

عنوان مقاله:

Effects of problem based learning approach on medical students' learning, satisfaction and engagement in embryology course

محل انتشار:

فصلنامه آینده آموزش پزشکی، دوره 4، شماره 1 (سال: 1393)

تعداد صفحات اصل مقاله: 5

نویسندگان:

Sedigheh Momeni - Educational Development Center, Kurdistan University of Medical Sciences, Sanandaj, IRAN

Mohammadreza Abdolmaleki - Educational Development Center, Kurdistan University of Medical Sciences, Sanandaj, IRAN

Yadolah Zarezadeh - Social Determinants of Health Research Center, Educational Development Center, Kurdistan University of Medical Sciences, Sanandaj, IRAN

Mohammad Jafar Rezaie - Social Determinants of Health Research Center, Educational Development Center, Kurdistan University of Medical Sciences, Sanandaj, IRAN

خلاصه مقاله:

Background: Problem-based learning is a student-centered teaching method that encourages students to become active learners in the classroom and to improve the learning processes. The aim of this study was to compare two methods of teaching, problem-based learning (PBL) and lecture-based learning, in an embryology course. Methods: This was a semi-experimental study conducted in Kurdistan University of Medical Sciences in 2012. Participants included a cohort of 42 medical students enrolled in an embryology course. Two different topics of embryology (veins and arteries) were taught using PBL and lecture methods to all participants. Both topics were compared regarding three items, students participation, the clarity, interests and usefulness of the content taught, and the learning level (students scores). Data analysis was performed via SPSS software. Results: Using PBL method, the students concentration on the subject doubled. There were significant differences between the two methods regarding students perceptions of clarity and usefulness of the content. There were no significant differences between mean scores of PBL method and lecture in learning level. Furthermore, there was no significant difference between interest rates. Conclusion: It could be concluded that when compared with lecture, PBL would increase students concentration on the subject taught, the clarity of their understanding and their depth of learning. However, it does not seem to be the case in knowledge enhancement

کلمات کلیدی:

Education, Problem-based learning, Lecture

لینک ثابت مقاله در پایگاه سیویلیکا:

<https://civilica.com/doc/945065>



