

UPDATED: March 7, 2007

**International Problem-Based Learning Symposium 2007
Day 1 (March 7, 2007) Research Paper Presentations**

CLUSTER	1A	1B	1C
VENUE/ TIME	BLOCK W2 LS-W2 (Level 3)	BLOCK W3 LR-W3 (Level 3)	BLOCK W5 LR-W5 (Level 3)
1300 to 1600	<p>P1A.1 Impressions of Problem Based Learning in Engineering – Staff and Student Perspectives</p> <p><i>Greg Evans Victoria University Australia</i></p>	<p>P1B.1 The Effect of Context on PBL</p> <p><i>Sarah Hyde The University Of Sydney Australia</i></p>	<p>P1C.1 Building Staff Awareness of Communication Education in the PBL Approach</p> <p><i>Charles Mphande **Not attending. Alex Simcock presenting** Victoria University Australia</i></p>
	<p>P1A.2 Identifying & Supporting Students ‘at Risk’ During Transition Towards A Problem-based Learning Curriculum</p> <p><i>Alex Stojcevski Victoria University</i></p>	<p>P1B.2 Can You Use PBL as a Learning Method and Curriculum Design in an Intensive Integrated Bridging Course</p> <p><i>Sally Sandover The University Of Western Australia Australia</i></p>	<p>P1C.2 Staff Development in India: An Experiment in Orienting Conventional Teaching Strategy to Problem-based Learning Discourses</p> <p><i>Prakash B. Gambhir The University Of Pune India</i></p>
	<p>P1A.3 Project-based Applied Engineering Curriculum: a Practitioner’s View</p> <p><i>Monzur Kabir Conestoga College Canada</i></p>	<p>P1B.3 Evaluating Inquiry Based Learning (IBL) in Pre-registration Nursing and Pre Qualifying Social Work: the Ethical Dimension of the Facilitator’s Role</p> <p><i>Belinda Jane Watts Anglia Ruskin University UK</i></p>	<p>P1C.3 PBL as a Tool for Staff Development in the Educational Transformation towards PBL: A Case of an International e-Learning Program for Staff Development</p> <p><i>Xiangyun Du Aalborg University Denmark</i></p>
	<p>P1A.4 Aligning the ITE (Institute of Technical Education) Pedagogic Model Pepp&er Model for PBL-driven Lessons</p> <p><i>Chan Chee Wah Alvin Institute of Technical Education (ITE College West - Clementi Campus) Singapore</i></p>	<p>P1B.4 Content Scaffolding and Cognitive Scaffolding: Which Scaffolding Technique Encourages Students to Think Actively While Doing Problem Based Learning?</p> <p><i>Mohd Ali Samsudin National University Of Malaysia (Universiti Kebangsaan Malaysia) Malaysia</i></p>	<p>P1C.4 Design of Scaffoldings in an IT-rich Learning Environment</p> <p><i>Girija Republic Polytechnic Singapore</i></p>
	<p>P1A.5 Problem Based Learning as a Strategy for Deep-level Management Learning in Universities</p> <p><i>Christy P. Gomez Tun Hussein Onn University College of Technology Malaysia</i></p>	<p>P1B.5 Scaffolding in Problem Crafting & at the Problem Identification Stage</p> <p><i>Peter Andrews Temasek Polytechnic Singapore</i></p>	<p>P1C.5 Developing New Environments for Learning and Knowing in Problem-based Education</p> <p><i>Sari Poikela University of Lapland Finland</i></p>

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**International Problem-Based Learning Symposium 2007
Day 1 (March 7, 2007) PBL Tutorials and Workshops***

VENUE		TIME: 1300 to 1600	PBL TUTORIAL/ WORKSHOP
E1-4K	S1A	Crystals in the Joint <i>Zarida Hambali</i> <i>Universiti Putra Malaysia</i> <i>Malaysia</i>	PBL Tutorial
E1-6F	S1B	Assessment for PBL <i>Glen O'Grady</i> <i>Republic Polytechnic</i> <i>Singapore</i>	Workshop
E1-6C	S1C	How the History of the Arts Module Was Developed and Taught Using PBL <i>Tim Clark</i> <i>Republic Polytechnic</i> <i>Singapore</i>	PBL Tutorial
E1-7C	S1D	The PBL Experience (Molecular Biology) <i>Nachamma Sockalingam & Serene Choo</i> <i>Republic Polytechnic</i> <i>Singapore</i>	PBL Tutorial
E1-7B	S1E	Teaching PBL in the Counselling/ helping Context <i>Edmund Teo Wei Pin</i> <i>Hwa Chong Institution</i> <i>Singapore</i>	Workshop
E1-7A	S1F	Becoming a Reflective Facilitator <i>Tan Hui Leng</i> <i>Republic Polytechnic</i> <i>Singapore</i>	Workshop
E1-8C	S1G	Deeds: A Tool for PBL in Digital Electronics <i>Domenico Ponta</i> <i>University Of Genoa</i> <i>Italy</i>	Workshop
E1-8B	S1H	Student and Staff Engagement with a PBL Curriculum: the Role of an Online Delivery System <i>Robert Loudon</i> <i>Griffith University</i> <i>Australia</i>	Workshop
E1-8A	S1I	PBL in Law Enforcement Training: From Design, Delivery to Evaluation, and the Use of Technology (e-learning) to Support It <i>Simon Paré</i> <i>Royal Canadian Mounted Police</i> <i>Canada</i>	Workshop
E1-9B	S1J	Creating a Positive & Conducive Learning Environment <i>Magdeline Shu</i> <i>Republic Polytechnic</i> <i>Singapore</i>	Workshop
E1-9A	S1K	Assessing Types of Thinking in PBL Activities <i>Dennis Sale</i> <i>Singapore Polytechnic</i> <i>Singapore</i>	Workshop

*PBL tutorials and workshops are on a first-come, first-served basis (limited to 35 participants)

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International Problem-Based Learning Symposium 2007

Day 2 (March 8, 2007) Research Paper Presentations

CLUSTER	2A	2B	2C
VENUE/ TIME	BLOCK W2 LS-W2 (Level 3)	BLOCK W3 LR-W3 (Level 3)	BLOCK W5 LR-W5 (Level 3)
1300 to 1430	P2A.1 Problem-based Learning and Students with Diverse Educational Backgrounds <i>Diane Barrowclough</i> <i>University of Bradford</i> <i>UK</i>	P2B.1 An Application of PBL for Studio Based Learning in Teaching Basic Design Concept in Universitas Ciputra <i>Maureen Nuradhi</i> <i>Universitas Ciputra</i> <i>Indonesia</i>	P2C.1 Problem-based Learning in Chemistry <i>Lai How Yee</i> <i>Taylor's College Sdn Bhd</i> <i>Malaysia</i>
	P2A.2 Tutor Perceptions about Critical Incidents Encountered in Problem Based Learning Tutorials and Effective and Ineffective Tutor Responses <i>Pawel M. Kindler</i> <i>The University of British Columbia</i> <i>Canada</i>	P2B.2 Using Problem-based Learning Activities in a Graduate Teaching Assistants' Training Programme <i>Joanne W. McClure</i> <i>Nanyang Technological University</i> <i>Singapore</i>	P2C.2 The Active Self-directed Learning Approach of the Bachelor European Public Health, Faculty of Health Sciences, Medicine and Life Sciences, Maastricht University <i>Jos Moust</i> <i>Maastricht University</i> <i>The Netherlands</i>
	P2A.3 Students' Perceptions of Good PBL Facilitation <i>Alice Ling</i> <i>Temasek Polytechnic</i> <i>Singapore</i>	P2B.3 From PBL to the Problem's Solution: PBL Model Application by Means of Integrating Problem Implementation in Administrative Information Technology at the University of Colima, Mexico <i>Sergio Felipe Lopez Jimenez</i> <i>University of Colima</i> <i>Mexico</i>	P2C.3 Inducting First Year Engineering Students into Problem-based Learning <i>Khairiyah Mohd. Yusof</i> <i>Universiti Teknologi Malaysia</i> <i>Malaysia</i>
1430	Tea Break		
1500 to 1630	P2A.4 Using PBL to Overcome Boundaries in Education <i>Karen Ousey</i> <i>University of Huddersfield</i> <i>UK</i>	P2B.4 Do We Get Effective Learners by Using PBL? <i>Glen O'Grady</i> <i>Republic Polytechnic</i> <i>Singapore</i>	P2C.4 Service Learning and PBL: Service Learning as a Means of Assessing Problem-based Learning's Efficacy <i>Stanley Goh</i> <i>Republic Polytechnic</i> <i>Singapore</i>
	P2A.5 Can PBL Be Applied in Postgraduate Public Health Education that is Delivered in the Service Environment? <i>Lynne Madden</i> <i>NSW Department of Health</i> <i>Australia</i>	P2B.5 Does Problem-based Learning Enhance Metacognition? <i>Kevin John Downing</i> <i>City University of Hong Kong</i> <i>Hong Kong</i>	P2C.5 Experiential Learning in Humanities Study: A Case Study on the Implementation of Problem Based Learning in Tertiary Education Classroom <i>Hussain Othman</i> <i>University Tun Hussein Onn</i> <i>Malaysia</i>
	P2A.6 Biomedical Students' Attitudes toward E-learning in Republic Polytechnic <i>Benny Koh Chin Seah</i> <i>Republic Polytechnic</i> <i>Singapore</i>	P2B.6 The Multifacets of PBL <i>Raja Maznah Raja Hussain</i> <i>University of Malaya</i> <i>Malaysia</i>	

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**International Problem-Based Learning Symposium 2007
Day 2 (March 8, 2007) PBL Tutorials and Workshops***

VENUE		TIME: 1300 to 1630 (Tea Break @ 1430)	PBL TUTORIAL/ WORKSHOP
E1-4K	S2A	The PBL Experience (Pharmaceutical Science) <i>Michelle Siow</i> <i>Republic Polytechnic</i> <i>Singapore</i>	PBL Tutorial
E1-6F **shift to library**	S2B	Group Interactions in the PBL Classroom <i>Clara Gerhardt</i> <i>Samford University</i> <i>USA</i>	PBL Tutorial
E1-6C	S2C	PBL as a Tool for Enabling the Learning of Creative Photography and Digital Imaging <i>Justyn Olby</i> <i>Republic Polytechnic</i> <i>Singapore</i>	PBL Tutorial
E1-7C	S2D	Are We Covering Enough Content? <i>Judith Williams</i> <i>Republic Polytechnic</i> <i>Singapore</i>	PBL Tutorial
E1-7B	S2E	PBL in Introductory Courses in Economics and Political Science: Effective Curriculum Design, Support for Students and Instructors Yields Positive Results <i>John Larmer</i> <i>Buck Institute for Education</i> <i>USA</i>	Workshop
E1-7A	S2F	Adapting PBL in Pre-tertiary Science Education <i>Ashley Chua</i> <i>Republic Polytechnic</i> <i>Singapore</i>	Workshop
E1-8C	S2G	Computer-mediated and Computer-supported Synchronous and Asynchronous Communication in Problem-based Learning <i>Pirjo Vuoskoski</i> <i>University of Lapland</i> <i>Finland</i>	Workshop
E1-8B	S2H	PBL-online: A New Resource for Capturing and Creating Problems and Projects <i>John R. Mergendoller</i> <i>Buck Institute for Education</i> <i>USA</i>	Workshop
E1-8A	S2I	Engaging Science Learners: the Practitioner's Perspective <i>Nora Teo</i> <i>Schools Division, Ministry of Education, Singapore</i> <i>Singapore</i>	Workshop
E1-9B	S2J	Lessons Learned: Critical Issues Involved in Changing to a PBL Style of Instruction <i>Roger Buhlis</i> <i>Police Society for Problem Based Learning, Richmond (Ca) Police Department and the Edmonton (Ab) Police Service.</i> <i>USA</i>	Workshop
E1-9A	S2K	Action Learning: Learning Through Actions <i>Ng Choon Seng</i> <i>World Institute of Action Learning</i> <i>USA</i>	Workshop

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**International Problem-Based Learning Symposium 2007
Day 3 (March 9, 2007) Research Paper Presentations**

CLUSTER	3A	3B	3C
VENUE/ TIME	BLOCK W2 LS-W2 (Level 3)	BLOCK W3 LR-W3 (Level 3)	BLOCK W5 LR-W5 (Level 3)
0900 to 1030	<p>P3A.1 Responsibility as a Virtue in the Epistemic Groundings of Problem-based Learning</p> <p><i>Stanley Goh</i> <i>Republic Polytechnic</i> <i>Singapore</i></p>	<p>P3B.1 What Facilitators Do to Make PBL Instruction More Effective than Normative Voc-Tech Instruction</p> <p><i>John B. Collins</i> <i>The University of British Columbia</i> <i>Canada</i></p>	<p>P3C.1 Towards Ensuring Vertical integration of the Basic Sciences in the Clinical Years of a PBL Curriculum</p> <p><i>Sylvia Kamanzi</i> <i>Walter Sisulu</i> <i>South Africa</i></p>
	<p>P3A.2 Problems with the Past: Designing Scenario Based Learning from Narratives in a Scientifically Based Discipline</p> <p><i>Catherine Clarke</i> <i>University of New England</i> <i>Australia</i></p>	<p>P3B.2 PBL Facilitation: the Turn-on Switch-off Factors</p> <p><i>Mary Thomas</i> <i>Temasek Polytechnic</i> <i>Singapore</i></p>	<p>P3C.3 PBL and Analog Electronics</p> <p><i>Archana Mantri</i> <i>Chitkara Institute of Engineering and Technology</i> <i>India</i></p>
	<p>P3A.3 Ego-resiliency in the PBL Learning Environment</p> <p><i>Tan Chin Pei</i> <i>Republic Polytechnic</i> <i>Singapore</i></p>	<p>P3B.3 Relation-oriented Facilitation in Problem-based Learning</p> <p><i>Qian Liwen</i> <i>Republic Polytechnic</i> <i>Singapore</i></p>	<p>P3C.4 Constructive Design of Curriculum System in PBL – A Case Study: The Module “solo Performance Of Story-telling Children Play” at NAFA School of Performing Arts</p> <p><i>Yu Weijie</i> <i>Nanyang Academy of Fine Arts</i> <i>Singapore</i></p>
1030	Tea Break		
1100 to 1230	<p>P3A.4 Trans-disciplinary, Problem-based Approach to Teaching English and Psychology in Senior Schooling</p> <p><i>Scot Aldred</i> <i>Central Queensland University</i> <i>Australia</i></p>	<p>P3B.4 Exploring the Humanistic Principles of Learning that is Embedded within the Delivery of Problem Based Learning</p> <p><i>Anwar Mohamed</i> <i>De Montfort University</i> <i>UK</i></p>	<p>P3C.5 The Value-add of PBL: First-year Students’ Perceptions of the Development of School- and Work-related Competencies</p> <p><i>Kevin S. Carlson</i> <i>Republic Polytechnic</i> <i>Singapore</i></p>
	<p>P3A.5 Problem-based Learning as a Tool to Accommodate Multiculturalism in the Classroom</p> <p><i>Linda Du Plessis</i> <i>Vaal University of Technology</i> <i>South Africa</i></p>	<p>P3B.5 Perspectivism in Student Responses in Problem-based Learning</p> <p><i>Yang Lishan</i> <i>Republic Polytechnic</i> <i>Singapore</i></p>	<p>P3C.6 Students’ Reflective Development in a Problem-based Learning Environment</p> <p><i>Lisa-Angelique Lim Yuen Lie</i> <i>Republic Polytechnic</i> <i>Singapore</i></p>
	<p>P3A.6 Power, Democracy and Problem-Based Learning</p> <p><i>Xiang-Yun Du</i> <i>Aalborg University</i> <i>Denmark</i></p>	<p>P3B.6 Good PBL Facilitation: What Does It Take?</p> <p><i>Glen O’Grady</i> <i>Republic Polytechnic</i> <i>Singapore</i></p>	

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**International Problem-Based Learning Symposium 2007
Day 3 (March 9, 2007) PBL Tutorials and Workshops***

VENUE		TIME: 0900 to 1230 (Tea Break @ 1030)	PBL TUTORIAL/ WORKSHOP
E1-4K	S3C	Implementing PBL in the Air Force Technical Engineering Training <i>Loh Siang Wei</i> <i>Air Force School, RSAF</i> <i>Singapore</i>	PBL Tutorial
E1-6F	S3B	The PBL Experience (Mathematics) <i>Ang Wah Khim</i> <i>Republic Polytechnic</i> <i>Singapore</i>	PBL Tutorial
E1-6C **moved to E14K**			
E1-7C	S3D	The PBL Experience (Biomedical Science) <i>Esther Chng & Kelvin Tan</i> <i>Republic Polytechnic</i> <i>Singapore</i>	PBL Tutorial
E1-7B	S3E	PBL, Development of Greater Learner Autonomy in Hong Kong <i>Wong Kin Hang Kenson</i> <i>The University Of Hong Kong</i> <i>Hong Kong</i>	PBL Tutorial
E1-7A	S3F	Enhance Our Teaching with PBL Approach <i>Hasnah Bte Syed Ahmad</i> <i>Institute of Technical Education (ITE College West - Clementi Campus)</i> <i>Singapore</i>	Workshop
E1-8C	S3G	Technology Enabled Campus <i>Samuel Liu</i> <i>Republic Polytechnic</i> <i>Singapore</i>	Workshop
E1-8B	S3H	The PBL Experience (Physical Science) <i>Eric Kwek & Wu Jing Yi</i> <i>Republic Polytechnic</i> <i>Singapore</i>	Workshop
E1-8A	S3I	The PBL Experience (Science) <i>Soh Thian Ping</i> <i>Republic Polytechnic</i> <i>Singapore</i>	PBL Tutorial
E1-9B	S3J	Experiential Education: Making It Relevant in a PBL Context <i>May Tan</i> <i>Republic Polytechnic</i> <i>Singapore</i>	Workshop
E1-9A	S3K	Art And PBL: Is There Room to Explore? <i>Diana Soh</i> <i>Republic Polytechnic</i> <i>Singapore</i>	PBL Tutorial

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