

INTRODUCTION

Until recently the vast majority of medical teachers were working in traditional medical schools and unlikely to be challenged by alternative teaching methods which were to be found only in a small minority of radical, and usually new, medical schools. However, a dramatic change has occurred. Many conventional and well-established medical schools have undertaken curriculum reviews and have decided to change to 'problem-based learning' (PBL). However, experience has shown that when this approach has been introduced its effectiveness has often been undermined by a lack of understanding of the purpose and process of PBL. This chapter aims to give you guidance if faced with teaching in a problem-based course. It will not attempt to debate the rationale behind PBL in any depth nor will it analyse the research on its effectiveness. The Guided Reading will provide a starting point if you wish to pursue these issues.





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