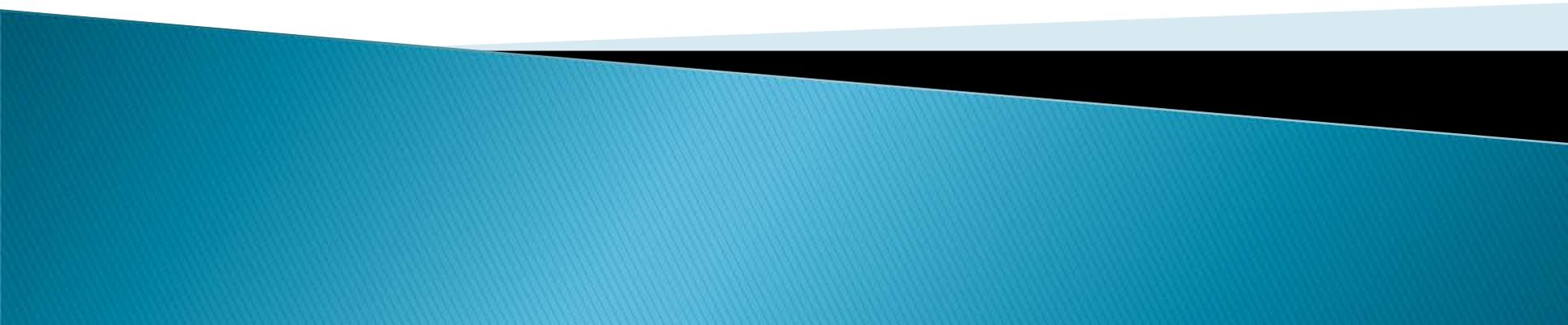


# Problem based learning

*Teaching & Learning  
Commons*

*Presentation*



# GAINING ATTENTION OF LEARNERS

- ▶ Gaining attention of the learners
- ▶ Present a case study
- ▶ Put a question
- ▶ State an innovation
- ▶ Show one minute video clipping
- ▶ Cite a news paper item



# INFORMING LEARNER- ING OBJECTIVES

- ▶ Objective of the lesson/ presentation
- ▶ Learning outcome
- ▶ Performance to done
- ▶ Conditions under which it can be done-  
internal / external
- ▶ Criteria for acceptance of the performance of  
the learner



# STIMULATING RECALL OF PREREQUISITES

- ▶ Previous lesson/Presentation/Practical
- ▶ Concepts/information learned
- ▶ Skills mastered
- ▶ Attitudes developed
- ▶ Put a random question to class
- ▶ Review the answer
- ▶ Reward or correct



# PRESENTING THE STIMULUS MATERIAL

- ▶ Slides/ photos
- ▶ Charts
- ▶ Models
- ▶ Video programs
- ▶ Multimedia program
- ▶ Case study
- ▶ Internet site– information



# PROVIDING LEARNING GUIDANCE

- ▶ Intellectual skills–  
knowledge, definitions, statements, procedures, precautions, safety, rules, problem solving method, cognitive strategies, motor skills, attitudes
- ▶ Learner participation
- ▶ Answering the learner's questions
- ▶ Clarifying the doubts
- ▶ Giving explanations, demonstrations
- ▶ Citing the examples



# ELICITING THE PERFORMANCE

- ▶ Problem/case study
- ▶ Case Analysis
- ▶ Finding / decision / action steps follow up
- ▶ Case presentation
- ▶ Case review



# PROVIDING FEEDBACK

- ▶ Accuracy
- ▶ Adequacy
- ▶ Speed
- ▶ Safety
- ▶ Economy
- ▶ Achievement
- ▶ Attitude



# ASSESSING PERFORMANCE

- ▶ Marking (continuous internal assessment )
- ▶ Grades
- ▶ Certification



# ENHANCING RETENTION AND TRANSFER

- ▶ Retention of information and transfer to to field(ward, operation theatre,op,rural clinic,private practice,lab,stores,record maintenance)



# Continuing education

- ▶ Short-term courses
- ▶ On-line education
- ▶ Workshops
- ▶ Distance education
- ▶ Self learning
- ▶ Seminars



# Success of problem based learning

- ▶ Well planned presentation
- ▶ Free from errors
- ▶ Planned participation of learners
- ▶ Review and feedback
- ▶ Reward



# Role of faculty

- ▶ Instructional design
- ▶ Instructional objectives
- ▶ Communication skills
- ▶ Eye contact with the learners
- ▶ Questioning the learners
- ▶ Feedback



# Role of learners

- ▶ Focus on the deliberation
- ▶ Follow up
- ▶ Expressing the difficulties
- ▶ Practice
- ▶ Commitment
- ▶ Achievement motivation



# Curriculum

- ▶ Up to date
- ▶ Objective orientation
- ▶ Time allocation
- ▶ Reference books, journals, Internet sites
- ▶ Model question papers



# Instructional resources

- ▶ Text books
- ▶ Journals
- ▶ Computer facility
- ▶ Audio–visual production facilities
- ▶ Class room
- ▶ Cases
- ▶ Wards



# Goals

- ▶ Programme achievement
- ▶ Professional competencies
- ▶ Professional attitudes



# Evaluation of the lecture

- ▶ Written feedback
- ▶ Measurement of performance
- ▶ Observation
- ▶ Interview / discussion



# Quality of instructional strategy

- ▶ Adequacy of coverage
- ▶ Depth of coverage
- ▶ Learner participation
- ▶ Feedback
- ▶ Bridging the gaps
- ▶ Total competency assurance



# Thank you

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You make the choice...We make the difference