

MODERN ASPECTS OF PROBLEM-BASED LEARNING IN ZSMU

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Problem-based learning has a long history, because it’s not conceivable to explain practice only by teaching a theory.

PBL is based on three main preconditions for effective and comprehensive learning process: it is student-centered; an active process of knowledge building; it is collaborative.

Students simulate every time a small academic research process that should train them in becoming researchers: from identifying the questions, engaging with the literature, looking for evidential material, formulating arguments, and presenting their individual research findings to each other in the next lesson.

The basis for this strategy centered on the argument that, based on their research on clinical reasoning, it was far more effective to teach medical students through solving problems than through traditional methods of medical education.

During the learning process every student feels free to say whatever comes to mind, any ideas or comments, no matter how unsophisticated or inappropriate they might seem, without being put down or criticized, because the role of teacher is be a facilitator, who activate students by launching a project with an “entry event” that engages student interest and initiates questioning.

For example, if the goal of the project is to investigate a certain clinical case, a question like: “*Can you describe information about the patient?*” doesn’t really encourage learning. But a question “*Can you, as a specialist, understand bedroom diagnosis of a patient?*” does direct student learning, collaboration, communication, critical thinking.

My main argument is that PBL is best understood not as a pure learning and teaching technique but as a complete education strategy supported by real-life principles.

INTEGRATION OF VIRTUAL PATIENTS INTO AUTH MEDICAL SCHOOL CURRICULUM: MEDICAL TEACHERS’ AND STUDENTS’ PERCEPTIONS

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