Theory – Practice Balance in Community Based Learning

Urban Transportation Planning Class

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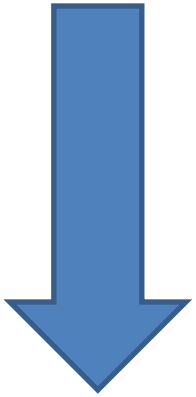
STOP

Introduction

CBL students experience how **theoretical** knowledge is applied in **practice** on real-time cases and projects.



They experience the connections between classroom materials and real-world problems.

Introduction

Classroom activities and field activities
BALANCE

A major challenge in CBL

Theory – Practice Balance

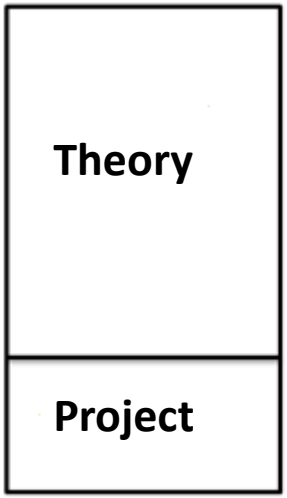
- Several approaches to involve project activities in theoretical classes

- The challenge is always to manage these activities either:
  - Theory/practice ratio
  - Distribution

Four models are suggested about the ratio and distribution.

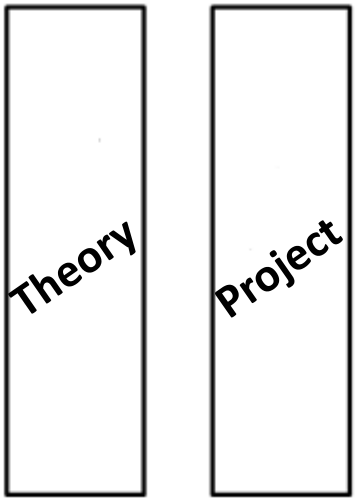
Model 1

- Very common model
- Theory is given more time (10 – 12 weeks)
- Practice follows the theory
- No enough time for follow up and scaffolding



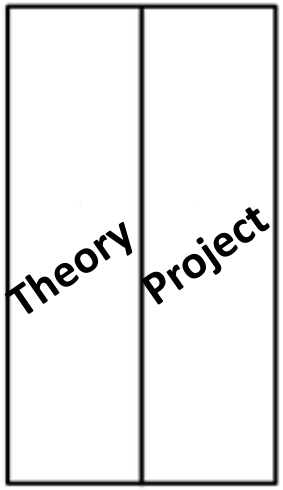
Model 2

- No rush in the project activities but separated from the class materials
- Common in classes with labs
- Very difficult to manage



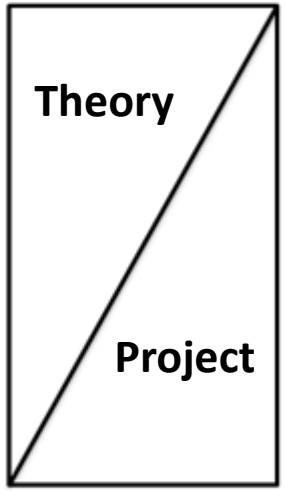
Model 3

- Project takes its time
- No rush in the project as both theory and practice go in parallel
- Difficult to manage
- More suitable for advanced classes (graduate classes)

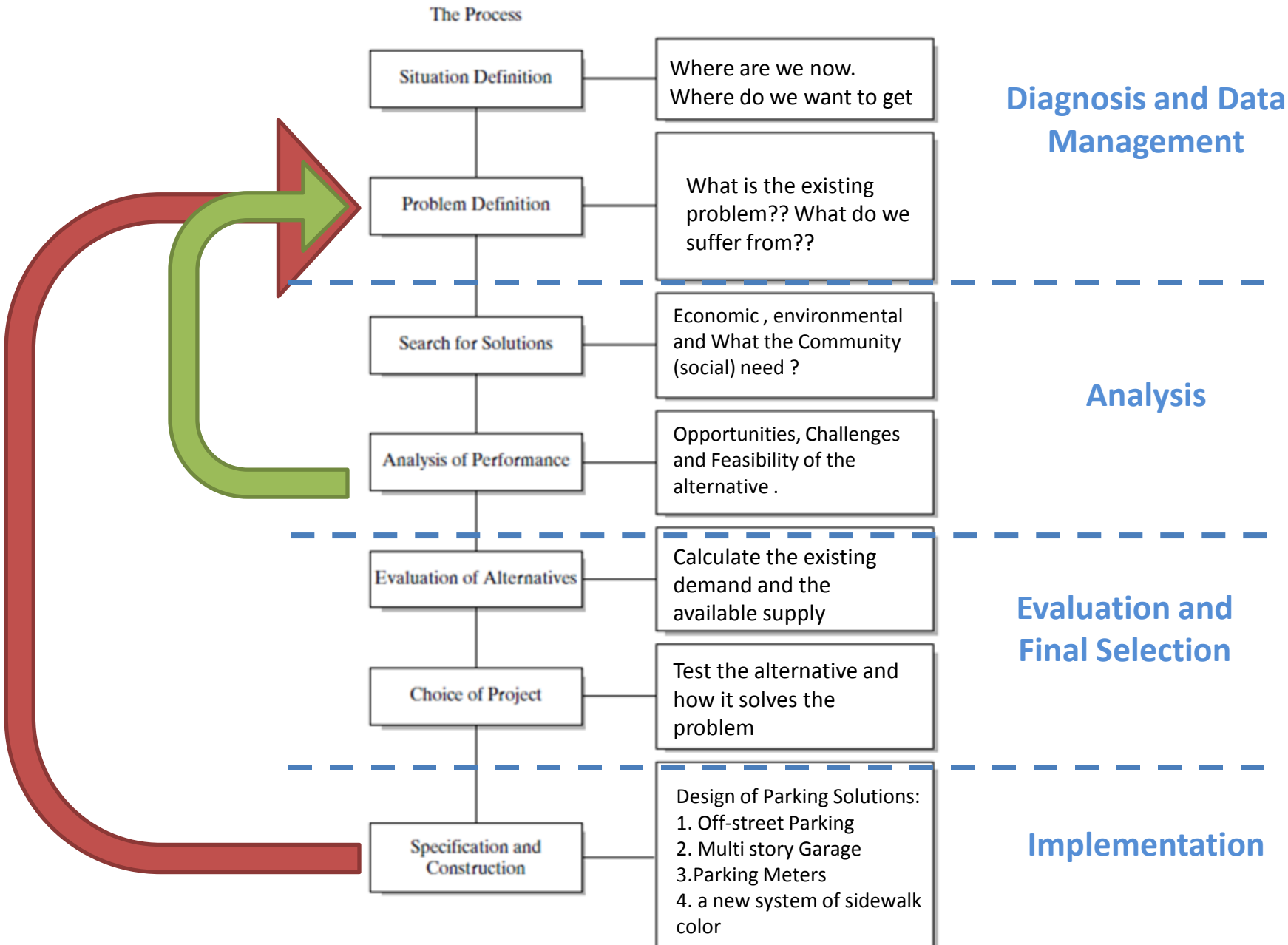


Model 4

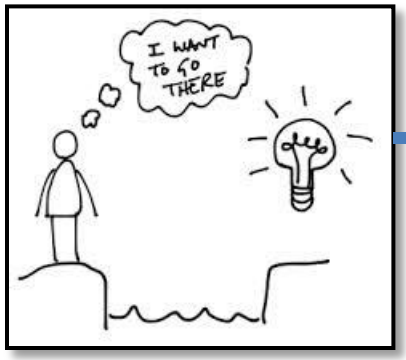
- Relatively equal time
- Theory portion is descending while project activities are ascending
- More suitable for introductory classes but still suitable for advanced ones
- More suitable for CBL



Urban Transportation Planning as a CBL Class



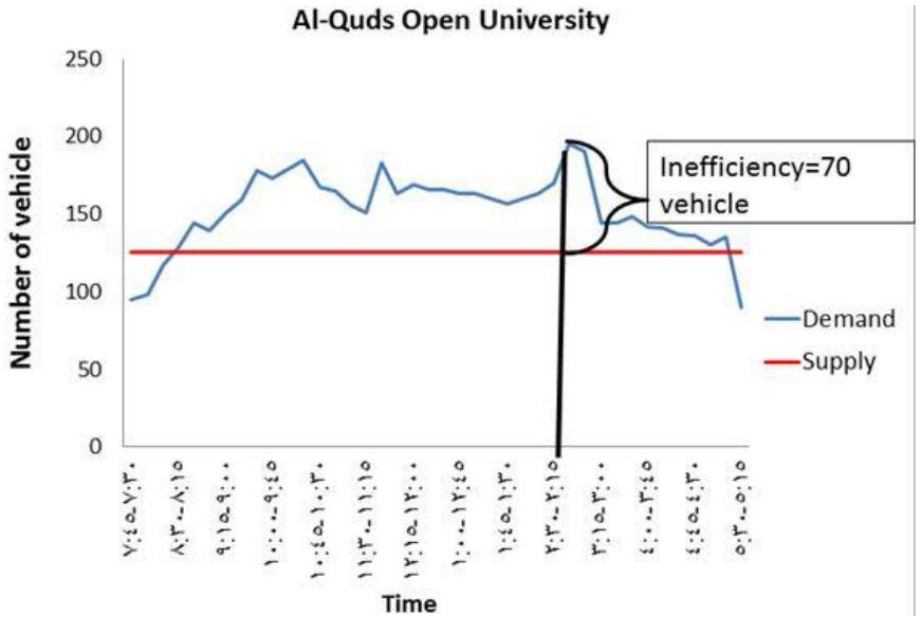
Diagnosis and Data Management

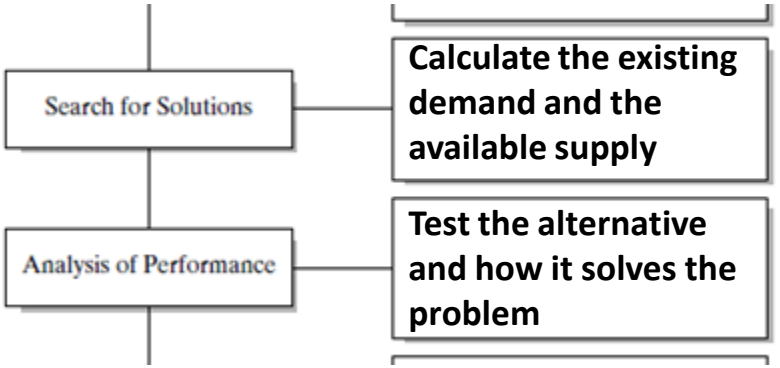


The Process

- Situation Definition — Where are we now. Where do we want to get
- Problem Definition — What is the existing problem?? What do we suffer from??

Analysis



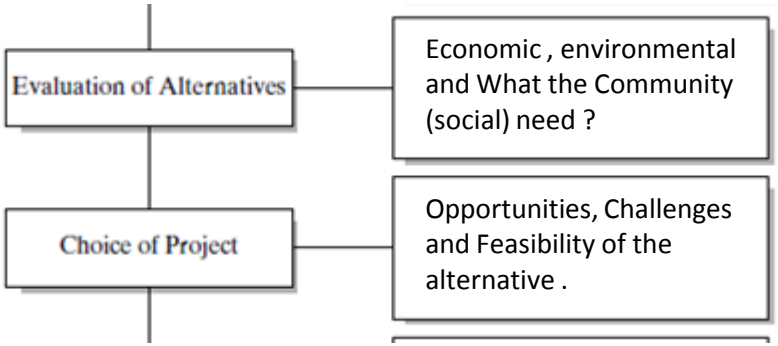


Parking supply

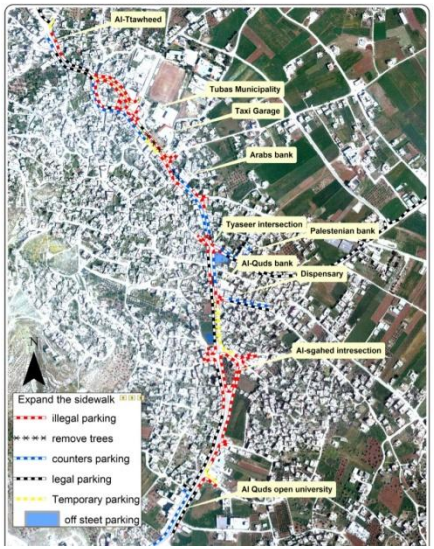
vs.

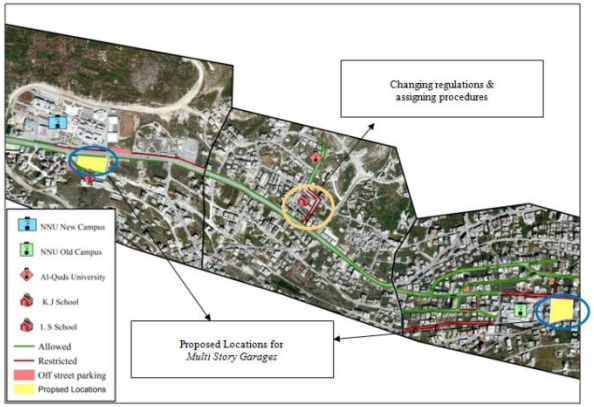
Parking demand

Evaluation and Final Selection



alternative 2





Implementation

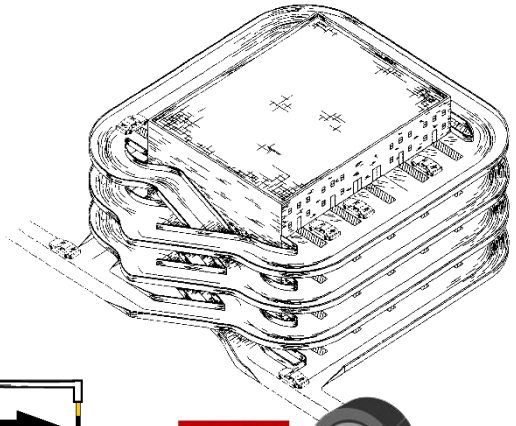
Specification and Construction

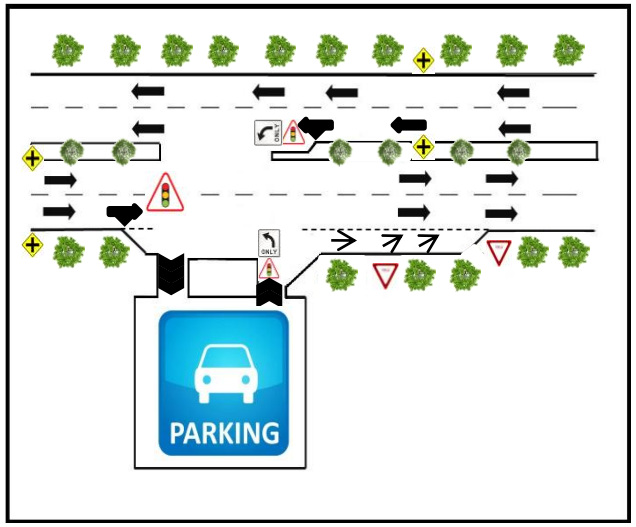
Design of Parking Solutions:
1. Off-street Parking
2. Multi story Garage
3.Parking Meters
4. a new system of sidewalk color

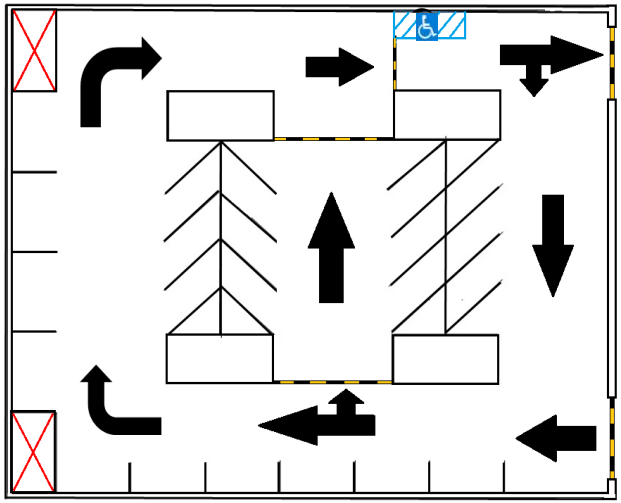
physical location

geometric dimensions

Structural configuration

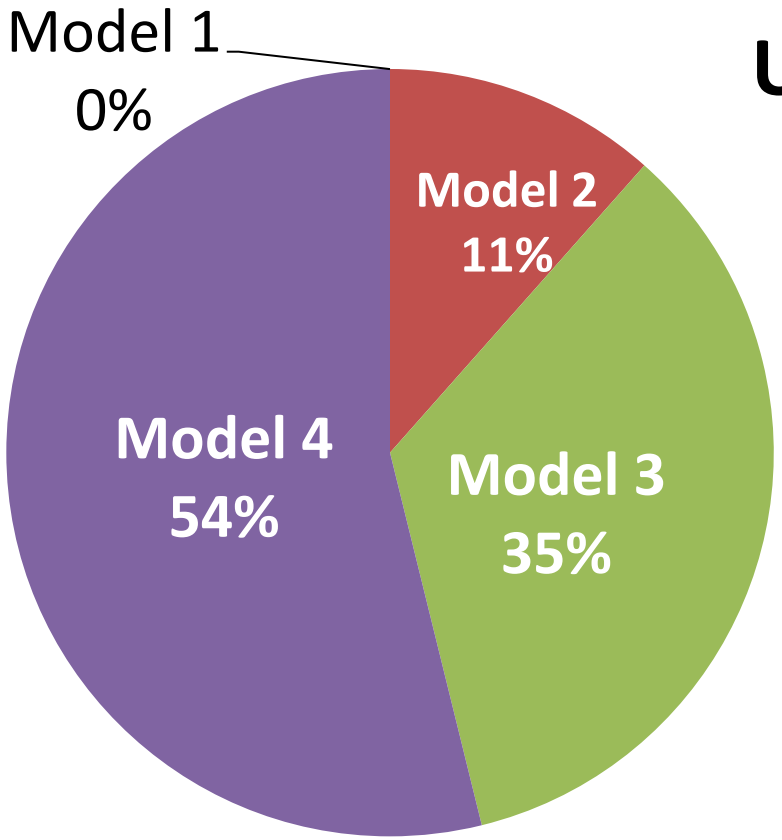


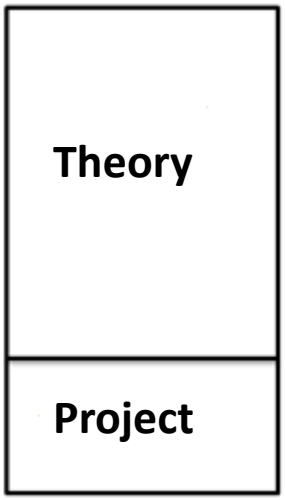




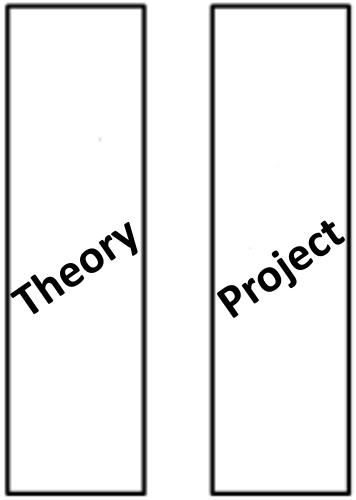
Did the students understand the new approach?

Urban Transportation Planning

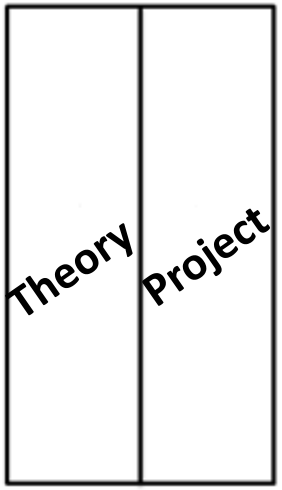




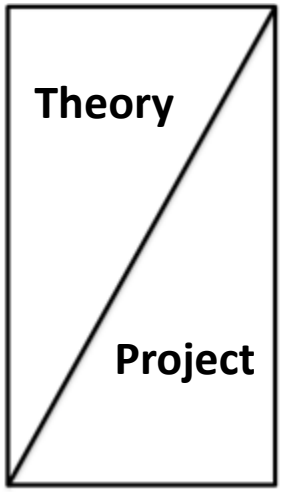
Model 1



Model 2

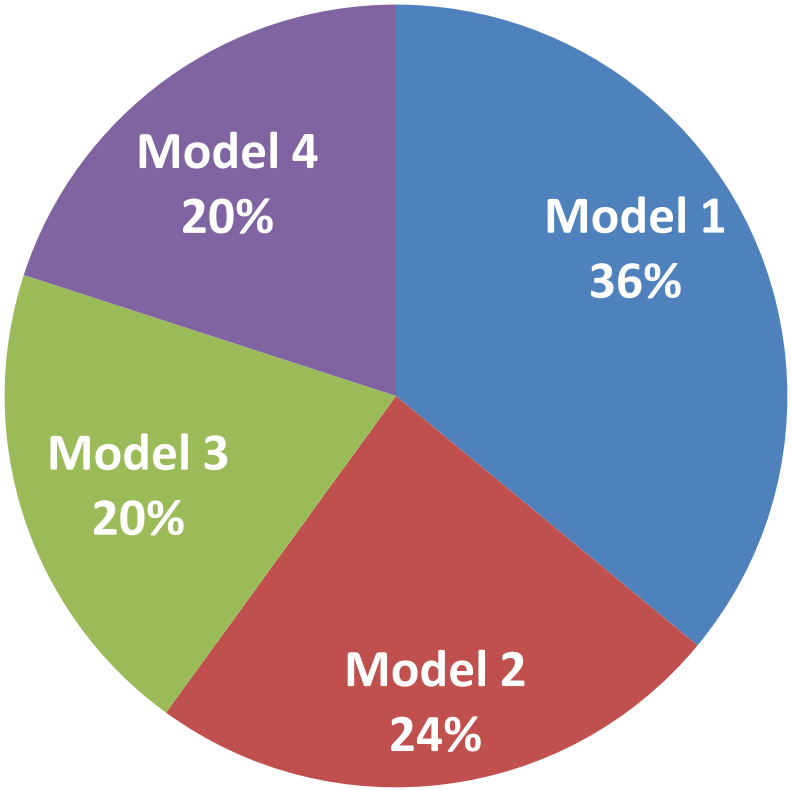


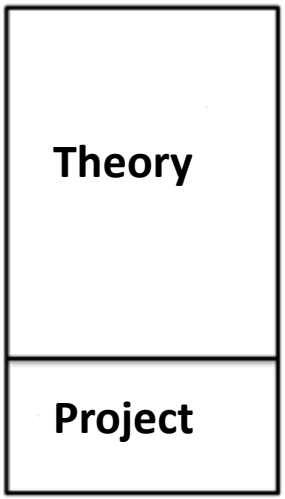
Model 3



Model 4

Land Use Planning





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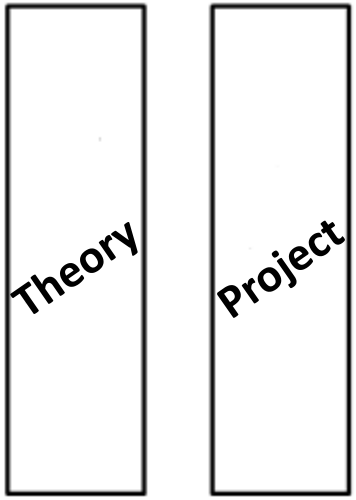

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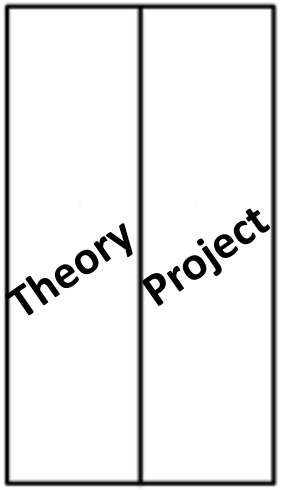

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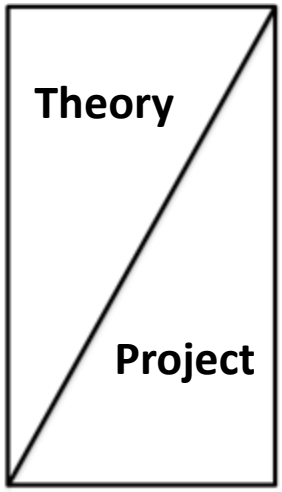
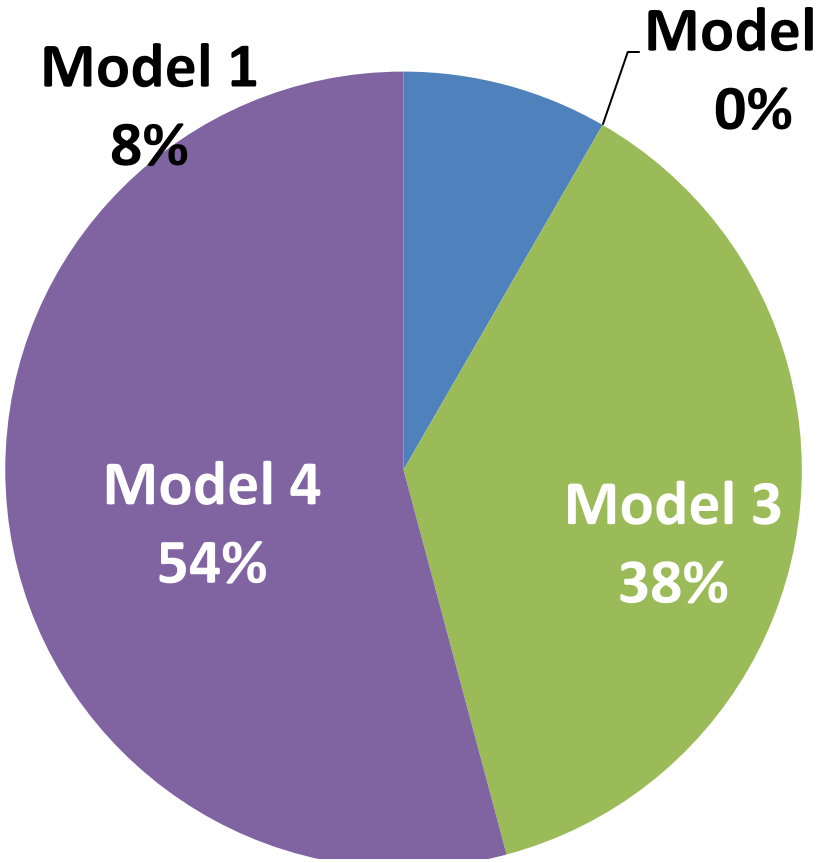
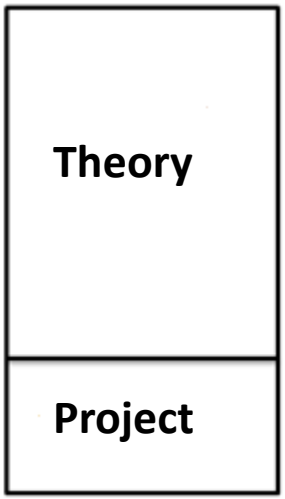


Model 4

Students' Preferred Model





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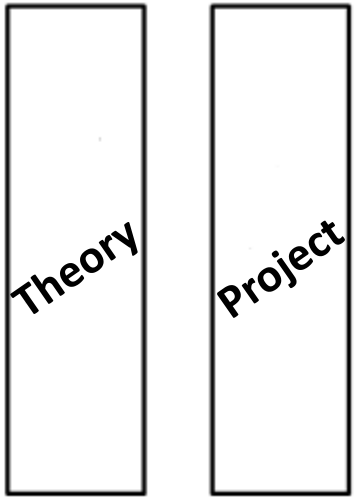

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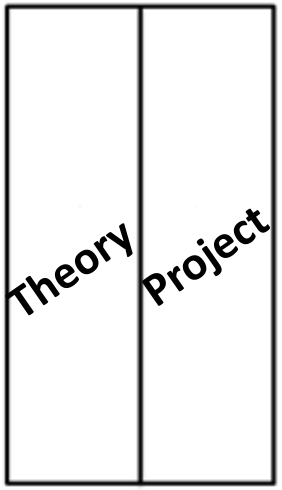

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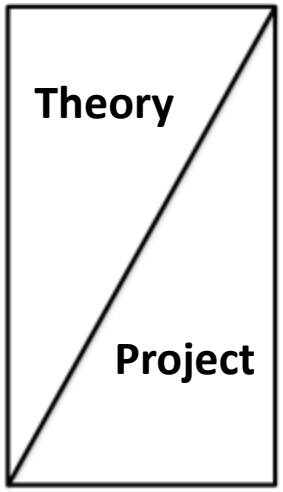
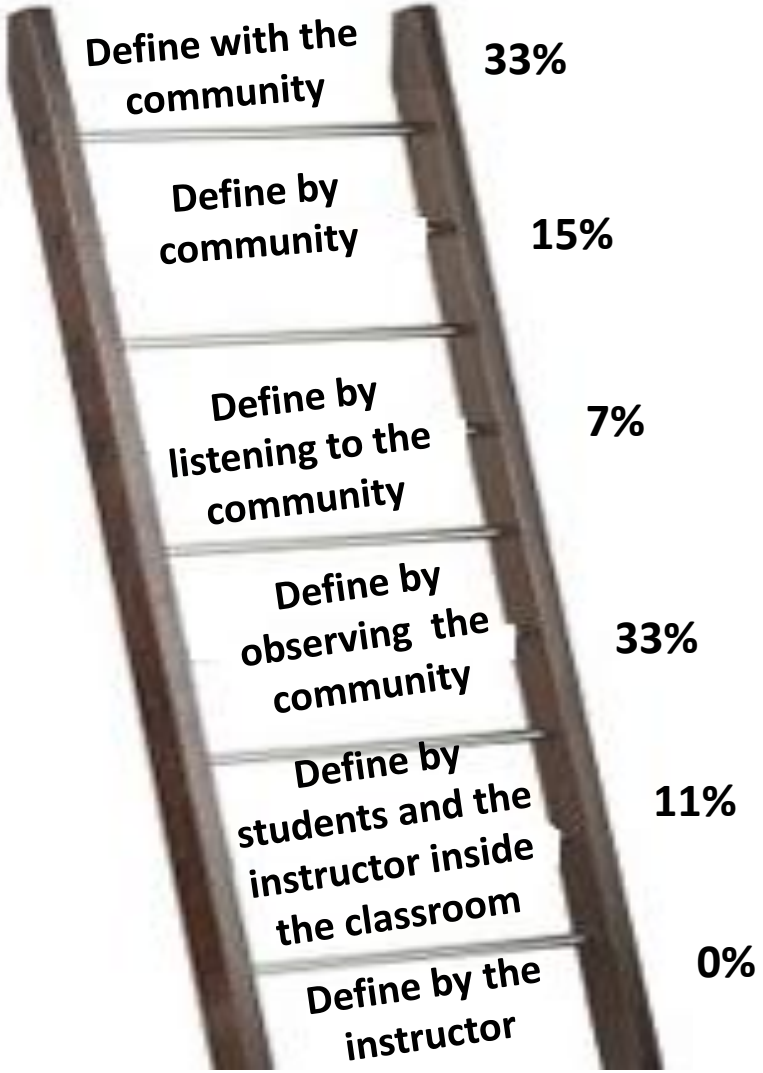


Model 4

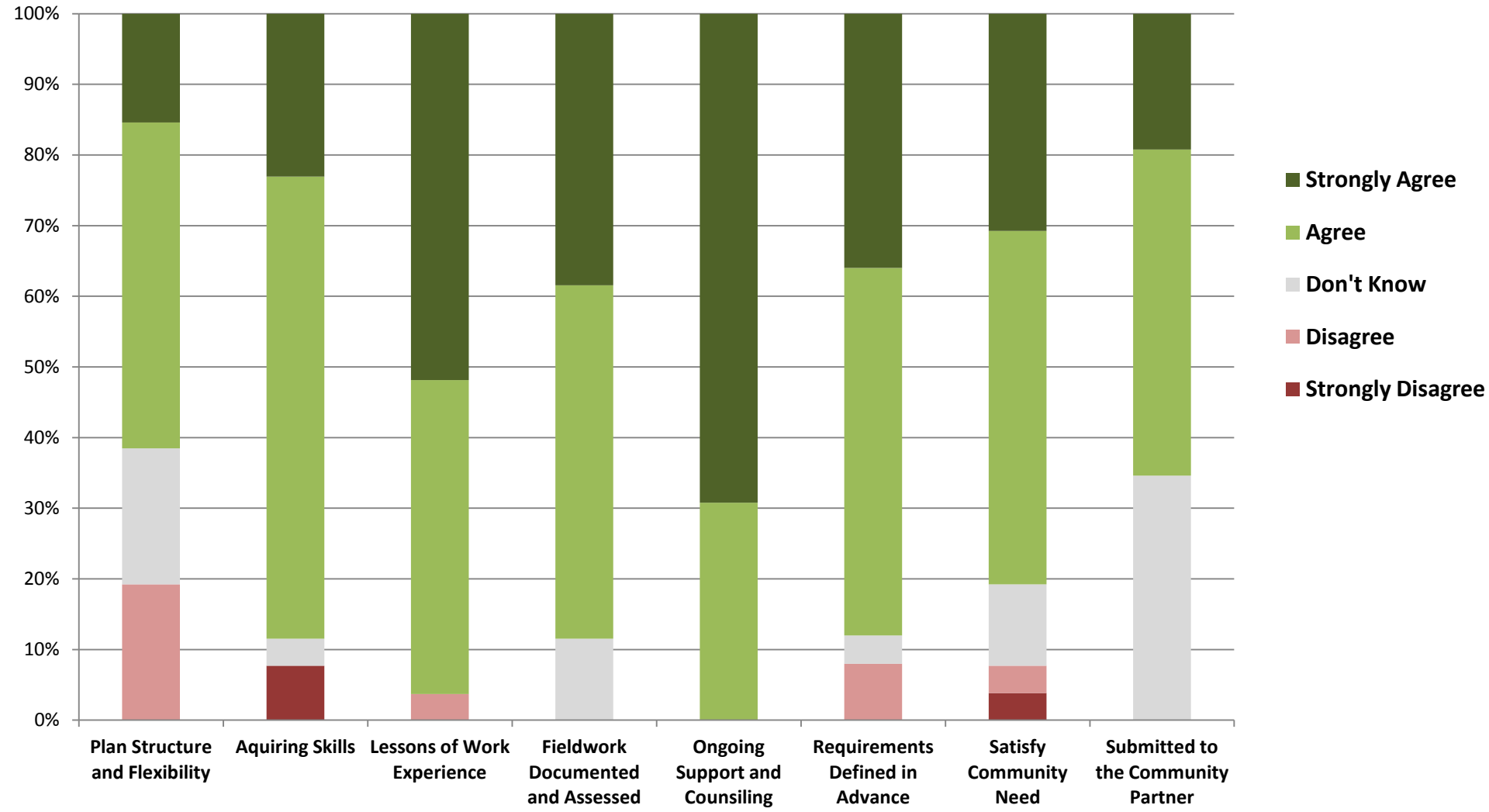
What about the overall quality of the class as a CBL Class?

Elements of High Quality CBL

Elements of High Quality CBL



Elements of High Quality CBL



Challenges

- Students
- Community
- Instructor