

Assumptions and challenges to those assumptions

Assumptions	Challenges
Problems, activities and scenarios can be used to engage students' curiosity and initiate learning the subject matter. EBL prepares students to think critically and analytically, and to find and use appropriate learning resources.	Only when activity rouses curiosity, is inclusive and interesting to the students. Group dynamics can hinder effective learning.
Students learn effectively in practical settings through actively participating in learning and evidencing knowledge and understanding.	Scenarios and problems set need to be carefully designed and managed to ensure students' active participation and maximum learning opportunities.
Students learn through doing.	Students may not engage with the activity and thus learn little.
Transferable skills can be developed in practical situations.	The development of transferable skills needs to be made explicit to students if they are to be assessed.
Students need to be able to apply and evidence classroom learning.	The activity needs to provide opportunities to evidence learning.

Potential problems and solutions to approach

Potential problems	Possible solutions
Design activity to engender maximum curiosity and participation of students.	Involve students in design of activities for students in the following year.
Students challenged by notion of assessment of practical activity.	Involve students in creation of assessment criteria
Group work dynamics dominate the learning situation	Provide clear guidelines on creation of groups and share expectations and 'rules' at the beginning the assignment.
Critical thinking may be difficult to evidence.	Facilitate activity through a number of key open questions to extend thinking.