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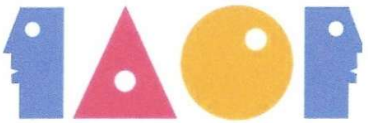

INNOVATIVE TEACHING PRACTICE AND PROBLEM-BASED LEARNING IN THE ADMINISTRATIVE LAW COURSE

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Abstract

This study examines the use of PBL and experiential pedagogies to enhance student engagement, critical thinking and practical legal skills in a course on administrative law. Through applied learning, including real-life case studies, and active learning techniques, a shift away from traditional, lecture-style teaching was endorsed and a student-centered classroom was facilitated, focusing on an inquiry-based, collaborative and applied/practice of legal principles environment. The pedagogical design of the course was based on contextually relevant, real-life problems including disputes between the general public and state over state-owned land and waste management, with a view to harnessing motivation and developing thinking analytically. The feedback from practitioners indicated that improvement occurred in legal understanding, engagement and the ability to transfer learning from theory to practice. The conclusion states PBL and experiential pedagogies positively support profession capabilities and a collaborative, self-reflective approach to learning.

Keywords: Administrative Law, Critical Thinking, Problem-Based Learning, Public Administration, Teaching

I. Introduction: Why Is Problem-Based Learning Significant?

In a time of rapid change, we are continually faced in our daily lives and professions with some form of governmental power—the very space in which administrative law exists. As a hand-on, self-directed and cooperative learning course, this course on administrative law adopts a Problem-Based Learning approach, enabling students to acquire core competencies for thinking and acting in law by active engagement and sharing experiences. One issue that always arises in the classroom is that students rarely ask questions, regardless of how much material instructors are assigned. The main aim of the course on administrative law is to provide students with important knowledge of the law, using real-life illustrations to promote the

learning process. Because of how heavy and dense this content is, lecturing often cannot adequately highlight the importance of issues for students or inspire them to participate in discussion or critical thinking. In this curriculum, PBL is not simply a pedagogical method, it is pedagogy that responds to the fundamental challenge of legal education; that is educating students who do not simply receive knowledge, but rather apply, critique and create legal reasoning.

Moreover, PBL facilitates a shift from "teaching" to "learning." Students become proactive problem-identifiers and solution-generators rather than passive recipients. In fields like administrative law, where practical application is essential, PBL enables learners to engage with concrete administrative disputes or remedial scenarios. Through real-world examples, students develop issue-awareness, analytical capabilities, and legal judgment. PBL also reinforces a dynamic feedback loop between teachers and students. As students explore real legal problems and attempt to solve them, instructors adjust their teaching strategies based on student responses. This classroom interaction not only improves student outcomes but also enhances the quality of instruction. In other words, PBL fosters co-creation in teaching by cultivating active connections among learners, educators, and instructional materials. This study adopts PBL as a means to address real-world administrative law cases, aiming to improve instructional quality. Simultaneously, students are invited to participate in on-site research, thereby elevating their learning outcomes. As student performance improves, it also energizes educators, creating a virtuous cycle of instructional motivation and teaching refinement

II. Experiential Learning and PBL Application

1. Experiential Learning

Unlike traditional lecture-based teaching, experiential learning has emerged as a student-centered approach that better supports learning outcomes (Wu, 2008). Whereas conventional methods focus on the transmission of knowledge from teacher to student, experiential learning emphasizes the importance of interaction among teachers and students, as well as peer collaboration. This approach strengthens the ability of individuals and groups to solve problems through active engagement such as simulations and games, fostering meaningful relational dynamics in the classroom (Kuo et al., 2015). Foundational texts also explore its techniques and pedagogical strategies (Hsu, 2007;

Wurdinger and Carlson, 2009; Timpson et al., 2014).

The advantages of experiential learning lie in its capacity to offer personal enrichment and direct engagement. A noted limitation, however, is the risk that some students may struggle to keep pace. The core principles of experiential teaching involve exposing learners to new environments and information, prompting hands-on engagement, and fostering interaction and reflection. This process cultivates self-awareness, critical inquiry, and intrinsic motivation (Liao, 2013). Key features of experiential learning include: 1. Active participation: Engaging bodily senses to listen, feel, and think. 2.Valuing lived experience: Integrating students' prior knowledge and life experience into course design. 3. Group learning and interaction: Encouraging students to share and reflect on their personal insights. 4. Lasting instructional impact: Connecting thought, behavior, and action (Kolb and Kolb, 2017; Kwan and Lee, 2017).

From a broader perspective, Silva and Mesquita (2019) emphasize the role of simulations and practical exercises in preparing students for the workplace by fostering both technical and soft skills. Diyanni and Borst (2020) underscore the importance of student agency and reflective thinking in experiential education. Salimon (2022) highlights its relevance in modern education through activities such as internships, service-learning, and clinical training, centering the educational process around the learner. Other studies such as Hanip et al. (2023) affirm experiential learning as a knowledge-building process rooted in experience, effectively implemented in social science courses to boost engagement and enthusiasm. Below (2024) further expands the framework by stressing active knowledge creation through study abroad, internships, and service projects, pointing to the educator's central role in facilitating meaningful outcomes through reflection and guidance.

In sum, Silva and Mesquita's emphasis on simulation complements Diyanni and Borst's advocacy of self-directed learning and reflection. Salimon and Hanip's research reinforces the importance of experiential learning in humanities and service-oriented disciplines, illustrating its profound impact on cultural and social education. Below's perspective broadens the scope by recognizing that experiential learning is not just about "what students do," but also "how educators guide and interpret."

II. Problem-Based Learning

PBL emerged in the 1960s at

McMaster University in Canada, where a "problem-based learning curriculum" was first introduced. It later gained prominence at institutions such as Maastricht University in the Netherlands (Mei, 2012). PBL emphasizes problem engagement as a core teaching principle, fostering students' ability to solve problems and reflect critically. Delisle (1997) discusses the integration of PBL into classroom instruction, while Barell (2006) explores how to apply PBL in accessible and effective ways. In healthcare education, Kuan and Lee (2017) offer rich case examples and practical insights into applying PBL, underscoring its versatility across disciplines. Core Features of PBL: 1. Problem-centered learning: Students collaboratively engage in inquiry to address specific challenges. 2. Small-group learning model: Structured group discussions facilitate peer-sharing and co-construction of knowledge. 3. Discussion-oriented process: Instructors present case scenarios, and student teams develop integrated solutions through dialogue. Teachers participate as facilitators to enhance student engagement. 4. Emphasis on active learning: Learners shape learning goals and participate in reflective discussions and peer exchange. 5. Instructor as guide: Teachers provide timely feedback to help students clarify and deepen their reasoning processes (Edens, 2000; Park, Conway & McMillan, 2016).

Since 2014, scholars from various interdisciplinary fields have collaborated to publish the Journal of Problem Based Learning (ejpbl.org), offering research on diverse themes and applications—evidence of PBL's increasing maturity. Alongside enthusiastic adoption, scholars such as Chang and Lin (2016) have examined both the benefits and challenges of implementing PBL in teaching contexts.

In contemporary educational research, PBL is widely regarded as a student-centered approach focused on engaging with real-world problems. Ali (2019) stresses that PBL cultivates critical thinking and problem-solving abilities, while fostering collaboration and autonomous learning—skills with strong relevance across academic and practical domains. Shipton (2023) highlights its value in police education, showing how real-life, poorly structured problems prompt learners to apply theory in practice and develop communication, reflexivity, and teamwork. In the medical field, Redrobán and Durán (2024) advocate for PBL's role in improving diagnostic reasoning, self-directed learning, and healthcare quality. According to Ittycheria et al. (2024), when learners encounter complex, open-ended problems,

teacher support and collaborative discussion deepen both technical and cognitive understanding, enhancing reasoning and communication.

Taken together, these perspectives emphasize PBL as a pedagogical strategy that bridges theory and practice and empowers learners through collaboration, inquiry, and critical reflection. The PBL process begins with the careful reading and analysis of case materials—not merely as information intake, but as the starting point of critical inquiry. Once students grasp the case context, they engage in dialogue, posing hypotheses, questions, and interpretations—resulting in multifaceted perspectives. These interactions, accompanied by continuous reflection, help learners refine their understanding and forge deeper connections between theory and application.

Ultimately, PBL supports the social construction of knowledge. Within team interactions, students develop skills in communication, collaboration, and critical reasoning. This positions PBL not merely as a teaching technique, but as an educational philosophy that inspires active exploration and collective meaning-making.

III. Research Subjects and Design

1. Research Subjects

This study focuses on the third-year compulsory course Administrative Law offered by the Department of Public Administration at Chung Hua University in Taiwan. A total of 47 students enrolled in the course, which covered both core theories and practical applications of administrative law. To assess students' learning progress and the effectiveness of instructional methods, the research team conducted a teaching feedback survey at the end of the semester. A total of 41 students completed the questionnaire, demonstrating a high level of participation and interest in the course. The survey results also indicated strong interaction and responsiveness in classroom activities. The course was conducted between February and June 2021. Besides, - Lin's (2017) textbook is adopted as the course book.

2. Research Design

The research design includes case discussions, expert recommendations on the implementation of Problem-Based Learning, and a questionnaire survey. As presented in the following analysis.

(1) Case-Based Discussions

Students were divided into groups to discuss three administrative law case

Table 1. PBL Case Discussion Schedule

Case	Discussion Time
Case 1: Rare Lawsuit—Law Exam Failure Overturned in Administrative Litigation Against MOE	May 10, 2021, 13:10–15:00
Case 2: State-Owned Land and Waste Management	May 17, 2021, 13:10–15:00
Case 3: Legal Relations Between School and Public Sector Physicians	May 24, 2021, 13:10–15:00

studies. The scheduled class discussion times were as follows:

(2) Experts' Commentary on PBL Application

Three experts with expertise in teaching practice and educational research were invited to observe and evaluate the implementation of PBL strategies in the administrative law course. These experts provided recommendations from the perspectives of curriculum design, problem-oriented instructional guidance, and student learning outcomes. Their insights enhanced the instructional quality and fostered deeper learning engagement among students. The feedback also encouraged teachers to critically reflect on their application of PBL and helped cultivate students' advanced thinking through engagement with real-world problems.

Table 2. List of Expert Backgrounds and Dates

Feedback Date	Experts' Background
June 17, 2021	Adjunct Assistant Professor, Department of Law, XX University
June 17, 2021	Assistant Professor, Department of Public Administration, XX University
June 17, 2021	Industry-Collaborative Instructor, XX University

3. PBL Questionnaire and Survey

(1) Questionnaire Design

This questionnaire was designed around four dimensions: Administrative Law Course Content, Course Materials, Instructor's Teaching, and PBL Team-Based Problem Solving. Each dimension contains five items.

(2) Survey Timing

To gain a comprehensive understanding of students' learning experiences and outcomes in the Administrative Law course, this study designed a questionnaire as a critical tool for course feedback and teaching evaluation. The survey was administered to enrolled students and covered aspects such as learning motivation, course participation, perceptions of PBL strategy application, and personal growth. The questionnaire was conducted during the final two weeks of the semester to ensure students could provide complete and authentic feedback regarding the overall course experience.

Table 3. PBL Questionnaire Survey

PBL Survey	Survey Date	Number of Enrolled Students	Number of Respondents	Response Rate
Questionnaire	June 24, 2021	47	41	87%

IV. Descriptive Statistical Analysis of the PBL Questionnaire

This PBL questionnaire survey presents students' learning performance and participation levels in the course through descriptive statistics, including frequency counts and percentage distributions. The statistical results provide a preliminary understanding of students' acceptance and response characteristics toward problem-based learning, serving as a reference for future course adjustments and instructional improvements.

1. The Administrative Law Course Itself

I understand the course design of administrative law this semester: 17 students (41.5%) reported "very understanding," and 18 students (43.9%) reported "understand." I understand the content of this semester's administrative law course: 14 students reported "very understanding," and 21 students (51.2%) reported "understand." I participate in discussions on the course content of Administrative Law this semester: 17 students reported "very understanding," and 20 students (48.8%) reported "understand." I apply what I learn in class to everyday life to my personal experiences: 11 students reported "very understanding," and 22 students (53.7%) reported "understand." I understand the content of the administrative law course

this semester: 19 students (46.3%) reported “very understanding,” and 17 students (41.5%) reported “understand.” Further details are shown in the table below.

Table 4. Descriptive Statistics: The Administrative Law Course Itself

Item	Very understanding	Understand	Fair	Don't understand	Very confused
I understand the course design of administrative law this semester	17 (41.5%)	18 (43.9%)	6 (14.6%)	0 (0%)	0 (0%)
I understand the content of this semester’s administrative law course	14 (34.1%)	21 (51.2%)	6 (14.6%)	0 (0%)	0 (0%)
I participate in discussion of the course content	17 (41.5%)	20 (48.8%)	4 (9.8%)	0 (0%)	0 (0%)
I apply what I learn in class to everyday life	11 (26.8%)	22 (53.7%)	8 (19.5%)	0 (0%)	0 (0%)
I understand the content of the administrative law course this semester	19 (46.3%)	17 (41.5%)	5 (12.2%)	0 (0%)	0 (0%)

2. Course Materials

Students’ perceptions of the course materials were examined through descriptive statistics. The data reveal students' levels of understanding regarding textbook arrangement, class hour allocation, content practicality, difficulty, and the effectiveness of problem-solving strategies provided. The findings are as follows:

My thoughts on the weekly arrangement of the textbook content for this course: 12 students reported “very understanding,” and 25 students (61.0%) reported “understand.” My thoughts on the allocation of class hours to be appropriate: 15 students reported “very understanding,” and 23 students (56.1%) reported “understand.” My thoughts on the practicality of the textbook content: 14 students reported “very understanding,” and 21 students (51.2%) reported “understand.” My thoughts on the difficulty level of the textbook content: 12 students reported “very understanding,”

and 20 students (48.8%) reported "understand." My thoughts on the problem-solving learning approach provided by the textbook: 14 students reported "very understanding," and 21 students (51.2%) reported "understand." The following table presents additional findings.

Table 5. Descriptive Statistics: Course Materials

Item	Very understanding	Understand	Fair	Don't understand	Very confused
My thoughts on the weekly arrangement of the textbook content for this course	12 (29.3%)	25 (61.0%)	4 (9.8%)	0 (0%)	0 (0%)
My thoughts on the allocation of class hours to be appropriate	15 (36.6%)	23 (56.1%)	3 (7.3%)	0 (0%)	0 (0%)
My thoughts on the practicality of the textbook content	14 (31.7%)	21 (51.2%)	6 (17.1%)	0 (0%)	0 (0%)
My thoughts on the difficulty level of the textbook content	12 (29.3%)	20 (48.8%)	7 (17.1%)	2 (4.9%)	0 (0%)
My thoughts on the problem-solving learning approach provided by the textbook	14 (31.7%)	21 (51.2%)	6 (17.1%)	0 (0%)	0 (0%)

3. Teacher Teaching

This section summarizes students' understanding and feedback on the instructor's teaching approach, particularly regarding the use of Problem-Based Learning and the Zuvio IRS cloud-based real-time interaction system. Responses were analyzed through descriptive statistics to assess recognition of teaching methods and perceived instructional effectiveness. I understand what PBL is: 18 students (43.9%) reported "very understanding," and 19 students (46.3%) reported "understand." I am very impressed with the teaching method of teachers who mainly use PBL

in their classes: 15 students reported "very understanding," and 19 students (46.3%) reported "understand." I use Zuvio IRS"Cloud Real-time Interaction System" for teachers: 15 students reported "very understanding," and 21 students (51.2%) reported "understand." I mainly use Zuvio IRS in my teaching: 14 students reported "very understanding," and 21 students (51.2%) reported "understand." I am very impressed with the teaching method of teachers who mainly use PBL in their classes: 18 students (43.9%) reported "very understanding," and 16 students reported "understand." As analyzed in the following table.

Table 6. Descriptive Statistics: Teacher Teaching

Item	Very understanding	Understand	Fair	Don't understand	Very confused
What is PBL (Problem-Based Learning)?	18 (43.9%)	19 (46.3%)	4 (9.8%)	0 (0%)	0 (0%)
I am very impressed with the teaching method of teachers who mainly use PBL in their classes	15 (36.6%)	19 (46.3%)	7 (17.1%)	0 (0%)	0 (0%)
I use Zuvio IRS"Cloud Real-time Interaction System" for teachers	15 (36.6%)	21 (51.2%)	5 (12.2%)	0 (0%)	0 (0%)
I mainly use Zuvio IRS in my teaching	14 (31.7%)	21 (51.2%)	6 (17.1%)	0 (0%)	0 (0%)
I am very impressed with the teaching method of teachers who mainly use PBL in their classes	18 (43.9%)	16 (39.0%)	7 (17.1%)	0 (0%)	0 (0%)

4. Teamwork Problem Solving

This section examines students' perceptions of team collaboration and problem-solving effectiveness within the PBL framework. Descriptive statistics were used to illustrate students' interaction with peers and instructors, the quality of collaborative discussions, and the

application of PBL strategies to team problem solving.

My interactions and ways of engaging with my group members: 18 students (43.9%) reported “very understanding,” and another 18 students (43.9%) reported“understand.” My interactions and ways of engaging with classmates outside of my assigned group: 16 students (39.0%) reported “very understanding,” and 13 students reported “understand.” My guidance, communication and interaction with teacher: 19 students reported “very understanding,” and 20 students (48.8%) reported “understand.” My perspective on the interactions and mutual discussions between students and the teacher: 18 students (43.9%) reported “very understanding,” and 20 students (48.8%) reported “understand.” My perspective on applying PBL to team-based problem discussion and resolution: 16 students reported “very understanding,” and 18 students (43.9%) reported “understand.” As shown in the analysis below.

5. Expert Commentary on Student Case Discussions Using PBL: Innovative Integration of Experiential Learning and PBL in Classroom Practice

The incorporation of Problem-Based Learning (PBL) into administrative law instruction reflects high pedagogical sensitivity and systematic understanding. It demonstrates a solid linkage between legal theory and learning strategies, while effectively revealing the challenges and opportunities students face in transforming cognitive behavior. The design of the Problem-Solving Record Form, built upon three evaluation criteria, exhibits a logically sound and operational approach. It enables students to conduct structured legal reasoning and institutional analysis when assessing whether immediate enforcement measures in administrative execution are justified. Notably, the emphasis on “distinguishing primary and secondary issues” and “analyzing the root cause” equips students with a framework for developing structured thinking in practical cases and reinforces the importance of procedural hierarchy and conditional judgment in administrative processes. Expert Review of PBL Case Application: 1. Insights from the First Expert Scholar Commenting on students’ application of PBL in case analysis, the expert provided the following feedback: This activity aims to train students in evaluating whether immediate enforcement actions are permissible during administrative execution. By analyzing a case involving the unauthorized occupation and waste dumping on state-owned land, students were expected to dissect

Table 7. Descriptive Statistics: Teamwork Problem Solving

Item	Very understanding	Understand	Fair	Don't understand	Very confused
My interactions and ways of engaging with my group members	18 (43.9%)	18 (43.9%)	5 (12.2%)	0 (0%)	0 (0%)
My interactions and ways of engaging with classmates outside of my assigned group	16 (39.0%)	13 (31.7%)	9 (22.0%)	3 (7.3%)	0 (0%)
My guidance, communication and interaction with teacher	19 (46.3%)	20 (48.8%)	2 (4.9%)	0 (0%)	0 (0%)
My perspective on the interactions and mutual discussions between students and the teacher	18 (43.9%)	20 (48.8%)	3 (7.3%)	0 (0%)	0 (0%)
My perspective on applying PBL to team-based problem discussion and resolution	16 (39.0%)	18 (43.9%)	7 (17.1%)	0 (0%)	0 (0%)

the situation, distinguish between primary and secondary issues, and identify underlying causes. The expert proposed three criteria for assessing the students' responses in the PBL Problem-Solving Record Form: 1. Clarity in distinguishing between primary and secondary issues 2. Identification of the root causes

of the problem 3. Integration of relevant legal provisions into concrete problem-solving strategies Beyond commenting on case content, the expert offered broader recommendations for the course's use of PBL: PBL, through contextual simulation and problem analysis, shifts the locus of control from instructor-led teaching to student-centered learning. This transformation is vital for public administration education, especially given the career trajectories of students often revolve around national examinations. Under traditional pedagogies that favor passive learning and memorization, students must transition to active knowledge construction and strategic application. Therefore, instructors employing PBL must not only demonstrate familiarity with real-world work settings and skillfully guide student inquiry, but also cultivate intrinsic motivation and enthusiasm for learning. Achieving this transformation—accepting new learning paradigms and generating effective outcomes—is a complex and demanding process. Administrative law, as a concretization of constitutional principles, delineates the rights and obligations between governmental bodies and citizens. Its scope encompasses both general theories and specialized topics. As seen from compilations of legal interpretations issued by central competent authorities, the discipline spans a wide array of statutes and diverse cases. For civil servants, administrative law is not just a top-down mandate, but also a practical reference tool for frontline implementation. In summary, the experts' suggestions touch upon the most challenging aspects of educational reform: cultivating intrinsic motivation and ensuring the necessary external support systems to shift from passive rote learning to active and constructive participation. Administrative law is complex not only in its institutional breadth, but also in its close connection with practical operations - and this is where PBL thrives. The role of teachers as guides rather than knowledge transmitters is particularly influential, which is consistent with current educational psychology research on learning communities and motivation. Especially in the field of public administration, students often seek replicable test preparation templates, and the exploratory and diversified characteristics advocated by PBL will cultivate indispensable skills for future policy practitioners. 2. Commentary from the Second Expert Scholar This course not only builds upon the theoretical foundation of Problem-Based Learning (PBL) but also skillfully integrates it into classroom design and teaching practice. It highlights the emphasis on active learning, problem orientation, and the ability to apply legal provisions. Students' correct citation of statutory texts reflects the core concept of administration under the rule

of law and demonstrates the alignment between theory and real-world problem-solving. This blend of academic insight and practical application is critical for cultivating professional competencies among civil servants. Regarding students' application of PBL strategies in case analysis, the expert notes: "Problem-Based Learning (PBL) is a learner-centered instructional model that uses real-world problems to provoke discussion. While instructors set teaching goals and guide inquiry, group work helps learners cultivate thinking, discussion, critical analysis, and problem-solving skills. This approach enhances motivation for independent learning and enables knowledge construction, sharing, and integration around target issues." The course structure aligns well with the principles of PBL. Instruction began with the issue of state-owned land and waste management as a core learning problem. Students engaged in group discussions, developed problem-solving strategies, and presented their research findings under instructor guidance—fully embodying the spirit of active learning. Expert Suggestions for Course Improvement While students displayed initiative in applying PBL methods, the expert recommends the following enhancements: Although students demonstrated an understanding of the problems presented, their ability to adapt to variations in the questions requires further enhancement. As the saying goes, "true learning lies in analogy," and while recognizing and responding to question types is a basic skill, students should be encouraged to explore extensions and variations to enhance the value-added aspect of the course. Students generally referenced legal provisions correctly; however, their ability to apply the law to specific facts—known as legal "subsumption"—can be further developed. Based on the submitted "PBL problem-solving worksheets," students often listed relevant statutes but appeared to omit factual integration. As a result, their solution outlines primarily contained legal provisions without evident contextual application. While this is not incorrect per se, the cultivation of legal subsumption skills remains an area for growth—especially considering that the students are not law majors. This observation is offered for reference and future enhancement. In essence, this course fully exemplifies the depth and creativity involved in applying PBL theory to teaching practice. It promotes core values of active learning and problem orientation, while equipping students with practical legal application skills grounded in the principle of administration by law and civil service professionalism. Through carefully constructed case scenarios—such as state-owned land and waste disposal—students engaged in targeted and thorough problem

exploration within group discussions and guided instruction. This effectively stimulated learning motivation and cognitive development. 3. Commentary from the Third Expert Scholar The course was thoughtfully designed to simplify complex legal principles through accessible learning activities, enhanced by the integration of Problem-Based Learning (PBL). This approach not only concretized abstract legal provisions into discussable and actionable scenarios but also guided students toward re-examining their roles and responsibilities within civil society. Through active participation and real-world problem solving, students progressively developed legal literacy—from understanding legal structures to applying them in practice. PBL thus served as a vital gateway into rule-of-law thinking. The internal, constructivist knowledge-building process further allowed students to recognize the true connections between law and everyday life through self-directed learning. The expert scholar noted that, interestingly, students—through enthusiastic discussion and varying legal interpretations—arrived at diverse conclusions. Some even produced conflicting arguments, resembling "spear and shield" contradictions, resulting in vastly different outcomes. However, this diversity is precisely the strength of the course design: the focus lies in discussion and the learning process, not in arriving at a single correct answer. Much like courtroom debates, the process itself may yield multiple reasonable conclusions. Regarding administrative law—which defines the relationship between state authority and citizens—the subject matter is paradoxically both close to and distant from everyday life. Although legal issues often arise in daily contexts, they're frequently resolved before reaching the "law" level. Consequently, when a complex situation does require statutory reference, citizens may find themselves unprepared, unable to pinpoint relevant provisions—a result of unfamiliarity with legislative intent and legal boundaries. Through this well-structured curriculum, students were encouraged to deeply explore the relationship between individuals and the state, enhancing their understanding of personal rights and duties. Coupled with PBL, the course became an ideal entryway for interpreting and applying legal concepts. Beyond the aforementioned feedback, the expert provided further recommendations on the use of Problem-Based Learning (PBL) in this course: PBL problems may take the form of a scenario, case, challenge, dilemma, puzzle, or other elements that trigger learning motivation. A distinctive feature of PBL is that the problem can be presented at the outset of the learning process, rather than after the course has concluded—as is typical in

traditional lecture-based instruction. This early presentation of the problem fosters student interest, deeper engagement, and active participation in critical thinking and solution-finding throughout the learning journey. To enhance the effectiveness of a PBL course, two aspects are especially important. First, problem design should be carefully considered. The problem should offer learners an entry point into the subject matter's core concepts. Ideally, problems should be "slightly challenging but intriguing"—incorporating an element of fun to stimulate learning motivation. Second, instructors should act primarily as facilitators during discussions. This role involves guiding learners without actively steering the discussion, thereby encouraging independent thinking and peer dialogue. It is also recommended to incorporate elements of students' personal experiences into the problem design. Doing so helps prevent the discussion from becoming detached from learners' lived realities. When problems are too abstract or unfamiliar, they may hinder student motivation and engagement—like the proverbial blind men touching an elephant. Without relevance and active participation, the course design risks losing its educational value. In short, this analysis captures the essence of successful PBL design: empowering students from the start with meaningful questions, encouraging deep and playful exploration, and redefining the teacher's role to support student-centered learning. The idea of "slightly difficult but interesting" learning challenges reflects a sophisticated grasp of educational psychology. Anchoring problem scenarios in students' lived experiences ensures relevance, resonance, and critical reflection—hallmarks of impactful education. VI. Conclusion: Experiential Learning, PBL Application, and Classroom Innovation The integration of Problem-Based Learning (PBL) into the Administrative Law course provided not only enriched instructional content but also offered a comprehensive exploration of students' learning depth and breadth. The overall process highlighted multifaceted outcomes—including teacher-student interaction, self reflection, and professional discourse. The course was anchored by three concrete case studies, guiding students through group discussions. Activities such as electing group leaders, clarifying key issues, writing problem-solving sheets, and submitting summary reports all fostered collaboration and critical thinking. Most students demonstrated high levels of enthusiasm and active participation throughout, although a few—particularly those with special learning needs—faced challenges in group integration. In these instances, the support provided by course assistants proved essential and offers valuable insights for future curriculum design.

Quantitatively, the course administered pre- and post-instruction questionnaires to assess changes in students' understanding of the PBL model. Out of 47 students, 41 submitted the initial questionnaire, showing limited familiarity with PBL. However, after several guided sessions and practical exercises, students' grasp of the course content, material arrangement, instructional methods, and team-based problem-solving processes improved significantly. These findings demonstrate that PBL not only enhances instructional effectiveness but also cultivates students' integrative thinking. Additionally, the course invited legal and policy experts to provide substantive feedback on students' written problem-solving submissions. These experts offered in-depth analyses and recommended conducting follow-up interviews to better understand their views on course structure and student performance—contributing to a more robust feedback mechanism. Most notably, the course underscored students' sense of engagement and autonomy. PBL encouraged the internalization of abstract legal knowledge into actionable reasoning, extending into everyday issue resolution. Yet this also prompted reflection: When students are encouraged to use PBL in the classroom, do they genuinely embrace the method, or simply comply with curricular expectations? This question goes beyond pedagogy, touching on the foundational issues of instructional autonomy and student motivation.

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