



Problem-based Learning in a Health Sciences Curriculum

Edited by
Christine Alavi



Problem Based Learning In A Health Sciences Curriculum

Medical Library Association



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Problem-Based Learning in a Health Sciences Curriculum Christine Alavi,2002-09-11 Problem based learning places the student at the centre of a process which integrates what is learned in a lecture with actual experience Key chapters on facilitation clinical practice assessment and evaluation *Foundations of Problem-Based Learning* Maggi Savin Baden,Claire Howell Major,2004-08-16 This book closes a gap in the PBL literature It is a thoroughly researched well documented and engagingly written three part harmony addressing conceptual frames recurring themes and broadening horizons An essential addition to your library Professor Karl A Smith University of Minnesota a comprehensive guide for those new to PBL and suitable for those new to teaching or for the more experienced looking for a new challenge Dr Liz Beaty Director Learning and Teaching HEFCE This book vividly articulates the key ideas of PBL and provides new PBL practitioners with key guiding posts for its implementation It is an excellent contribution to the art of using PBL Associate Professor Oon Seng Tan Nanyang Technological University Singapore What is problem based learning How can it be used in teaching How does problem based learning affect staff and students How do we assess and evaluate it Despite the growth in the use of problem based learning since it was first popularised there have been no resources to examine the foundations of the approach and offer straightforward guidance to those wishing to explore understand and implement it This book describes the theoretical foundations of problem based learning and is a practical source for staff wanting to implement it The book is designed as a text that not only explores the foundations of problem based learning but also answers many of the frequently asked questions about its use It has also been designed to develop the reader's understanding beyond implementation including issues such as academic development cultural diversity assessment evaluation and curricular models of problem based learning *Foundations of Problem based Learning* is a vital resource for lecturers in all disciplines who want to understand problem based learning and implement it effectively in their teaching *Teaching and Learning in the Health Sciences* ,2010 **Mastering Problem-Based Learning in Health Profession Programs** Santiago Lorenzo,Bei Zhang,2025-12-24 The book *Mastering Problem Based Learning Principles Procedures and Best Practices* is a collective and collaborative work by ten PBL experts who possess an insightful understanding of PBL extensive experience and a successful track record particularly in medical and health education This book provides practical wisdom and helpful tips aimed at guiding educators and administrators in medical dental pharmacy nursing schools or allied health institutions to 1 Design and implement a PBL curriculum with vision strategy and appropriate use of resources 2 Construct PBL cases and facilitator guides aligned with educational goals and learning outcomes 3 Transform and develop teachers from being instructors to becoming facilitators 4 Advise students through PBL to overcome challenges and avoid pitfalls 5 Facilitate a PBL session to promote active learning 6 Create and manage PBL examinations 7 Generate meaningful feedback for both PBL facilitators and learners for continuous improvement 8 Migrate PBL from traditional physical classrooms to online

environments 9 Adopt AI in the practice of PBL 10 Overcome challenges and avoid pitfalls in PBL implementation

Problem-Based Learning Howard S. Barrows, Robyn M. Tamblyn, 1980-03-15 In this book the authors address some basic problems in the learning of biomedical science medicine and the other health sciences Students in most medical schools especially in basic science courses are required to memorize a large number of facts facts which may or may not be relevant to medical practice Problem based learning has two fundamental postulates the learning through problem solving is much more effective for creating a body of knowledge usable in the future and that physician skills most important for patients are problem solving skills rather than memory skills This book presents the scientific basis of problem based learning and goes on to describe the approaches to problem based medical learning that have been developed over the years at McMaster University largely by Barrows and Tamblyn

Lessons from Problem-based Learning H. J. M. van Berkel, 2010 Problem based learning PBL has excited interest among educators around the world for several decades Among the most notable applications of PBL is the approach taken at the Faculty of Health Medicine and Life sciences FHML at Maastricht University the Netherlands Starting in 1974 as a medical school the faculty embarked on the innovative pathway of problem based learning trying to establish a medical training program which applied recent insights of education which would be better adapted to the needs of the modern physician The medical school currently part of the FHML can be considered as an established school where original innovations and educational changes have become part of a routine The first book to bring this wealth of information together *Lessons from Problem based Learning* documents those findings and shares the experiences of those involved to encourage further debate and refinement of problem based learning in specific applications elsewhere and in general educational discussion and thought Each chapter provides a description of why and what has been done in the Maastricht program followed by reflection on the benefits and issues that have arisen for these developments The final section of the book examines the application of PBL in the future and how it is likely to develop further

New Approaches to Problem-based Learning Terry Barrett, Sarah Moore, 2010-10-04 This is a professional guide that explores effective ways to initiate design develop enhance and sustain PBL curricula in Higher Education environments

The Wiley Handbook of Problem-Based Learning Mahnaz Moallem, Woei Hung, Nada Dabbagh, 2019-04-23 The first book to offer an in depth exploration of the topic of problem based learning with contributions from international experts The Wiley Handbook of Problem Based Learning is the first book of its kind to present a collection of original essays that integrate the research and practice of problem based learning in one comprehensive volume With contributions from an international panel of leading scholars researchers practitioners and educational and training communities the handbook is an authoritative definitive and contemporary volume that clearly demonstrates the impact and scope of research based practice in problem based learning PBL After many years of its successful implementation in medical education curricula problem based learning is now being emphasized and practiced more widely in K 12 higher education and other professional fields The handbook

provides timely and stimulating advice and reflection on the theory research and practice of PBL Throughout the book the contributors address the skills needed to implement PBL in the classroom and the need for creating learning environments that are active collaborative experiential motivating and engaging This important resource Addresses the need for a comprehensive resource to problem based learning research and implementation Contains contributions from an international panel of experts on the topic Offers a rich collection of scholarly writings that challenge readers to refresh their knowledge and rethink their assumptions Takes an inclusive approach that addresses the theory design and practice of problem based learning Includes guidelines for instructional designers and implementation and assessment strategies for practitioners Written for academics students and practitioners in education The Wiley Handbook of Problem Based Learning offers a key resource to the most recent information on the research and practice of problem based learning **Handbook on Problem-based Learning** Jocelyn Anne Rankin,1999 **Teaching Nursing** Lynne E. Young,Barbara L. Paterson,2007 Examines the complexities of teaching and learning nursing explains the theoretical foundations of student centered learning describes various methods and models for student centered learning in nursing and explores the issues and challenges of constructing nursing curricula and implementing student centered pedagogies *The Challenge of Problem-based Learning* David Boud,Grahame Feletti,1997 First Published in 1998 Routledge is an imprint of Taylor Francis an informa company *Oxford Textbook of Medical Education* Kieran Walsh,2016 Providing a comprehensive and evidence based reference guide for those who have a strong and scholarly interest in medical education the Oxford Textbook of Medical Education contains everything the medical educator needs to know in order to deliver the knowledge skills and behaviour that doctors need The book explicitly states what constitutes best practice and gives an account of the evidence base that corroborates this Describing the theoretical educational principles that lay the foundations of best practice in medical education the book gives readers a through grounding in all aspects of this discipline Contributors to this book come from a variety of different backgrounds disciplines and continents producing a book that is truly original and international Educational Technologies in Medical and Health Sciences Education Susan Bridges,Lap Ki Chan,Cindy E. Hmelo-Silver,2015-10-20 This evidence packed guide explores the growing importance of new technologies and situated learning in the vanguard of medical and health sciences education backed by real world clinical applications Its dual emphasis on problem based learning PBL and applied learning is reflected in the range of author perspectives from understanding how technologies engage learners to implications for program design Innovations covered range from wider and more targeted use of mobile devices and electronic medical records to video cases and virtual patients in clinical contexts from family practice to specialized surgery At the same time chapters detail both the necessary hardware for putting these systems into place and the software needed to make them accessible to learners Among the featured topics Technology and group processes in PBL An ethnographic study What is real Using problem based learning in virtual worlds Are Wikipedia articles reliable learning

resources in PBL curricula Utilizing mobile electronic health records in clinical education Measuring emotions in medicine methodological and technological advances within authentic medical learning environments The deteriorating patient smartphone app towards serious game design Medical health sciences educators and researchers in educational technology will look to Educational Technologies in Medical and Health Sciences Education to pinpoint current and future trends in an ever important field

Problem-based Learning in Health Sciences Education Howard S. Barrows, Robyn M. Tamblyn, 1979

The Nursing Profession Norma L. Chaska, 2001 Dr Norma L. Chaska Ph D RN FAAN is a leader in nursing education and nursing administration She is widely sought as a consultant for academic administration in universities and for nursing education programs Prior to her graduate education Dr Chaska held numerous clinical and administrative positions in every specialized area of nursing for a total of 15 years of experience in nursing practice She has had 22 years of experience in nursing education and academic administration Throughout her academic career Dr Chaska has drawn extensively from her clinical background and experience in services and research settings A major concern in all of her work is the evolution of nursing as a profession The purpose of this new volume is to provide an in depth global scope and study of nursing as a profession Specifically its aim is to project patterns of thought and considerations about the current state of nursing into the future of the 21st Century The content should cause the reader to reflect consider and dialogue regarding the various paths presented to articulate his or her goals for the profession to go forward *Bulletin of the Medical Library Association* Medical Library Association, 2001

Directory of the Medical Library Association Medical Library Association, 1999

Journal of the American Dietetic Association, 2003 *Annals of the Academy of Medicine, Singapore* Academy of Medicine (Singapore), 2008

Problem-Based Learning in Clinical Education Susan Bridges, Colman McGrath, Tara L. Whitehill, 2012-01-05 Developed in the context of health sciences education in the late 1960s problem based learning PBL is now widely deployed as an education methodology Its problem solving collaborative student centred ethos is seen as a more appropriate system of pedagogy than earlier chalk and talk modes Focusing on its use in clinical education this collection of recent scholarship on PBL examines the ways in which PBL is both conceived and implemented in clinical education The work has a dual emphasis research driven on the one hand while on the other assessing new methodologies to explore how problem based curricula support the achievement of students learning outcomes in the context of clinical education The chapters draw on studies that explore PBL both theoretically and empirically The volume s eclecticism capitalises on the growing body of empirical research into PBL evaluations It balances this with studies analysing the relatively new area of discourse based research on PBL in action whose focus has been to interrogate the how of student learning in curricula with PBL content This publication will be of interest to clinical teachers curriculum designers and those interested in innovations in the scholarship of teaching and learning in PBL curricula

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