

TOWARDS FLEXIBILITY IN HIGHER EDUCATION

Thursday 22 January 2009

Title and Presenter:

What is the Problem? Experiential real time Problem Based Learning

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Sub Theme & Paper Type:

Flexible Delivery - Workshop

Abstract:

From its inception in 2003, the Hull York Medical School (HYMS) made a conscious decision to adopt Problem Based learning (PBL) as part of its teaching and learning strategy to deliver a complex and diverse medical curriculum to the students. PBL is an inquiry-based, student-centred teaching and learning method that allows for flexibility in the delivery of the curriculum, as the presentation of the learning outcomes to students that underpin the curriculum can be varied according to the course structure or topics chosen by faculty.

At HYMS, each PBL group consists of 8-10 students with a member of staff acting as a facilitator. There are some defined roles within a PBL group, each week a student takes a turn in leading the group as the chair, with another student acting as the scribe and the remaining students being group members. All group members are expected to actively participate in group discussions. At HYMS, the students are presented with several written patients scenarios (Virtual Patients) per PBL session that act as triggers for the students to identify the learning outcomes pertinent to the patients. The facilitator aids the group in achieving the learning outcomes (the guided discovery model).

Utilizing PBL *as a method of curriculum delivery*, allows a Faculty a great deal of flexibility in presenting the students with the different learning outcomes that make up the curriculum. Through the presentation of a variety of scenarios, a wide range of topics making up the curriculum can be delivered. In addition, it allows for flexibility in the student learning (it accommodates students' prior experiences and knowledge) and the resources they utilize in attaining the learning outcomes for the virtual patients.

In the workshop participants will have the opportunity to join a PBL group and undertake a real time PBL case. This active participation will allow participants to experience both the roles and processes involved in a PBL session and, gain some understanding of this inquiry-based teaching and learning method.