

What would
you do?

Problem Based Learning

Problem Based Learning (PBL)



Real-world open-ended problems



Learning largely self-directed



Conducted in small groups



Teachers are facilitators



Learning outcomes include process and attitudes

Competences Nurtured by PBL

 Response to change

 Making reasoned decisions in unfamiliar contexts

 Reasoning critically and creatively

 Adapting a holistic approach

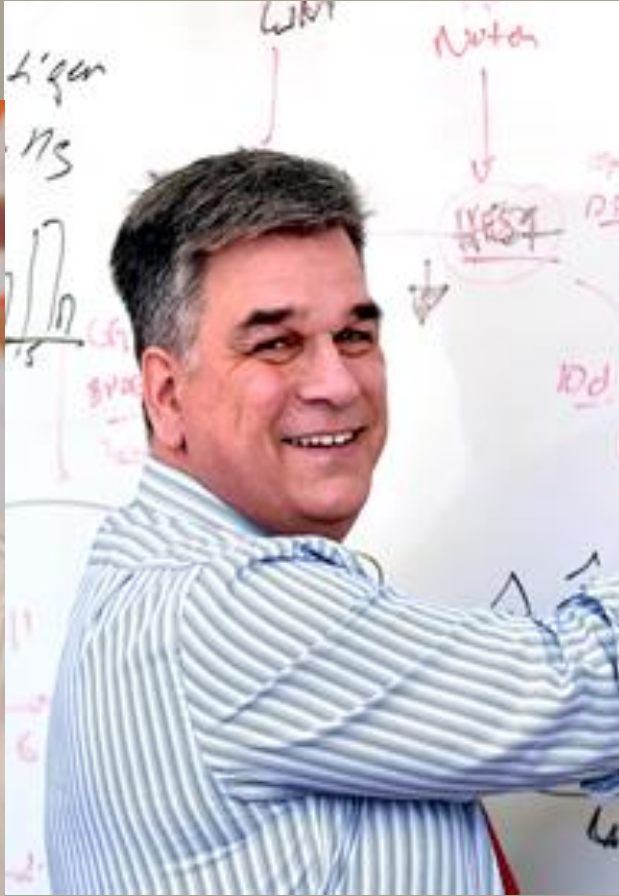
 Practicing empathy

 Collaboration

 Self-awareness



Assoc Prof
Peter Schwartz



Prof
Michael Schultz



Dr
Steve Johnson

Learnings from Otago Medical School


Learnings from Otago Medical School

 Start with a problem with no other information


 The trick is to design the module so the learnings are what you would lecture in any case

 Engage the emotions

 The value of a “blind” expert

 Restraint on the part of the facilitators & value of team teaching

 Interdisciplinary nature of the problem & response

 The sequential nature of the case & the agility to explore tangents

Safe Church Case



Female victim sexually abused by church member



Offending occurred when victim was aged 6 – 12 years of age



Victim disclosed offending at 17 years of age



One-day module



13 Presbyterian ministry interns



Co-led with professional counsellor/ordained minister

Safe Church: hybrid of two PBL approaches

O-T-Q

O: Observe objectively

T: Think reflectively

Q: Question frequently

Safe Church: hybrid of two PBL approaches

KWHLAQ

K: what do we already know?

W: what do we want/need to know?

H: how and where will we find the
information?

L: what do we expect to learn? What have we
learned?

A: How will we apply this to other subjects?

Q: what new questions do we carry?

What actually happened?
(WAH)

The Shape of the Module

Session 1: the allegations

- O-T-Q – as a full class

Session 2: police investigation/pastoral response

- KWH then WAH – in small groups

Session 3: informing congregation/pastoral strategy

- KWH then WAH – in small groups

Session 4: living in the aftermath

- KWH then WAH – in small groups
- LAQ – as a full class

Observations



By the end of the 1st session, interns were seeking counsel



By the end of the module, $\frac{1}{2}$ the class sought counsel



The case evoked memories/guilt about unrelated situations but similar dynamics were at work (e.g. not acting on information)

Observations



KWH proved ambiguous: while intended for class reflection they proved powerful as real-time questions



Yet, interns' responses began to lack depth . . .



. . . and an unexpected learning space emerged



I had expected two main learning spaces:

- ◆ Presentation of each element of the case
- ◆ Interns' response to KWH

Observations



But an unexpected third space emerged

◆ WAH injected life into interns' reflection



LAQ proved to be too little, too late



Although “A: how will you apply this to other situations?” was an undercurrent throughout



PBL ensured the case presentation was contained and considered

But was this
module truly
PBL?

Difference between PBL & CBL

	PBL (Open Enquiry)	CBL (Guided Enquiry)
Initial Topic		
Student	Unknown	General content disclosed
Lecturer	Full case disclosure	Full case disclosure
Preparation		
Student	No advance prep	Some/lots of advance prep
Lecturer	Lots of advance prep	Lots of advance prep
Control		
Student	Directs discussion	Provides some direction
Lecturer	Provides no direction	Provides some direction
Data Seeking		
Student	Lots of additional data sought	Some additional data sought
Lecturer	Some additional data sought	No additional data sought

My Module: Hybrid of PBL & CBL

	PBL (Open Enquiry)	CBL (Guided Enquiry)
Initial Topic		
Student	Unknown	
Lecturer	Full case disclosure	
Preparation		
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Student	Directs discussion	Provides some direction
Lecturer		Provides some direction
Data Seeking		
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Lecturer		No additional data sought

Difference between PBL & CBL

If the case study was . . .	PBL (Open Enquiry)	CBL (Guided Enquiry)
Drama		
	Improvisation theatre	Watching a movie and pausing it to discuss
	Breaking the 4th wall	
Scripture		
	Wisdom literature	Prophetic literature
	Parable	Epistle
Sermon		
	Inductive marked by questions and invitation	Deductive marked by illustration and application

Epilogue

Research (2001-2004) of two Californian medical schools found faculty/students overwhelmingly preferred CBL to PBL

Researchers determined findings showed preferences related to perceptions of efficiency rather than opposition to open-enquiry method



Medical students under time-pressure



Students saw it as more work; not free exploration and enquiry



Consequently, student presentations often sub-standard



Open enquiry method not mirrored in clinical situations



Research could not determine whether CBL or PBL produced better doctors

Lessons for Ministry Training

PBL is demanding – time pressure & multi-tasking required of students an issue. Therefore time/space for PBL needs to be carefully engineered

Run PBL in a time-limited context. Will require more planning/preparation for lecturer

Pastoral context mirrors open-enquiry method. PBL reveals/exposes the presence or absence of ethical practice in students