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A Case Study of <Understanding Culture and Philosophy> Using PBL

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Abstract

This study examines the effectiveness of the study through a case of PBL(problem-based-learning) class conducted in a balanced culture course called <Understanding of Culture and Philosophy> at 00- University in the second semester of 2020. The effects of learning are as follows: First, PBL(problem-based-learning) has sufficient active interaction between the teacher and the learner. In the face of prolonged non-face-to-face learning, the PBL teaching method has sufficient interaction between the professors-learner and the learner. Second, PBL learning can actively utilize various problems that fit the characteristics of the subject and actively utilize the process of role sharing and collaboration. By presenting various problem situations suitable for the subject, students will be able to share roles individually or as a team, and fully experience the process of collaboration and discussion in the process of investigating the data. Third, critical perceptions of problem situations can be extended. In modern times, a variety of problem situations arise and critical perceptions of them must be fully learned. In a mass production and mass consumption society, students should develop the ability to blindly recognize and distinguish between real and fake information in a flood of information.

The limitations identified in this class case are, first, the nature of the subject, "Understanding Culture and Philosophy," which makes it possible to discuss the global cultural phenomenon, but it should be discussed in terms of philosophy. Second, it is not easy to work as a team on non-face-to-face online. Nevertheless, PBL is a very effective method of learning in which active interactions and learning activities take place between professors and students, whether face-to-face or face-to-face online learning.

Keywords: *Problem Based Learning, Intraction, Non-face-to-face, Role-sharing, Collaboration, Critical Thinking*

1. INTRODUCTION

Recently, university education has been exploring various methods of education and studying experimental learning methods. In particular, various teaching methods, such as 5AL Methods (PBL, Havruta, Flipped Learning, Smart Activity, Gamification), are being studied to ensure that active learning activities are carried out between teachers and learners. Currently, the world is prolonged non-face-to-face learning due to 'COVID-19', and in order to prevent the efficiency of learning from decreasing, it aims to expand student activities through various learning methods. It also hopes to expand the interaction between professors and students in non-face-to-face education, and that various learning activities will be carried out through collaboration between fellow students. Through this, we try to prevent the degradation of learning and overcome the crisis of non-face-to-face learning.

In particular, PBL (problem-based-learning) is a method of learning through problem-based solutions to avoid traditional instructor-style teaching methods and maximize learners' activities. This is a teaching method that can maximize the effectiveness of learning through active class participation and interaction.

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This study aims to examine the effectiveness of the learning through a case of PBL (problem-based- learning) class conducted by the Balanced Culture and Philosophy subject of 00- University.

2. THEORETICAL BACKGROUND

PBL is a teaching learning method in which interactions between learners take place in the process of finding problem-solving solutions with learner-centered problem-solving methods through solving practical problems (tasks). The main characteristic of this learning is the step-by-step process. The process includes presentation of the problem → confirmation of the problem → collection of data to solve the problem → reconfirmation of the problem and elicitation of solutions → solving problems (repeating) → presentation of the problem resolution → organizing and evaluating learning results.

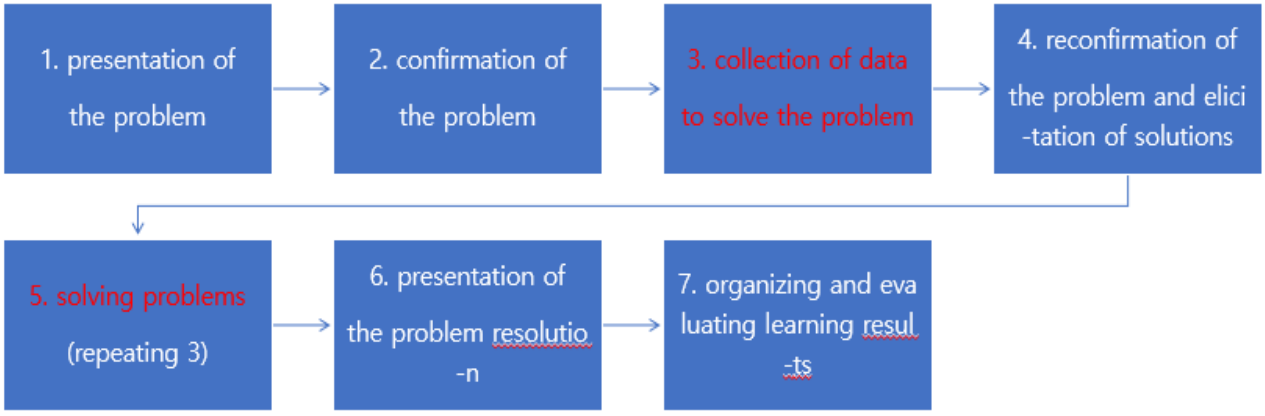

Figure 1. Problem resolution process

At an early stage, the professor needs to create a cooperative atmosphere to motivate the learner. It also explains the role of learners and establishes introductions and rules among team members. From the presentation stage of the problem, PBL starts, and when the professor presents the problem, the learner identifies the problem and plans to perform the task. Task execution plans require the creation of team objectives, hypotheses, knowledgeable facts, learning tasks and action plans. Hypothesis includes hypotheses or ideas for solving problems, and activity plans are the team's activity plans, such as sharing the role of team members.

When a project implementation plan is established, the professor's feedback is received and the learner proceeds with the learning activity. During the learning activity phase, learners define problems, collect various materials according to their roles, share information with team members, and go through a discussion process. Learners present their discussions and receive feedback from professors.

Depending on the problem, the learner may visit the site or go through a phase of experience. At this time, data obtained at the site are organized and analyzed. In presenting field survey analysis data, learners sometimes modify their plan for problem solving. Analyze problems through the process of exploration and find ways to solve them. When a problem solution is found, the results are presented and presented.

At the last stage of the presentation, the professor gives feedback on the results, and the learners conclude the PBL through reflection journals, self-assessment, and peer review [1][2].

In PBL, it is very important for a professor to develop a problem in class design [3]. PBL problems must be actively participated and active by learners, and the concepts, rules and principles of problem solving should be unclear and unstructured. It should also be a matter of practical form that learners face or may face in reality [4].

In PBL, learners perform problem solving, self-directed learning, collaborative learning, and professors act as teaching designs, learning promotions, and evaluators of learning outcomes [5]. In PBL, learners are problem-solving and self-directed learning, but professors should not leave it entirely to learners' learning

activities. After presenting the problem, the professor should monitor the learner's activities and observe whether students are participating well in the PBL course, whether there are any problems between the detectives, and whether they are being implemented according to their goals [6].

3. PBL RESEARCH DESIGN AND CLASS CASES

3.1 Research Design

The course of a PBL class usually runs for four weeks on a topic, and has the effect of learning in the process of repeating problem-based learning on each topic. However, this study was conducted in consideration of the characteristics of the curriculum, focusing on the class cases conducted in the second semester of 2020. Pre-study on a topic was conducted for 1-2 weeks, and problem-oriented studies were conducted for 3-7 weeks. In the 15th week of study, four subjects were subject to problem-oriented study during the 7th week of the first half. The syllabus is as follows (Table 1).

Table 1. State-specific syllabus

Parking	Summary of class contents
1	- Lecture guidance - Culture, Civilization Concept Formation - Explanation and guidance of the concept of PBL teaching method
2	Understanding contemporary cultural concepts - Cultural Concepts of Contemporary Cultural Relativism - Mutual cultural properties and cross-cultural properties -Information on the application of the Problem-Based(PBL) teaching method
3	Modern cultural relativism - The current stance on cultural relativism - Application of problem-based(PBL) teaching method1
4	Cultural Psychology: S. Freud's Unconscious - Personal and Social Problem Phenomenon in Modern Society - Application of problem-based(PBL) teaching method2
5	Social development of popular culture theory -Evaluation of artists' works in the age of technological cloning -Application of problem-based(PBL) teaching method3
6	Mass media, mass production -Image and simulacre, Simulacre, which is not real, but real. -Application of problem-based(PBL) teaching method4
7	Problem-based learning theorem and presentation, feedback
8	Midterm Examination

3.2 Class Case

3.2.1 Week 1-2 Classes

Week 1-2 provided guidance on this course and on the Problem-based learning (PBL) to be applied this semester. It will be applied this semester and based on its effect, we will decide whether to continue next semester. Therefore, students need a good understanding of problem-based learning (PBL). The first week was guided and the second week was presented to the students with more than enough examples. Considering the characteristics of the balanced curriculum, the diverse cultural phenomena of the world and the concepts and characteristics of our culture should be compared sufficiently and discussions on diversity and limitations should be discussed.

In Week 2, he learned about modern cultural relativism and various cultures in modern cultural concepts, and presented questions about them. It was also required to highlight the application of problem-oriented learning once more and to investigate data on it at the following times.

3.2.2 Week 3 Class (Application1)

In the third week, various data on the problem situation presented in the second week class were investigated and major activities centered on the problem were conducted. The first application question examined some examples of 'the position on cultural relativism occurring in modern times' and discussed whether it was understood as a difference in cultural diversity. The process of the procedure was carried out in order of presentation of the problem → confirmation of the problem → collection of data to solve the problem → reconfirmation of the problem and elicitation of solutions → solving problems (repeating) → presentation of the problem resolution → organizing and evaluating learning results.

The students fully investigated the data and presented the process of solving it. In particular, he investigated various cases of world culture, discussed his position on it and the team's position on it, and clarified the diversity of modern culture and its position on it. The professor presented a problem with cultural relativism regarding the culture of ‘Sati in India, Korean dog meat eating and cannibalism’. The students discussed the extreme situations and risks of cultural relativism, and that it does not justify the extreme culture. The caste system in India, the coming-of-age ceremony of the Masai people, and the team's stance on world culture, including honor killings, and discussions on human rights on various cultural phenomena around the world. The following is an example written by students. The format of the manuscript was presented by the professor, and students were required to research, prepare and submit their activities.

3.2.3 Week 4 Class (Application2)

Week 4 focused on discussions on central topics based on the problem-based learning (PBL) process conducted in Week 1–3. The subject presented by the professor was to discuss human instincts and social problems in modern society in ‘The Unconsciousness of Cultural Psychologist S. Freud’. The professor first conducted a theoretical course on Freud's unconsciousness and discussed human unconsciousness and instinct. He then presented derivative cases due to ‘Don’t ask me about the assault at Seoul Station’ and ‘COVID-19’. The students investigated various modern society's problematic phenomena and discussed solutions with the given topics. The problems that the students investigated were the problems presented by the professor and the ‘suicide, solitude, cultural retardation, and low birth rate’ that are prevalent in modern times.

The students presented their opinions on the various problematic phenomena that arise in modern society and discussed various ways to solve them.

3.2.4 Week 5 Class (Application3)

Week 5 presented the theme of 'the social rise of popular culture theory'. In this topic, it was designed to focus on the discussion between critics of art and popular culture and the evaluation of works of art in the era

of technological cloning. Various discussions were held on the value of works of art due to students' understanding of art and popular culture and the development of technology. This topic was focused on developing a sense of critical thinking and understanding of popular culture phenomena. The professor conducted the theory of popular culture, and students investigated various phenomena of popular culture and conducted activities on it. The professor presented products such as 'Korean Wave', 'trot fever', 'genuine and imitation, and technological cloning', and students investigated cases such as 'Art and Game-Last of Earth 2' and discussed them.

3.2.5 Week 6 Class (Application4)

Week 6 is the subject of 'Image and Simulacre'. Mass consumption occurs in modern times as mass media develops. The image of this and the theoretical understanding of simulacre and the critical view of modern social and cultural phenomena were extended. The professor presented various examples of 'simulacre' that are not real, but are real, and held critical discussions with the original. The students investigated various simulacre cases of mass media and discussed expanding their critical view of mass media.

4. CONCLUSION

This study examined the effectiveness of the study through a case of PBL (problem-based learning) class conducted in a balanced culture course called <Understanding of Culture and Philosophy> at 00- University in the second semester of 2020. The effects of learning are as follows:

First, there was sufficient active interaction between the professor and the learner. Currently, the world is in a 'COVID-19' situation, and non-face-to-face learning is being prolonged. In particular, in university education, most of the learning operations are in the faculty's power. The professor can fully satisfy the learner's needs, depending on the individual's competence. If you want students to actively participate in classes in a non-face-to-face learning situation, you should use problem-based learning (PBL) methods. There will be enough active learning activities between professors and learning.

Second, PBL learning can actively utilize various problems that fit the characteristics of the subject. By presenting various problem situations suitable for the subject, students will be able to share roles individually or as a team, and fully experience the process of collaboration and discussion in the process of investigating the data.

Third, critical perceptions of problem situations can be extended. In modern times, a variety of problem situations arise and critical perceptions of them must be fully learned. In a mass production and mass consumption society, students should develop the ability to blindly recognize and distinguish between real and fake information in a flood of information.

The limitations identified in this class case are, first, the nature of the subject, <Understanding Culture and Philosophy>, which makes it possible to discuss the global cultural phenomenon, but it should be discussed in terms of philosophy. The philosophical part shall be thoroughly reviewed and applied appropriately. Second, it is not easy to work as a team on non-face-to-face online. Much more effective learning can be achieved if students team up in offline classes and go through a discussion process.

Nevertheless, problem-based learning (PBL) is a very effective method of learning in which active interactions and learning activities take place between professors and students, whether face-to-face or non-face-to-face online learning.

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