

Problem-Based Learning

Master's Open Day
16 March 2019
Annelore Doezé



PBL: No nodding off in a lecture

- Students work together in **small groups**
- Complex problems are solved using **real-life cases**
- Not just learn content of course, but also **collaboration**, **communication** and **feedback skills**



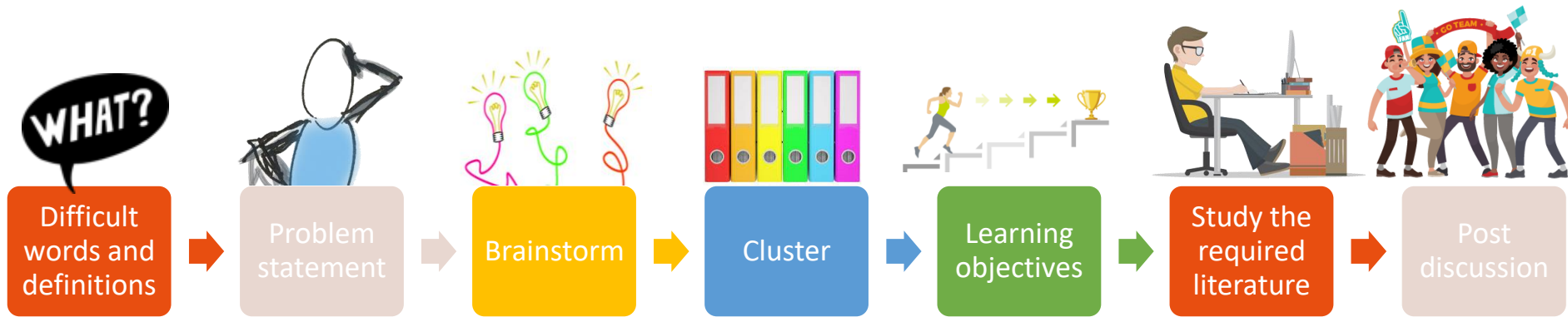
FUTURE SKILLS

What does it look like?

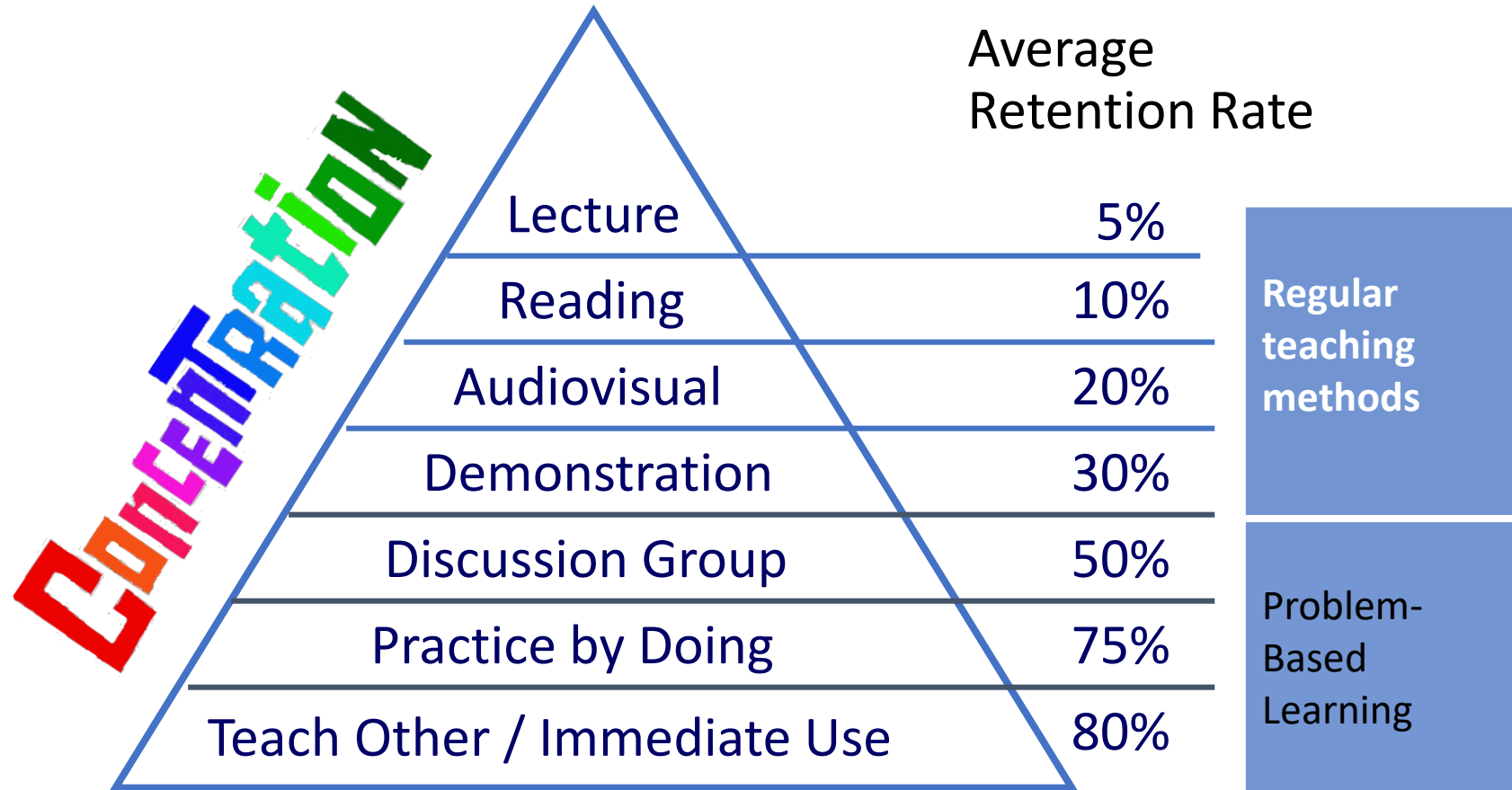
- Each tutorial consists of **max. 14 students**
- **Two hour** meetings twice a week
 - 1st meeting: Pre-discussion
 - Then: Post – pre, post – pre, post – pre etc.
- **Chair** and **scribe** are chosen
- **Tutor** with specialty in relevant subjects
- Case
 - Problem from **professional practice**.
Complicated, so **teamwork** and **strategy** is needed



What does it feel like?



Difference with 'normal' classes



Bales, 1996, EDINEB

It's a Match!?

PBL: Hit or miss?

Yes!

Communication and presentation skills

Argumentation

Triggering the brain

Real-life examples

Collaboration

But wait...

Dependency

Speaking in public

Details...

Two way street



Let's try it!



Gina Bernadetti

You are a doctor working in an emergency department at a large hospital. You receive a telephone call from a local family practitioner telling you that she is sending in a 19 year old girl who has swallowed a vial full of her mother's "headache" tablets. One hour later the girl walks into the emergency room. Apparently she took the tablets 3 hours earlier in a fit of jealousy because her boyfriend had taken her sister out to a party. As well as taking "lots" of tablets, she consumed half a bottle of Canadian sherry and a unknown quantity of popcorn. She has vomited three times since the ingestion. She is physically normal except for some right epigastric tenderness. Tattoos are noted on her left shoulder and right buttock. There is no past medical history of note. She is unemployed but has had eight jobs since leaving school three years ago. None lasted more than two months.