Leveraging Project-Based Learning and Employer Collaboration to Improve Student Outcomes

Christine E. Looser, PhD

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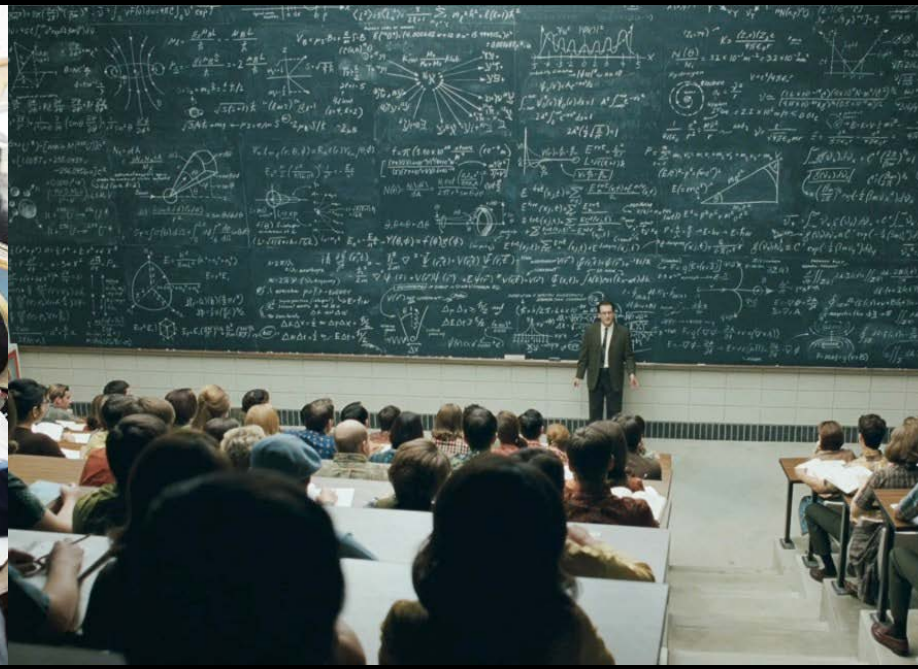
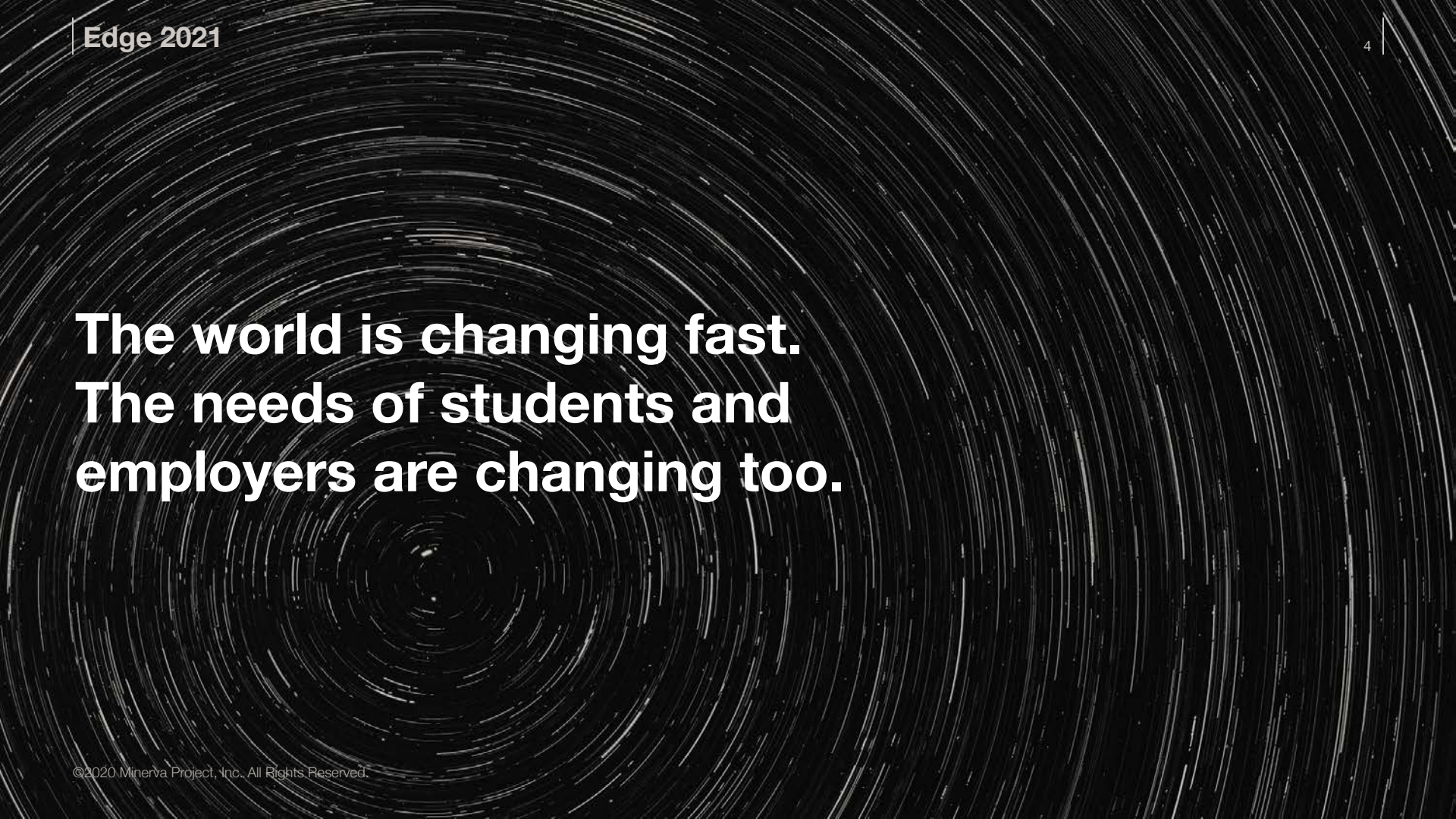
Image: Matthew Schwartz/Unsplash





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But educational systems are failing to keep pace.

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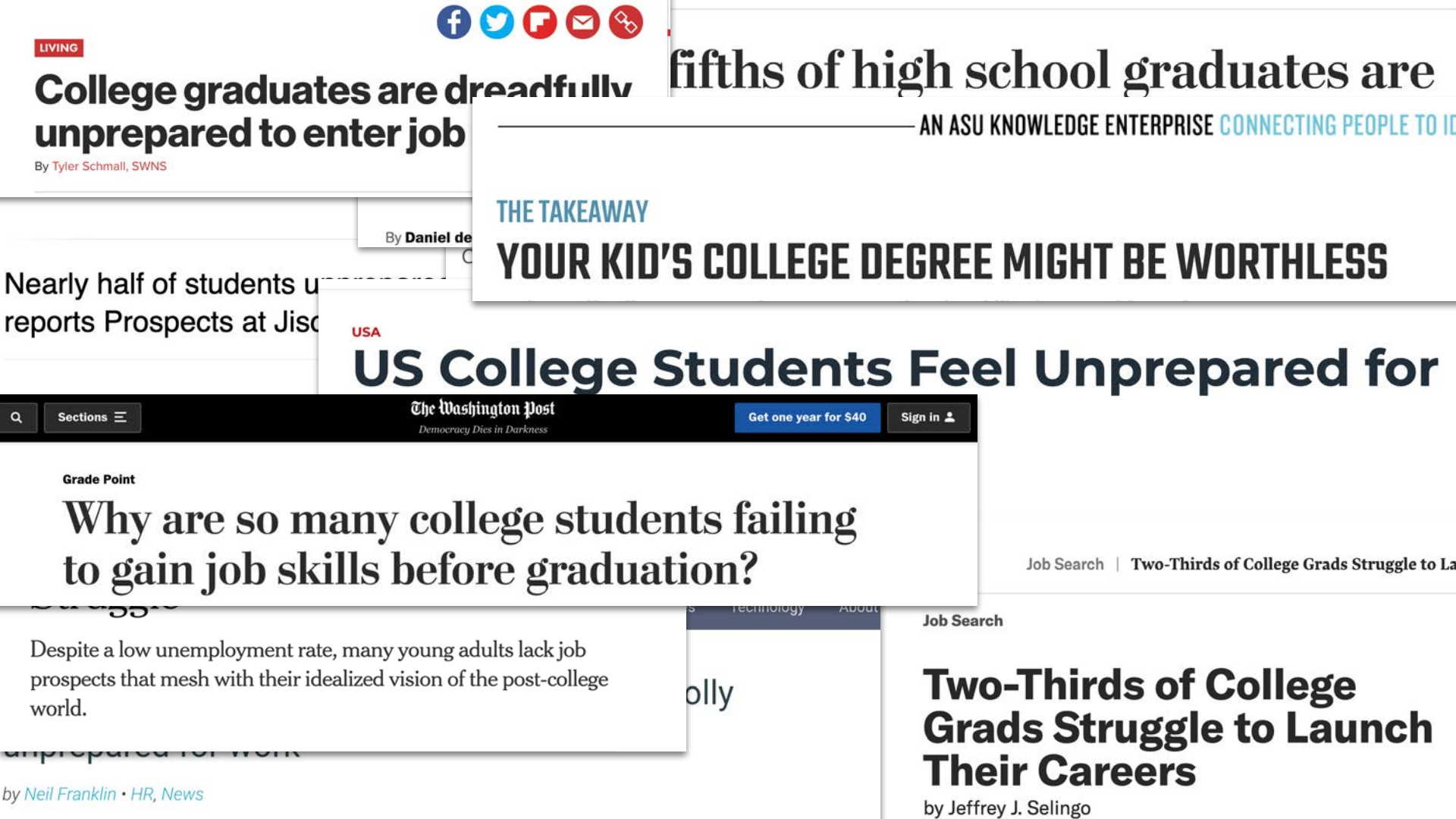
FOR
HIRE


LIVING
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fifths of high school graduates are
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Why are so many college students failing to gain job skills before graduation?
Despite a low unemployment rate, many young adults lack job prospects that mesh with their idealized vision of the post-college world.
by Neil Franklin • HR, News
Job Search | Two-Thirds of College Grads Struggle to La
Job Search
Two-Thirds of College Grads Struggle to Launch Their Careers
by Jeffrey J. Selingo

50%

of hiring managers believed skills shortages had worsened since 2017

Source: Society for Human Resource Managers, 2019

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51%

of respondents said education systems have done little or nothing to address the talent gap

Source: Society for Human Resource Managers, 2019

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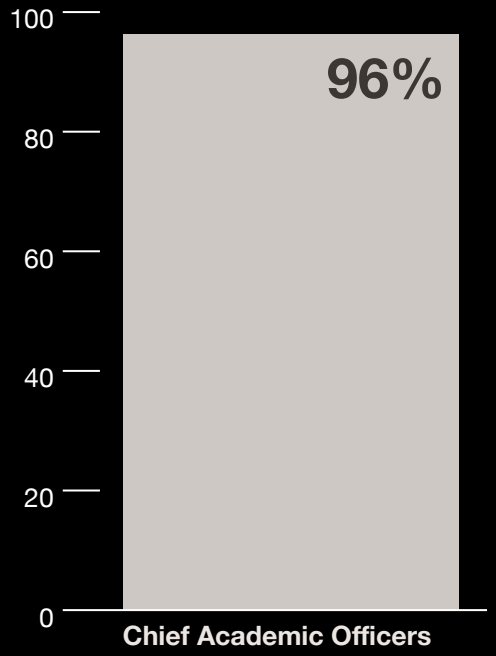
Different Perceptions of Preparedness



Source: Strada-Gallup, 2017

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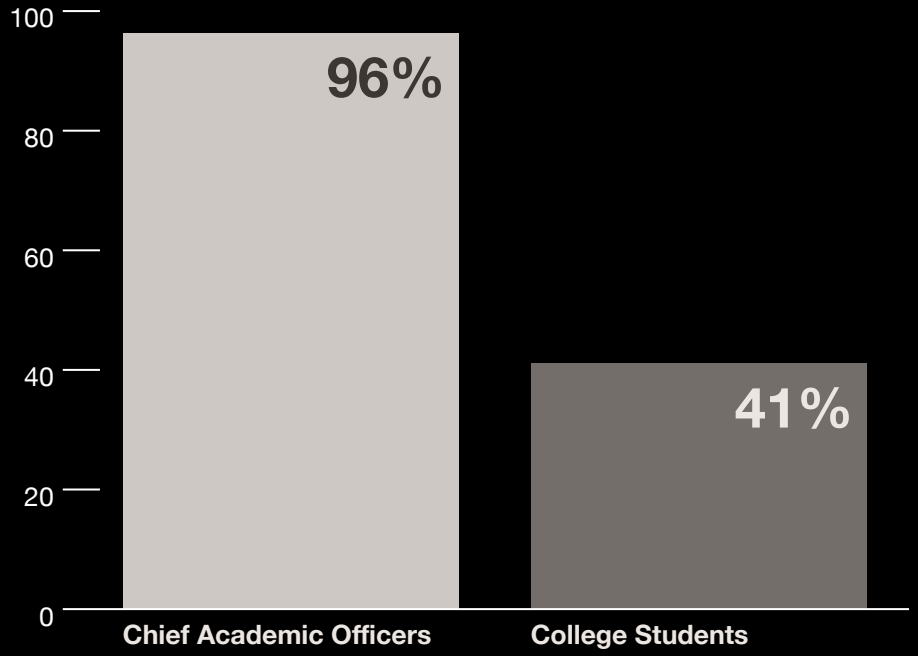
Different Perceptions of Preparedness



Source: Strada-Gallup, 2017

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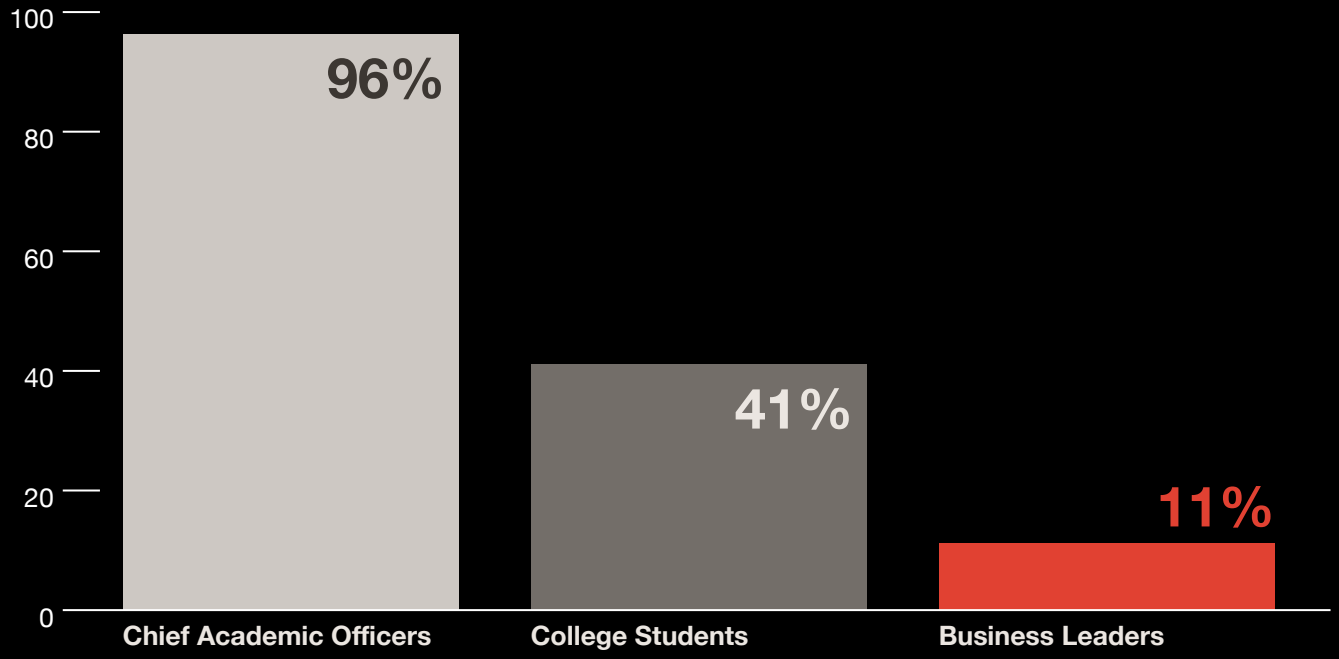
Different Perceptions of Preparedness



Source: Strada-Gallup, 2017

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There is a fundamental difference between what we traditionally teach and what students need.

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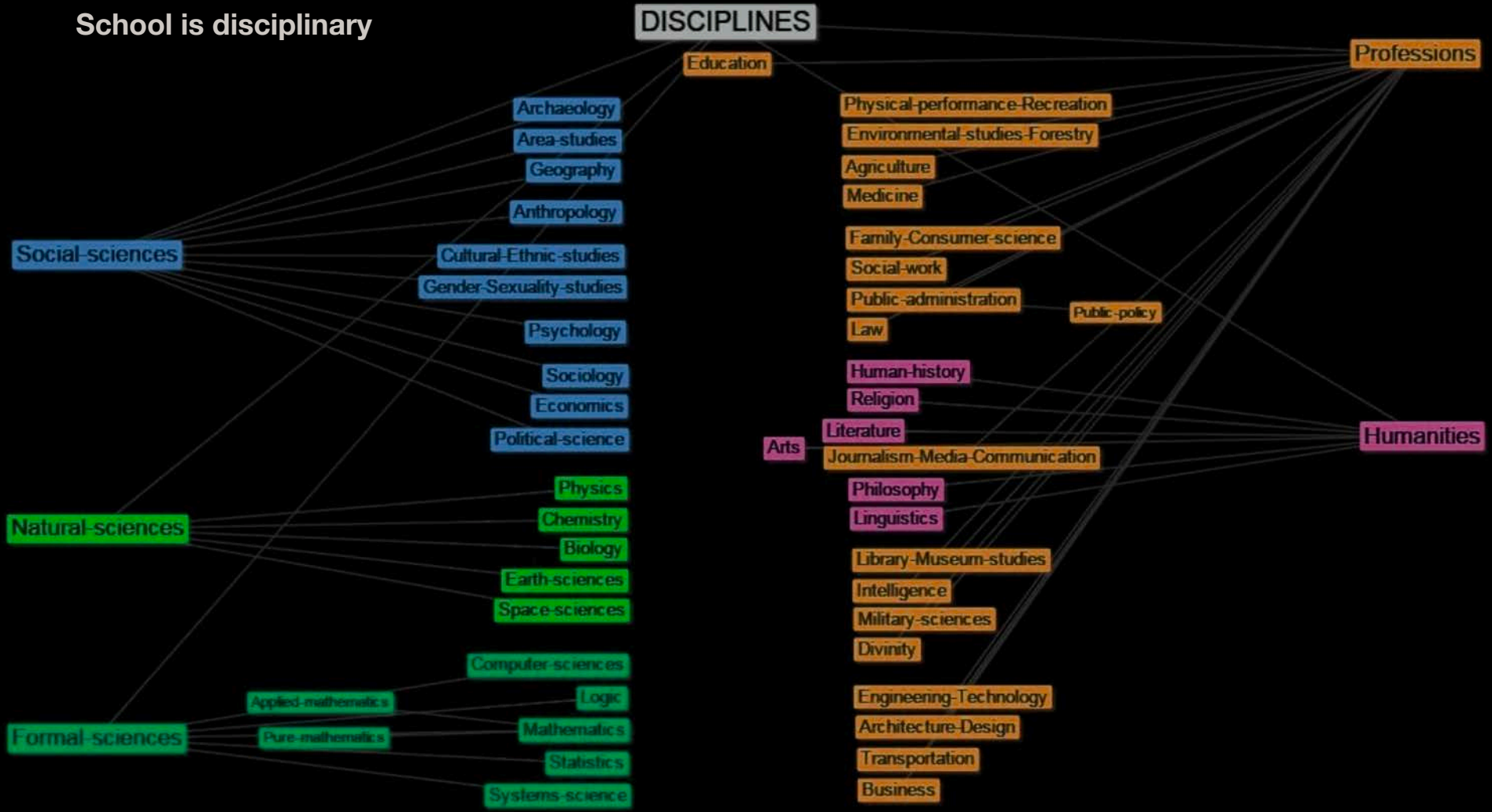
School is disciplinary



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The world is interdisciplinary

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GLOBAL EXPERIENCE/

7 world cities
7 different worlds

RESIDENTIAL LOCATIONS/

San Francisco
Seoul, Hyderabad
Berlin, Buenos Aires
London, Taipei

Data visualization showing global flight patterns

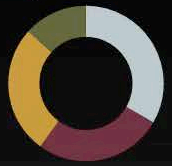
Credit: Michael Markieta

B145 Session 12.1 - Later-Stage Investors LO 1 LO 2 LO 3 HC 1 HC 2 HC 3 HC 4 HC 5 HC 6 HC 7

★ Prof. Looser | Amoit | Njeri | Zitong | Tommaso | Arvvin | Thy | Darya | Yinwei | Tvler | Zhanchen | Grant | Xiaoning | Muraya | Coby | Shan

What do you think is the biggest cause for differences in late stage financing between the EU and the US?

Pie Chart Bar Chart Options

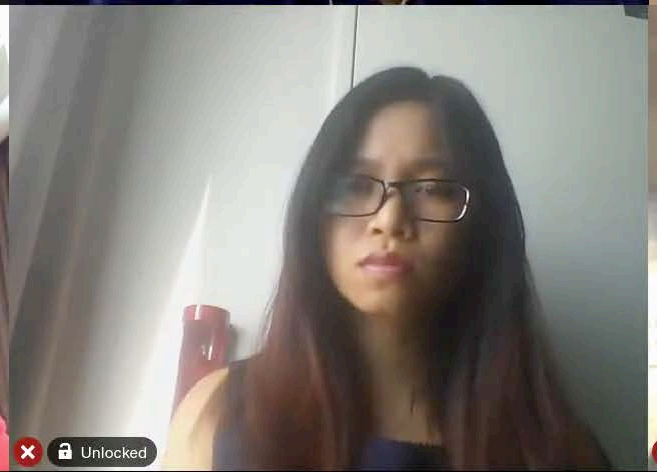


Desire for smaller exits

Dearth of companies to invest in

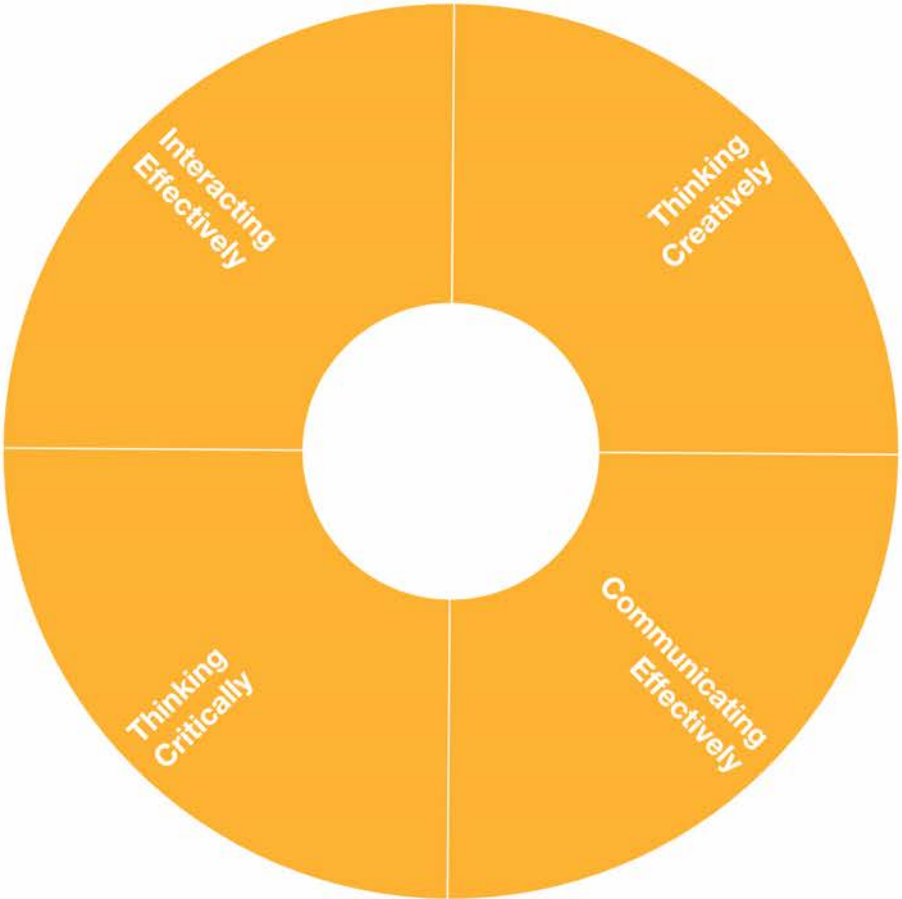
Something else

Unlocked

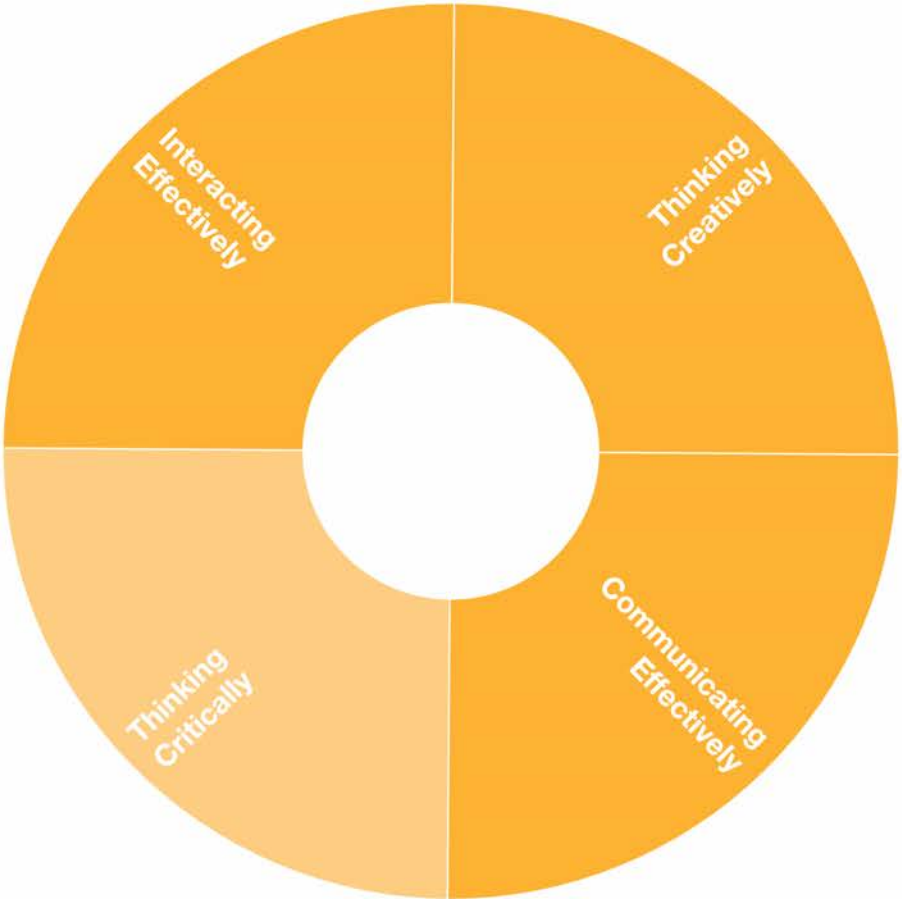


Unlocked

Unlocked



HABITS OF MIND & FOUNDATIONAL CONCEPTS



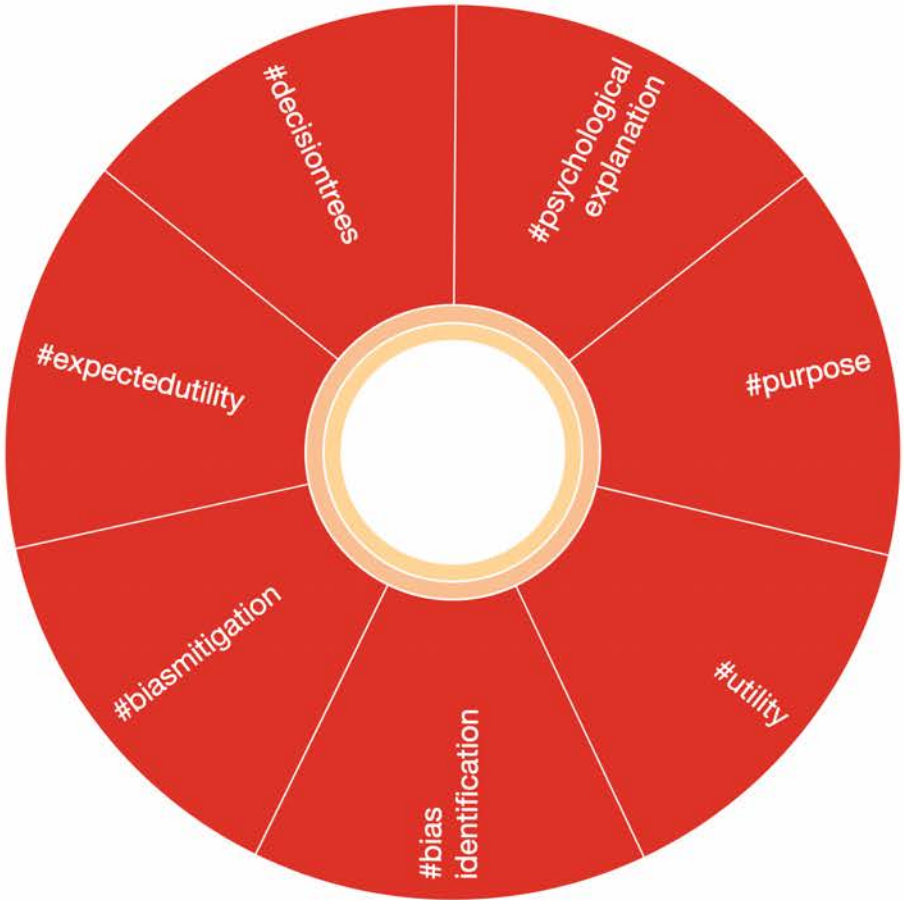
HABITS OF MIND & FOUNDATIONAL CONCEPTS

HABITS OF MIND & FOUNDATIONAL CONCEPTS

Thinking Critically

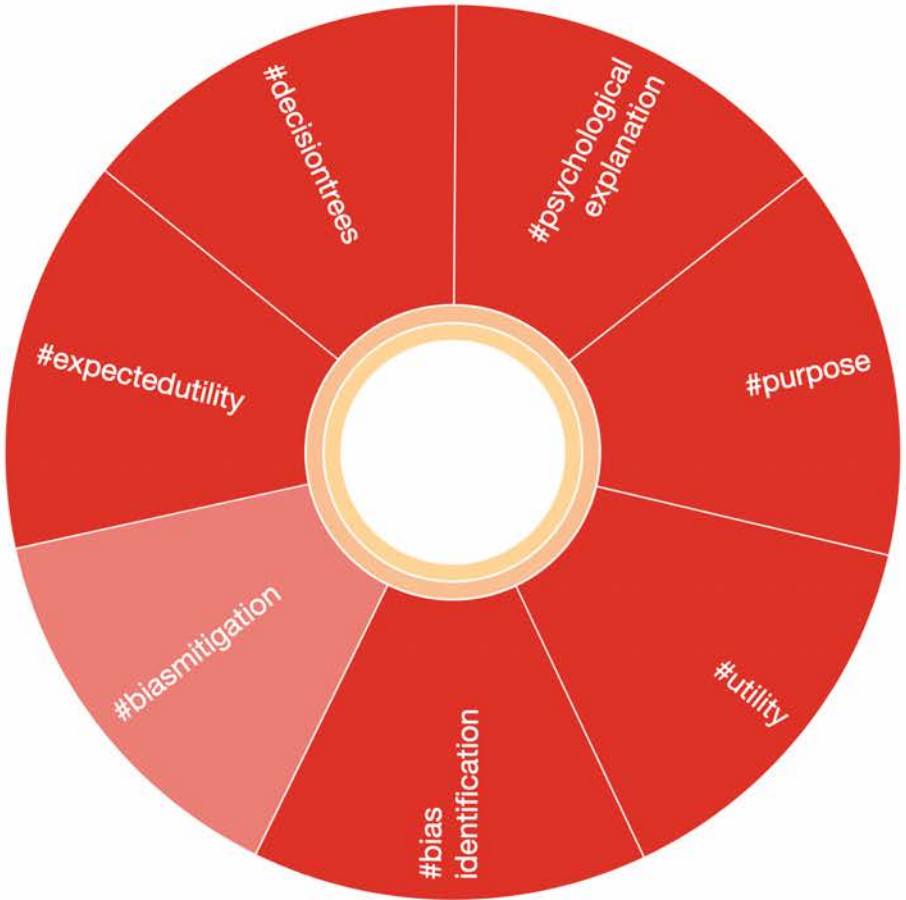
HABITS OF MIND & FOUNDATIONAL CONCEPTS

Thinking Critically



HABITS OF MIND & FOUNDATIONAL CONCEPTS

Thinking Critically → Analyzing Decisions



HABITS OF MIND & FOUNDATIONAL CONCEPTS

Thinking Critically | Analyzing Decisions

#biasmitigation

Biases can prevent us from considering important information when making decisions and drawing accurate conclusions. The key to minimizing the effects of bias is first to become aware of them and then determine how to reduce or eliminate their influence in a particular context. Learning to recognize common biases can help one to avoid them, but others may need to be mitigated by implementing specific processes. For this purpose, heuristics designed for preventing biases can be useful.

Project-Based Learning

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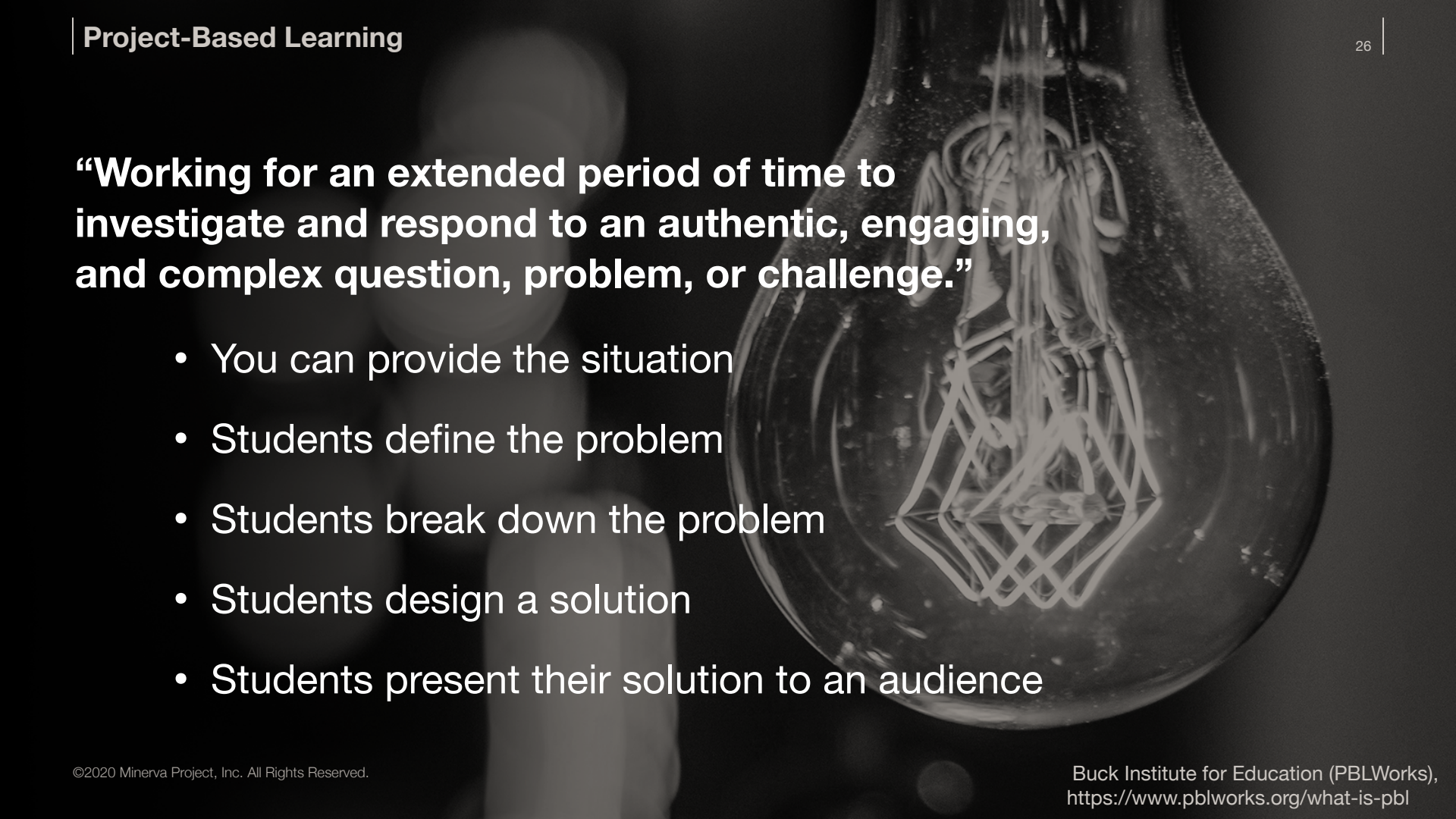

“Working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.”

- You can provide the situation
- Students define the problem
- Students break down the problem
- Students design a solution
- Students present their solution to an audience

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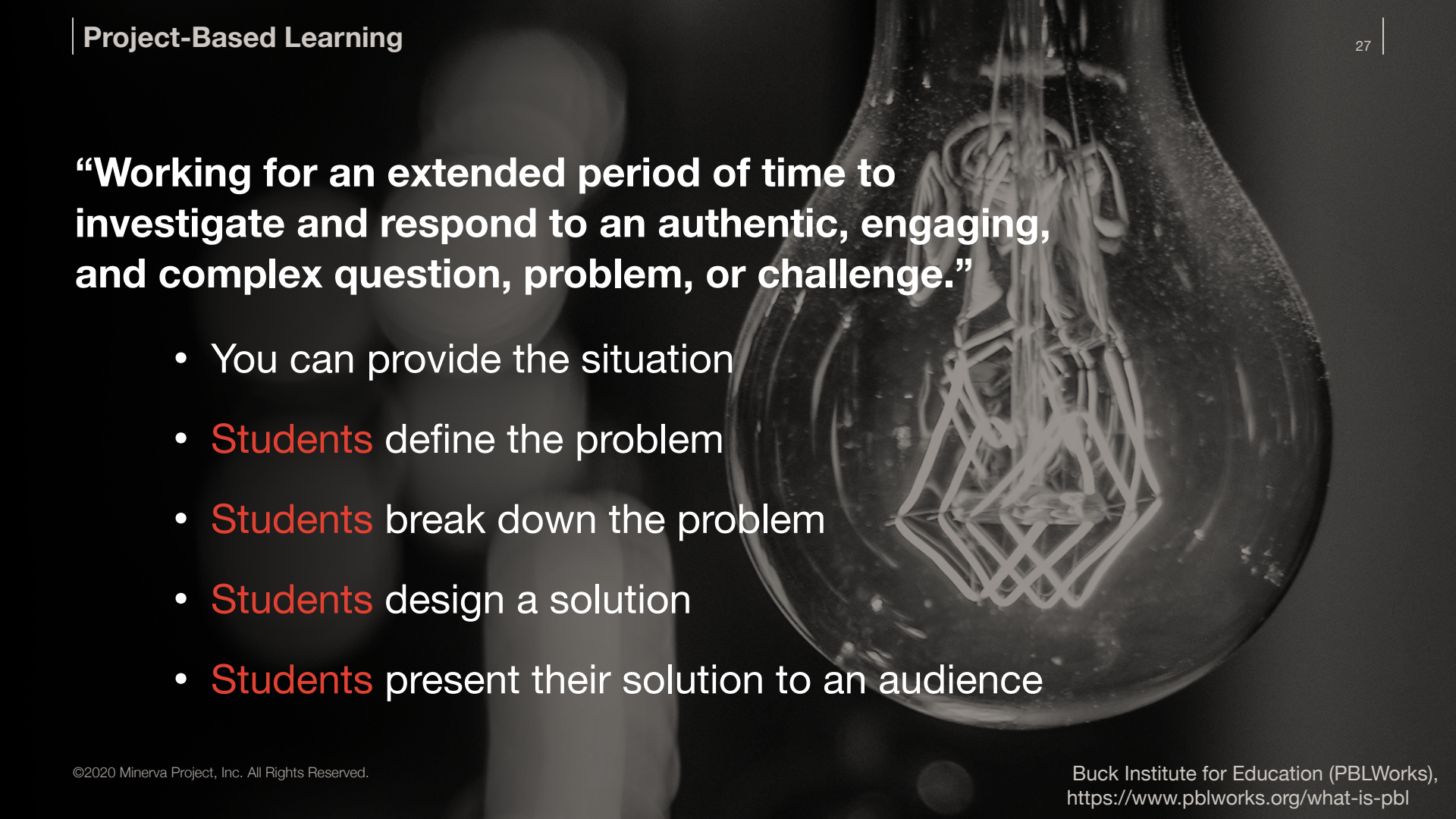
Buck Institute for Education (PBLWorks), https://www.pblworks.org/what-is-pbl



“Working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.”

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Project-Based Learning

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The goal is the application of knowledge and the practice of enduring, higher-level skills.

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Students learn

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- **Self-management**

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- Self-management
- Problem-identification

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- Self-management
- Problem-identification
- Collaboration

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- Self-management
- Problem-identification
- Collaboration
- Presentation & communication skills

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- Self-management
- Problem-identification
- Collaboration
- Presentation & communication skills
- Knowledge transfer

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Students end up with

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- **Work samples**

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- Work samples
- A story about their project

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- Work samples
- A story about their project
- Skills that employers want

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Strategic Partnerships

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PBL INGREDIENTS

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- Situation
- Time
- Presentation

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- **Situation**
- **Time**
- **Presentation**

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- **Situation**
- **Time**
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- **Situation**
- **Time**
- **Presentation**

- Chose your skills you want students to develop

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- **Situation**
- **Time**
- **Presentation**

- Chose your skills you want students to develop
- Find a rich environment that contains an ambiguous challenge

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- **Situation**
- **Time**
- **Presentation**

- Chose your skills you want students to develop
- Find a rich environment that contains an ambiguous challenge
- Select a real situation from a collaboration with an employer

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- Situation
- **Time**
- Presentation

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- Situation
- **Time**
- Presentation

- Deliver content interleaved with project work

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- Situation
- **Time**
- Presentation

- Deliver content interleaved with project work
- Chunk time for multiple small deliverables

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- Situation
- **Time**
- Presentation

- Deliver content interleaved with project work
- Chunk time for multiple small deliverables
- Provide timely feedback with spaced out assessment

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- Situation
- Time
- **Presentation**

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- Situation
- Time
- **Presentation**

- **Problem statement**

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- Situation
- Time
- **Presentation**

- Problem statement
- Process presentation

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- Situation
- Time
- **Presentation**

- Problem statement
- Process presentation
- Solution + Self-evaluation

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- Situation
- Time
- **Presentation**

- Problem statement
- Process presentation
- Solution + Self-evaluation
- Active feedback from peers/ industry partners

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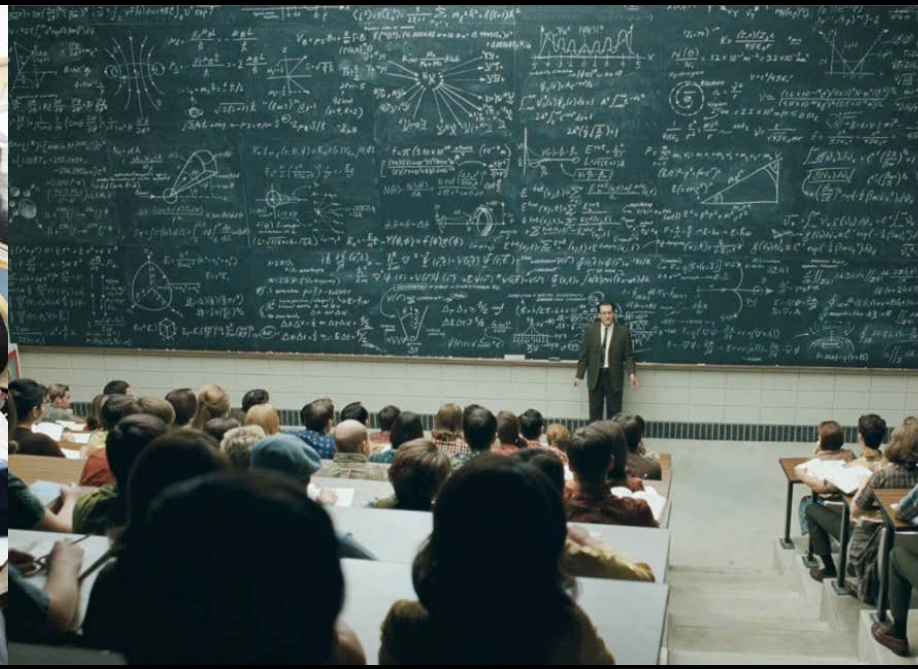

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Appendix

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