A Teacher Candidate approaching graduation, Ashleigh Justice is already identifying opportunities to get students excited about learning. As the end of her summer school session approached, Ashleigh and her mentor began planning a party to see their students off. While making a list of party supplies, Ashleigh realized she could use the event as a way to engage her students in a learning exercise. She gave her students the task of determining the cost of the party, relative to the number of students. Ashleigh witnessed the students having so much fun with the project, “they didn’t even know they were learning!”

How does a Teacher Candidate so intuitively identify and plan a problem-based learning experience? Ashleigh credits the Sanford Inspire On-Demand Module Designing a Problem-Based Learning Experience for helping her develop these skills. Ashleigh declares, “The modules are concise. The important take-aways are stated at the beginning, and everything in the module supports that objective.”

With a passion for continually improving her teaching, Ashleigh is well on her way towards achieving her goal: “to create a classroom where students can explore learning, in their own way.”