



CODEN [USA]: IAJPB

ISSN: 2349-7750

INDO AMERICAN JOURNAL OF PHARMACEUTICAL SCIENCES

<http://doi.org/10.5281/zenodo.2589476>

Available online at: <http://www.iajps.com>

Research Article

A CROSS-SECTIONAL RESEARCH TO PROBE THE PROBLEM-BASED LEARNING (PBL) AS A PEDAGOGIC APPROACH FOR MEDICAL STUDENTS

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Article Received: December 2018

Accepted: February 2019

Published: March 2019

Abstract:

***Objective:** To discover the function of Problem-based Learning (PBL) as a knowledge plan included an undergraduate prospectus of a medical university or to decide as to what scope it must substitute the conservative speech scheme.*

***Methodology:** We conducted this cross-sectional research at Services Hospital, Lahore in the timeframe of February 2017 to August 2017. The learning incorporated an entire of 141 students (both males and females). Out of these ninety-six were from a 3rd year or forty-five from 4th-year MBBS program. They were educated about the study plan. While this scheme was recently established to the student, an easy survey was scattered merely to recognize the students' viewpoint to this latest method of education. This survey controlled simply a few essential questions concerning their sympathetic of the PBL; whether it was improved than the speech method, pros or cons; whether it must completely substitute with the earlier method or a component of the entire prospectus is constant to the latest method.*

***Result:** Out of ninety-six 3rd year students 67% (n=sixty-five) nominated for a grouping method, while almost partially 48% (n=twenty-two) preferential almost an entire alter to the PBL method. The entire out of the whole 141 students, 62% (n=eighty-eight) favoured a balanced mixture of the recognized lecture or PBL in a little group, while 38% (n=fifty-three) were in favours of merely "PBL" as an education policy. There was a dissimilarity in reply depending upon the intensity of the student.*

***Conclusion:** PBL has a considerable part in education policy in the undergraduate medical prospectus. The amount to which it must shape a piece of the entire teaching approach will depend upon the intensity or the partiality of the student.*

Keywords: Included Modular Scheme, PBL, Under Graduate Medical College Prospectus.

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Please cite this article in press Waleed Khalid et al., A Cross-Sectional Research To Probe The Problem-Based Learning (Pbl) As A Pedagogic Approach For Medical Students., Indo Am. J. P. Sci, 2019; 06(03).

INTRODUCTION:

Problem-based learning (PBL) is the education that consequence from the development of working towards the thoughtful or declaration of difficulty in an actual situation. The student is obtainable with conditions that lead to a difficulty to be solved by them. They scrutinize the difficulty, collect in sequence, investigation through possessions, then believe of and examine likely clarification. There may not be a solo correct reply [1]. It is an innovative coaching approach; there is a move from “professor centred” to “student-centered” approach or perpendicular and straight combination form the most significant essentials of the prospectus. PBL was initial beginning in the 1960s and has been the mainly dominant modernism in the medical teaching over the final 4 decades. It is essential or a substitute way for an undergraduate medical student, thus setting the latest learning style.

. It has been assumed by numerous medical schools approximately the world, while at a comparatively sluggish speed. Joint with early contact with the clinical occupation expansion of the communiqué abilities or multi-qualified educations, it has shaped the source of the prospectus of numerous undergraduate medical organizations [2]. Early clinical experiences improve inspiration and strengthen knowledge. A learn report by Wood DF et al; 2008, has revealed that education technique port an important consequence for the attainment of understanding besides with the growth of pointed skill and approach. It assists in obtaining general competences, give confidence a curious approach to knowledge or punctual the student to the mature knowledge approach which they require for an existence in the fitness care occupation. Enough proofs suggest that PBL is better in producing extra sympathetic physician or graduates with constant knowledge and management feature. Still, the effectual preparation program for student or teacher must precede its execution [3]. PBL is an extremely resource-intensive knowledge plan and the income on investment (i.e. the real versus estimated knowledge outcomes) must be suspiciously and seriously evaluate in the executive procedure.

Generally talking, PBL is supported on mature education or it changes from the conservative stereotype pedagogy in the subsequent 5 ways: initially, it is self-directing i.e. construction upon own understanding. Secondly, it is life-centered, mission-centered or difficulty centred knowledge. Thirdly, there is an inner inspiration to study the source of which may be self-esteem or improved value of life (in mature knowledge, one has several prospect strategies in mind). Fourthly, the beginner is prepared to study when there is a requirement to know or do

impressive (aim-oriented knowledge). Lastly, the beginner enters a knowledge procedure regarding which he or she previously has experience or knowledge. Even over a small time of occasion, PBL can inculcate scientific idea, difficulty explain, and variance declaration skill of students. Since education typically happens in a set, the learner really develops into a superior basis of knowledge for every other [4].

The teacher function in this scheme is essential to plan a ‘trigger’ and construction further substance that would generate attention or inspire the beginner; he/she really act as a catalyst. Apart from this, the entire instructive course is in the manager of the beginner. The entire is complete to attain the objectives like the structure of information during addition, improved preservation 8 of technical details and to encourage self-directed knowledge skill. The conclusion of PBL wants additional lesson employees. Junior doctors or residents can be very precious for the reason of attractive those 11as facilitators. Acceptance of the new scheme, completely or moderately, is still arguable. Those who are in favours of the usual scheme are of the estimation that longer pre-clinical mechanism makes the extra inclusive establishment of methodical understanding in the students on which they can assemble an improved scientific consideration.

On the opposing, an individual who favours PBL, say that it helps the student to put information in the situation and arrange them improved for clinical troubles they express in the early existence of their clinical performance. In fact, mutually the system has pros or cons, but they are like two ways to a similar object. The aspect of PBL scheme which is like by the student are: (a) extra interactive or aim base (b) student have to manage above occasion to discover the greatest explanation to a difficulty (c) they have a possibility to do investigate; the constructive collision of the PBL prospectus on attitude of medical student towards health investigate may assist in improving investigation production from rising countries in upcoming (d) better knowledge during communication (e) better reflection by concerning information to useful troubles (f) liberty of focusing on favored themes (g) functioning on actual existence troubles (h) rising the routine of analysis paper (i) knowledge how to investigate for the necessary substance. The approval of difficulty-based knowledge by our student, due to these constructive aspects, was in corresponding with the similar learn established out in a further medical organization.

METHODOLOGY:

We conducted this cross-sectional research at Services Hospital, Lahore in the timeframe of

February 2017 to August 2017. The learning incorporated an entire of 141 students (both males and females). Out of these ninety-six were from a 3rd year or forty-five from 4th-year MBBS program. They were educated about the study plan. While this scheme was recently established to the student, an easy survey was scattered merely to recognize the students' viewpoint to this latest method of education. This survey controlled simply a few essential questions concerning their sympathetic of the PBL; whether it was improved than the speech method, pros or cons; whether it must completely substitute with the earlier method or a component of the entire prospectus is constant to the latest method. The restriction of this learning was that the student was latest to the method and simply 2 curricula might

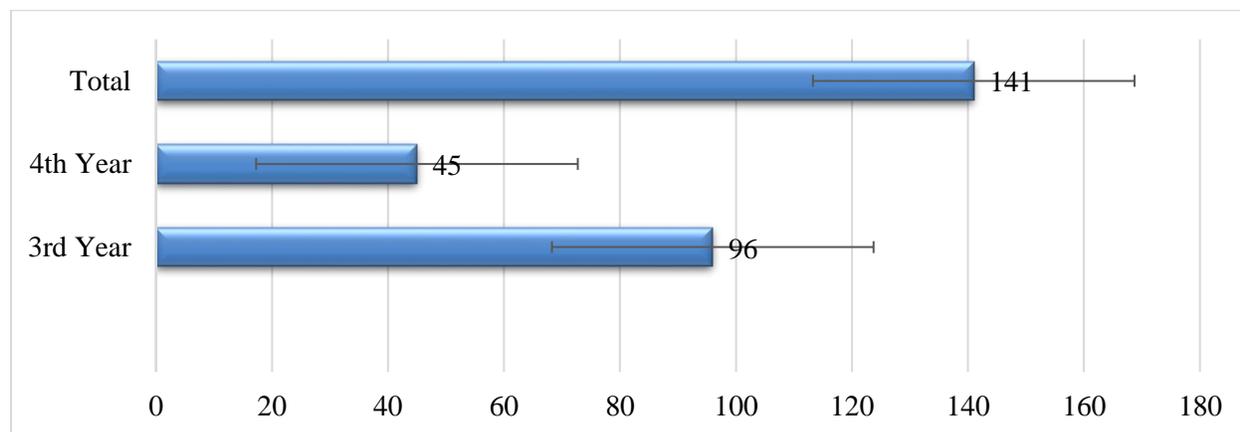
be incorporated in the learning as the last year category was previously in the phase of last assessment or the junior programs were too inexpert to observation.

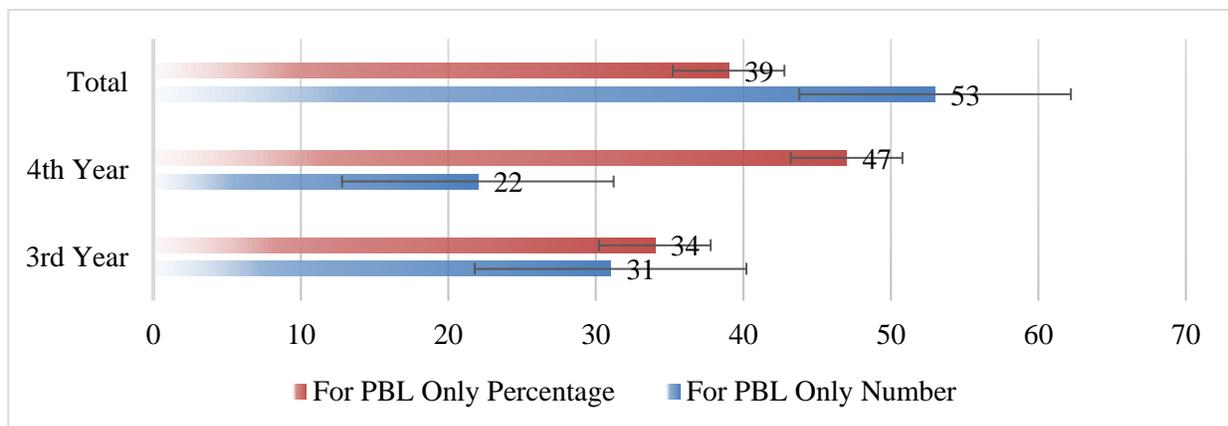
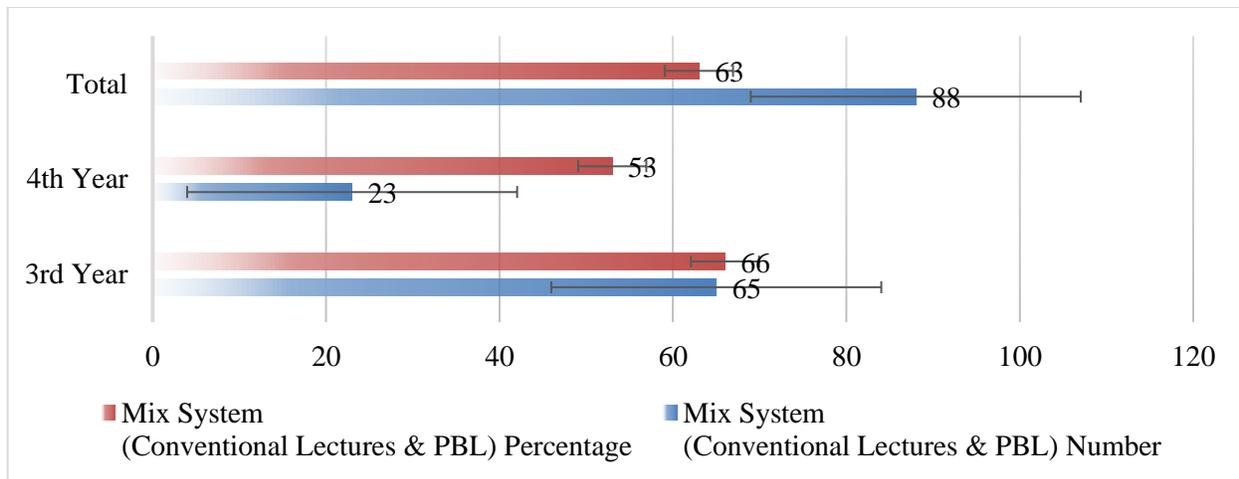
RESULT:

Out of ninety-six 3rd year students, 66% (n=sixty-five) nominated for a grouping method, while almost partially 47% (n=twenty-two) preferential almost an entire alter to the PBL method. The entire out of the whole 141 students, 61% (n=eighty-eight) favoured a balanced mixture of the recognized lecture or PBL in a little group, while 39% (n=fifty-three) were in favours of merely "PBL" as an education policy. There was a dissimilarity in reply depending upon the intensity of the student.

Table: Reaction of 3rd or 4th-year classes concerning the beginning of PBL in the prospectus

Class	Total Students	Mix System (Conventional Lectures & PBL)		For PBL Only	
		Number	Percentage	Number	Percentage
3 rd Year	96	65	66	31	34
4 th Year	45	23	53	22	47
Total	141	88	63	53	39





DISCUSSION:

The main attractive element of our learning was that we were capable to establish the information that PBL was very well established by the student or percentage to which it must be integrated into the prospectus depended upon the background information and the intensity of the students. (66%) of the 3rd year, students required a mixture scheme while concerning partially (47%) of the 4th year students like to entirely shift over to the latest scheme; they had achieved enough information or development by this period that they might recognize the challenge of whole self-intended Knowledge [5]. Those who favoured PBL were of the view that it was demanding, attractive, extra interactive, thought irritating or advise them to investigate further for facts and expand different education possessions. This feature was analogous with the learn consequences by Yalcin et al, who explained that the PBL knowledge curriculum absolutely influence or endorse self-directed skill, such as difficulty explained or technical thoughts [6]. In one learning, the student establishes the usual technique improved

for information gaining, while PBL was rated higher in improving cooperation or doctor-patient relations [7]. In an Asian replica of the usual medical prospectus, to start with, around one-fifth of the prospectus time enthusiastic to problem-based learning (PBL) has been originating suitable in a single centre. In such an institution it can be mainly helpful for the student through their initial clerkship occurrences. As the scheme grown-up or the students and the ability to turn further use to it, a near-full PBL prospectus in medical school is possible [8]. Since completion of PBL in our learning organization is latest or is student-centered, its receipt as a main element of the prospectus is pretentious by the issue connecting to the students independently, depending upon the surroundings information or dissimilar social performing. These contain; initially, 'metacognition'; student's capability to examined or observe own knowledge procedure i.e. 'knowing about knowing' and 'thinking about thinking' or secondly, the circumstance and 'social issues. Knowledge should be contextualized in arrange to be effectual [9]. The education should occur within the

context of the actual globe troubles specialized perform. As the students have to employment in the little collection, social aspect, lively contribution or inspiration of the collection associates have an impact on the large competence or knowledge procedure of the students [10].

While the scheme is students centred, the PBL teachers also enjoy an exclusive part in power student learning mentoring their growth. They required adopting a dissimilar plan depending upon the sexual category or dissimilar socio-cultural surroundings of the student. For the winning completion of PBL within a 'traditional' therapeutic school, suitable preparation, altering the mindsets of employees or students, a powerful leadership or assurance by every anxious are necessary.

CONCLUSION:

PBL has a considerable part in education policy in the undergraduate medical prospectus. The amount to which it must shape a piece of the entire teaching approach will depend upon the intensity or the partiality of the student.

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