



PBCL Design Tool

Title

Business Partner

Problematic Situation

Intended Outcomes

Supporting KSAs

Knowledge

Skills

Attitudes

Assessment Strategies

Evaluation Strategies

Resources

Team Link

Media Assets

Active Engagement Plans

Reflection and Debriefing Plans

PBCL Design Tool – Instructions

Title

What is the title of this PBCL experience?

Business Partner

Who is the business partner?

Provide relevant details about the partner's business such as industry, size, location, contact information, etc.

Problematic Situation

What is the problematic situation faced by the partner?

Intended Outcomes

What are the enduring and/or global principles that students should walk away with after completing this PBCL experience? These outcomes should be supported by the knowledge, skills, and attitudes (KSAs) specified in the "Supporting KSAs" section.

Supporting KSAs

Knowledge

What specific content knowledge should the student gain from participating in this PBCL experience?

Skills

What specific content skills should the student gain from participating in this PBCL experience?

Attitudes

What specific content attitudes should the student gain from participating in this PBCL experience?

Assessment Strategies

How will student progress be monitored throughout the PBCL experience? These periodic measurements may include learning logs, discussions or debates of critical points within teams, check-in points built into the PBCL Cycle, and/or other strategies. These "formative assessments" will enable the instructor to provide timely encouragement or assistance to students throughout the PBCL Cycle.

Evaluation Strategies

How will the degree to which students have met the expectations identified in the KSAs be measured? Evaluation strategies typically include a mix of measurements conducted throughout the PBCL Cycle and a final measurement based on presentations during the Evidence of Learning stage.

Resources

What resources are available for the students to collect and validate information as they progress through the PBCL Cycle? Resources typically include meetings or phone calls with the business partner; field trips; documents provided by the business partner; books, periodicals, or other publications; websites and online reference databases; audio, video, or other multimedia productions; external experts; etc.

Team Link

How will students be able to communicate with their fellow team members outside of the classroom?

Media Assets

What specific media resources (video, audio, photos, charts, graphs, etc.) can help engage a generation of media-hungry students?

Active Engagement Plans

How will students be invited to engage actively in the PBCL experience? What activities can reveal and examine the students' prior knowledge? What activities will help students develop foundational factual knowledge, a conceptual framework, and an organizational system for future retrieval and application of gained knowledge?

Reflection and Debriefing Plans

How and when will students, throughout the PBCL experience, have the opportunity to reflect on their learning processes and what they've learned? How will a debriefing session be conducted during the Feedback & Evaluation stage of the PBCL Cycle? What specific elements of the PBCL experience should be identified as crucial for reflection and debriefing?