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### 3c. Teaching Faculty Problem Based Learning

*Maurice A. Hitchcock, EdD*

*Notes from Session.*

#### Background

The popularization of Problem Based Learning (PBL) in medical education has made the training of faculty in skills associated with this method an important endeavor. Moving a school/program from the traditional approach to PBL represents a major undertaking; success hinges on the assistance of faculty skilled in PBL. Most faculty trained in traditional schools and are thus unfamiliar with PBL as an approach and its associated skills (e.g., serving as tutor; writing cases, self-directed learning).

#### Goals

This workshop was aimed at those undertaking a transition to the PBL and focused on three questions that seem most pertinent to the effort:

- 1) what is known from past research about training faculty in the skills of PBL?
- 2) what skills are important to teach faculty?
- 3) how does one teach these important skills to faculty?

#### Methods

The workshop opened with a lecture describing four (4) research findings associated with teaching faculty PBL:

- Few studies document the impact of PBL faculty development strategies;
- The path from lecturer to facilitator is often an uneasy one;

- Training faculty for PBL is often taken to mean training them to be tutors, but there are more skills involved in implementing PBL;
- There is an implied sequence to training one to implement PBL.

The remaining time in the workshop was spent describing and demonstrating how to teach three important skills associated with PBL:

- Challenging assumptions and developing understanding of PBL

Teaching Method:

- Lecture/Discussion: "What, Why and Does it work?"

- Experiencing and valuing the tutorial process

Teaching Method:

- Review video of PBL tutorial group

- Acquiring general tutor skills

Teaching Method:

- Live demonstration of a tutorial group using workshop participants