UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Problem Based Learning: Methodology

2627-3-H4102D112

Aims

The aim of the course is to prepare the tutors that shall be involved in conducting the PBL case discussions during the SMS (School of Medicine and Surgery) course at the ASST-Papa Giovanni XXIII hospital.

**Dublin Descriptors **

1. Knowledge and Understanding
Acquire knowledge of the principles, objectives, and educational foundations of Problem-Based Learning (PBL), including its role in learner-centred medical education, the characteristics of effective PBL cases, and the responsibilities of the tutor in facilitating group learning.

2. Applying Knowledge and Understanding
Apply the principles of PBL by designing, facilitating, and participating in case-based discussions, using appropriate tutoring strategies to promote active learning, critical thinking, collaborative problem-solving, and self-directed learning.

3. Making Judgements
Develop the ability to critically evaluate the effectiveness of PBL sessions, identify learners' educational needs, provide constructive feedback, and reflect on the strengths and limitations of different teaching methodologies in medical education.

4. Communication Skills
Demonstrate effective communication and facilitation skills in small-group learning environments, promoting constructive interaction, teamwork, active participation, and respectful discussion among participants.

5. Learning Skills
Develop autonomous learning and reflective practice by continuously evaluating personal tutoring performance, integrating educational evidence into teaching practice, and fostering lifelong learning in medical education.

Contents

The teaching methodology shall be centered on the PBL (Problem-based Learning) model, The Course is based on a formal presentation of the PBL method followed by an interactive activity on Case-models, Role-play with the progressive involvement of all participants

Detailed program

Session 1

- Problem-based learning: initial self assessment
- Limits and advantages of conventional teaching methods
- Introduction to the PBL learning method: principles, history and objectives
- Practical tips to build a PBL case

Session 2 pratice

- PBL cases practice
  Session 3
- Role-play in PBL clinical cases
  Session 4 performance evaluation
- Restitution of student’s performance

Prerequisites

none for tutors.
from 3 rd year for SMS Students

Teaching form

N. 8 hours of theorethical & practical formation.
The teaching methodology shall be centered on the PBL (Problem-based Learning) model,
The Course is based on a formal presentation of the PBL method followed by an interactive activity on Case-models, Role-play with the progressive involvement of all participants

Textbook and teaching resource

Henk G Schmidt et al. The process of problem-based learning: what works and why.
Medical Education 2011: 45: 792–806. doi:10.1111/j.1365-2923.2011.04035.x

John A Spencer, Reg K Jordan: Learner centred approaches in medical education
BMJ VOLUME 318 8 MAY 1999

Elaine H. J. Yew et al. Is learning in problem-based learning cumulative?
Adv in Health Sci Educ (2011) 16:449–464 - DOI 10.1007/s10459-010-9267-y

D A Kilroy. Problem based learning. Emerg Med J 2004;21:411–413. doi: 10.1136/emj.2003.012435

Semester

second semester

Assessment method

Attendance for > 75% of the whole course
oral discussion at the end of the day

the final assessment shall be : qualify/non qualify

Office hours

by appointment (mail stefano.fagiuoli@unimib.it)

Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY