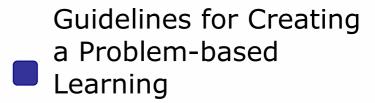


Knowledge to lead



Role of the Instructor

- Facilitator-mentor, guide, coach and not a source of solutions Resource guide;
- Subject matter expert;
- Create strong problems;
- Learn with students- be open to learning;
- Encourage student participation
- Give students immediate and appropriate feedback expertise king e systems, open to the world, critical thinking

Take responsibility for their own learning by identifying their learning issues and exchange of expertise, know open to the world, critical th

development, knowledge, international,

- Schedule their own activities, decide how to allocate the time;

 Intuitively take up different roles (e.g. proise)

 member).





Tips for creating strong problems

- 1. The main characteristics of the best problems are:
 - Unorganized;
 - o Unsynthesized;
 - o Open-ended;
 - o Interdisciplinary;
 - o Task oriented,
 - Focus on current events, student lives, actual occurrences;
 - \circ The content is relatable to the previous knowledge of the students.
- 2. The problems should be created with the following aspects in mind:
 - o Introduction (catch the attention, challenge and motivate)
 - Availability of resources
 - Content (appropriate for the student group)
 - Learning objectives (by solving the problems, students should accomplish their learning objectives)
 - o Expected outcome
 - Guiding questions (improvisation is key but be prepared with a set of guiding questions)
 - Assessment tasks
 - o Reasonable time frame



	Phases of the Problem Solving Process (these are reiterative phases)		
	Guiding Question	Actions to take	Expected Outcome(s)
Phase 1	What do we already know?	Explore the problem; Connect it to your own experience; Discuss the situation and the problem; Draft and agree on working definitions of concepts used; Set targets for investigation.	Problem statement (outset for the investigation, open to revision)
Phase 2	What do we need to know? (in order to solve the problem)	List questions and learning targets; Break the problem down into components; Create hypotheses; List possible solutions.	Formulating Learning Goals (an analysis of what information is needed and how it will be obtained)
Phase 3	What should we do?	Organize, discuss, assess ideas and hypotheses; Find and consult resources, people; Assign roles and tasks; Analyze and evaluate the new information.	Action- and study plans (determining who will do what, how?)



