
Students evaluate PBL via academic conference – a didactic tool for the assimilation of teaching, research and knowledge dissemination skills

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Abstract

The study presents insights that emerged from student evaluations of an instructional and learning approach, implemented in a project-based learning (PBL) course, that combines engaging teaching and learning, use of research skills, and knowledge dissemination methods. The didactic tool used to integrate these skills was an academic conference. The study sample comprised 120 graduate students from the Department of Management of Educational Organizations at the Gordon College of Education. The research tools were student feedback questionnaires and reflective evaluations. The study findings reveal the ability of an academic conference to combine active and engaging learning with students' inner motivation to acquire teaching and learning tools, research skills, and new ways of disseminating knowledge. Students expressed their desire to learn and their involvement in the learning, a quest for relevance in their learning, and the assuming of responsibility for learning. The imparting of teaching, research and knowledge dissemination skills is compatible with the requirements placed on higher education institutions in Israel and worldwide to teach, develop students' research and literacy skills, and disseminate knowledge in the community.

Key words: academic conference, constructivism, project-based learning (PBL), research and knowledge dissemination skills.

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