

FAKULTI PERUBATAN, UNIVERSITI MALAYA
SOAL-SELIDIK KURIKULUM MBBS-Tutorial PBL
(Fasa II, SESI 2009/2010)

Student Survey Results

PBL case 5 – “Azlan” Oct 2009

Purpose of this evaluation is:

1. to obtain **STUDENTS’ input** on the PBL Tutorials, and
2. to improve the PBL Tutorials

Key: Strongly Agree: 5, Agree: 4, Somewhat Agree:3, Disagree: 2, Strongly Disagree:1 (circle the appropriate number)

| No | Statement | 5 | 4 | 3 | 2 | 1 | Ave Score |
|-----|---|------------------|----------------|-----------------|-----------------|-----------------|-------------|
| 1 | PBL is a more realistic learning environment for my training as a medical doctor in preclinical years | 17.46% | 64.02% | 16.40% | 1.59% | 0.53% | 3.96 |
| 2 | PBL makes me more responsible for my own and my group-learning management | 15.34% | 65.08% | 18.52% | 0.53% | 0.53% | 3.94 |
| 3 | Working through problems as a group helps me to learn | 16.93% | 64.02% | 15.87% | 2.65% | 0.00 | 3.96 |
| 4 | I have difficulties in getting involved in the group discussion | 4.76% | 21.69% | 21.69% | 37.57% | 13.23% | 2.67 |
| 5 | The PBL tutorials have helped me to: | | | | | | |
| | a. improve my critical thinking (apply discriminative reasoning) | 17.99% | 58.73% | 21.16% | 1.59% | 0.53% | 3.92 |
| | b. integrate my knowledge of different disciplines | 19.58% | 57.14% | 21.16% | 1.06% | 0.00 | 3.96 |
| | c. appreciate the importance of understanding general principles instead of memorising isolated facts | 20.63% | 57.67% | 19.58% | 1.59% | 0.53% | 3.96 |
| | d. improve my communication skills | 22.75% | 55.03% | 21.16% | 0.53% | 0.53% | 3.99 |
| | e. be brave enough to counter-propose my own opinions and ideas | 25.40% | 54.50% | 19.05% | 0.53% | 0.00 | 4.05 |
| | f. learn how to work as a team | 23.28% | 53.44% | 20.63% | 2.65% | 0.00 | 3.97 |
| | g. appreciate the relevance of scientific knowledge to the clinical cases | 19.58% | 58.73% | 20.11% | 1.06% | 0.53% | 3.96 |
| | h. learn to seek information on my own | 30.69% | 49.74% | 17.99% | 1.06% | 0.00 | 4.11 |
| 6 | Regarding the PBL tutor (* based on the present case tutor) | | | | | | |
| | b. I think having the same tutor for consecutive cases helps to improve group dynamic | 17.99% | 33.33% | 25.40% | 19.05% | 3.17% | 3.44 |
| | c. The tutor* allowed free discussion in my group | 26.98% | 57.14% | 12.17% | 3.70% | 0.00 | 4.07 |
| | d. The tutor* helped my group to think critically (apply discriminative reasoning) | 29.10% | 48.15% | 20.63% | 0.53% | 0.53% | 4.06 |
| | e. The tutor* helped my group to focus | 28.04% | 48.68% | 19.58% | 2.65% | 0.53% | 4.02 |
| | f. The tutor* was <u>too</u> dominating or dictating | 4.23% | 7.41% | 9.52% | 50.26% | 28.57% | 2.08 |
| | g. The tutor* was <u>not</u> interested in the group discussion | 2.12% | 8.47% | 9.52% | 39.68% | 40.21% | 1.93 |
| 7 | The resources in the library of UM Medical Centre are sufficient for the PBL tutorials | 5.29% | 22.22% | 43.92% | 17.99% | 7.94% | 2.99 |
| 8 | I can get access to the internet easily | 14.81% | 38.10% | 25.40% | 8.47% | 11.64% | 3.37 |
| 6a. | Regarding the PBL tutor, our lab group has had 1/2/3/4 tutors for the last 2 PBL cases | No answer | 1 tutor | 2 tutors | 3 tutors | 4 tutors | |
| | | 50.27% | 17.46% | 24.34% | 1.06% | 6.88% | |

Number of survey forms received = 189

STUDENTS' COMMENTS

Which aspects of the PBL tutorial did you like?

1. Counter the opinion of others
2. Sharing information [3]
3. Cooperation, work as team
4. The trigger is good
5. Sharing different information among group members
6. All the aspects. It is a good way at learning how to communicate and learning at the same time
7. The team work and the sharing of knowledge
8. Discussion [19]
9. Group discussion and questioning, can use internet to find info spontaneously during sessions
10. Sometimes the topic we need to discuss is really interesting
11. Talking
12. Learning new things
13. Idea sharing, argument
14. The second PBL tutorial [2]
15. Finding information [2]
16. Idea generating part
17. Group discussion, sharing knowledge
18. In terms of clinical case – it shown to us about the true case & expose us early to clinical
19. Brain storming, feedback, problem solving [6]
20. Learning objective
21. The interesting triggers
22. Communication skill [2]
23. Topic should be wide and not too specific
24. Clinical aspect
25. Learning environment
26. The 2nd session of PBL – involvement and discussion of learning objectives
27. Discussion, get new information from my friends
28. Able to integrate what I learn & easier to remember clinical conditions
29. The ability to express our opinion and discuss as a team on that matter
30. It provides us with case study
31. Study material
32. Independence in finding material
33. We can discuss anything we don't understand
34. We are able to discuss as a group & exchange information in this trigger
35. The tutor allows free discussion & only give conclusion at the end of the PBL session
36. Interaction with tutor at the end of the session
37. Free discussion and allow friend to given their opinion
38. The tutor sat quite far away from us, so we were more free in discussions
39. I like during the second section as get more information
40. Let me cooperate in a group
41. First PBL brain storming
42. 2nd session- gather information [4]
43. Able to express my opinion
44. Team work
45. Cooperative tutor, more clinically related

Which aspects of the PBL tutorial could be improved?

1. Group should be allowed to speak in Bahasa Malaysia too since only English usage will make group members who are not fluent in English to throw their idea and that could be better idea
2. Brain storming
3. More interesting trigger
4. Preparations. Students should be more prepared before the sessions
5. Cut down the PBL
6. Communication skill [2]
7. Make the topic more interesting
8. Usage of projector, multimedia
9. The case given to us should be more challenging. Lab data should be included in every case given to us
10. The case given should be more common and interesting
11. The time and the case-not interesting
12. The case
13. Discussion [2]
14. Time and duration for PBL should be changed
15. Maybe the group members must be changed every PBL session
16. Discussion session, cooperation in the group
17. 1st session
18. Some friends are dominating
19. Setting or giving even more interesting triggers so that we can learn more
20. Time [2]
21. Facilities
22. The arrangement scheduled
23. Lessen the PBL class
24. Reduce lectures, increase PBL
25. Not too much in a semester, makes it not so interesting compared to last year
26. Tackling social/environmental issues. Stigma HIV aids, IVDU, smoking, homosexual, multiple partners and the things that you would face in a daily situation
27. At the end of discussion, should be provided with a more complete info regarding the case
28. Reducing the amount of PBL
29. Time. Do the PBL session 1 & 2 in one day
30. More information in the trigger for clinical cases, more related to the recent learning
31. Previous tutors are too dominating. We don't have a chance to talk
32. Cannot get access to the internet easily
33. Too little information was given
34. Discussion on basic knowledge
35. Communication skill & confidence level among friend
36. Provide more information on the triggers
37. Sources of information
38. Let more students to talk
39. Information seeking
40. Presentation (using video)
41. Story line
42. Internet access
43. Learning objective prioritizing
44. Too many, reduce

Any other comments?

1. Too many PBLs in this phase. Student may get bored
2. Too time consuming
3. Reduce time in each PBL session
4. PBL should integrate/include more topics in 1 PBL so that we learn more & cover a wider scope for each PBL
5. Not too many PBL. Makes people lazy to go
6. PBL is too long
7. The lecturer give the ans/solve the problem faced
8. PBL should be done in just one session. No need for a long gap (1 week)

9. Maybe PBL subject can be done after lecture. So, students who don't understand certain part can clarify more
[] frequency of comments