USING PERFORMANCE-BASED PROJECTS IN TEACHING: A 'HANDS-ON' VIEW OF LEARNING

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IT Innovation Through Collaboration

THIS IS TOO MUCH PRESSURE...

NO WAY I CAN ANSWER ALL THESE!

HEADS UP DUDE—PROFESSOR ATINGS JUST ASKED YOU A QUESTION.

ABOUT WHAT?

NO CLUE.

I JUST HEARD YOUR NAME.

MAYBE IF I IGNORE HER, SHE’LL THINK I’M TAKING NOTES.

SHE JUST ASKED YOU AGAIN, MAN. FOUR MAJOR GREENHOUSE GASES.

STALL HER WHILE I GUESS IT.

CLIK! CLIK!

PROFESSOR WE COULDN’T HEAR THE QUESTION BACK THERE. COULD YOU REPEAT IT?

I ASKED ZIPER TO NAME FOUR MAJOR GREENHOUSE GASES.

WATER VAPOR, CO2, OZONE AND METHANE.

LH... RIGHT.

YOU OWE ME, DUDE.

IF THIS KEEPS UP, I’LL NEVER GET THROUGH MY EMAIL.

CLIK! CLIK!
Learning by Doing

Learning is finding out, what you already know; Doing is demonstrating that you know it. Teaching is reminding others; that they know just as much as you.
Defining Performance Based Learning

- **Performance Based Learning** is an approach to education where the learner is immersed doing tasks or performances and receives **systematic feedback** on proficiency (Hibbard et. al., 1996).

- **PBL** asks two key questions of the designer: 
  - *(Wisconsin Instructional Design System, 1997)*
  - What will the students be able to do? 
  - How will you know they can do it?
Performing Based Learning in IT Education

In my view, there are three foundations for achieving true performance-based learning:

- Theory & concepts
- "Case" or task-based problem solving
- "Real-world" problem solving

There are one-story intellects, two-story intellects, and three-story intellects with skylights. All fact collectors who have no aim beyond their facts are one-story men. Two-story men compare, reason, generalize, using the labor of fact collectors as their own. Three-story men idealize, imagine, predict--their best illumination comes from above the skylight.

--Oliver Wendell Holmes
Three Examples

- Managing in a Digital World – teaching management through a IT lens

- Experiential PhD Research Seminar on Virtual Project Management

- “Experiences with IT” – new freshman course to introduce (and recruit) students to IT disciplines and the IT profession
Learning by Doing

- “I hear and I forget; I see and I remember; I do and I understand.” [A Chinese adage].
- We only know insofar as we do. [Novalis].
- The doer alone learneth. [Friedrich Nietzsche].
- I hear and I forget; I see and I remember; I do and I understand. [A noted Chinese philosopher].
- What we have to learn to do, we learn by doing. [Aristotle].
- Learning is finding out, what you already know. Doing is demonstrating that you know it.
- Teaching is reminding others that they know just as much as you.
Questions? Discussion?
References