phases like problem definition, data collection, analysis, and developing the final product (GIS database) | They were accomplished but not according to the time plan. Delay in deliverables |
| Integrating the project phases in the course plan on weekly basis with clear set dates for deliverables | The class was ahead in theoretical modeling due to delay in shifting from plan A to plan B |
| **Added value**  Speaker should explain improvement in the learning curve.  Setting up situations where learners have to make decisions on their own on how to use the theoretical knowledge to accomplish real world projects. This learning methodology is unmatched when it comes to gaining transferable skills. The fact that they have to accomplish these projects as services for their communities will instill citizenship values in the learners. | | |
| **Conclusion (Effectiveness and efficiency)**  As a concluding remark, the speaker should provide an overall judgment on the experience.  Give a list of tips for future practitioners who intend to use this methodology  As a teacher:   * I learned to be open for adjusting plans while keeping an eye on the course ILOs. * I learned risk management and how to turn failures into opportunities * I learned that success in not a hundred percent, but the rewarding thing is that the students become more reliable and trustworthy   With the community:  The experience was effective in overcoming the trust issues as far as learner quality achievement in concerned. | | |