

Problem-Based Learning (PBL) 's class of Human Medical Science-4 (HMS-204) for Sophomore of School of Pharmacy, Walailak University

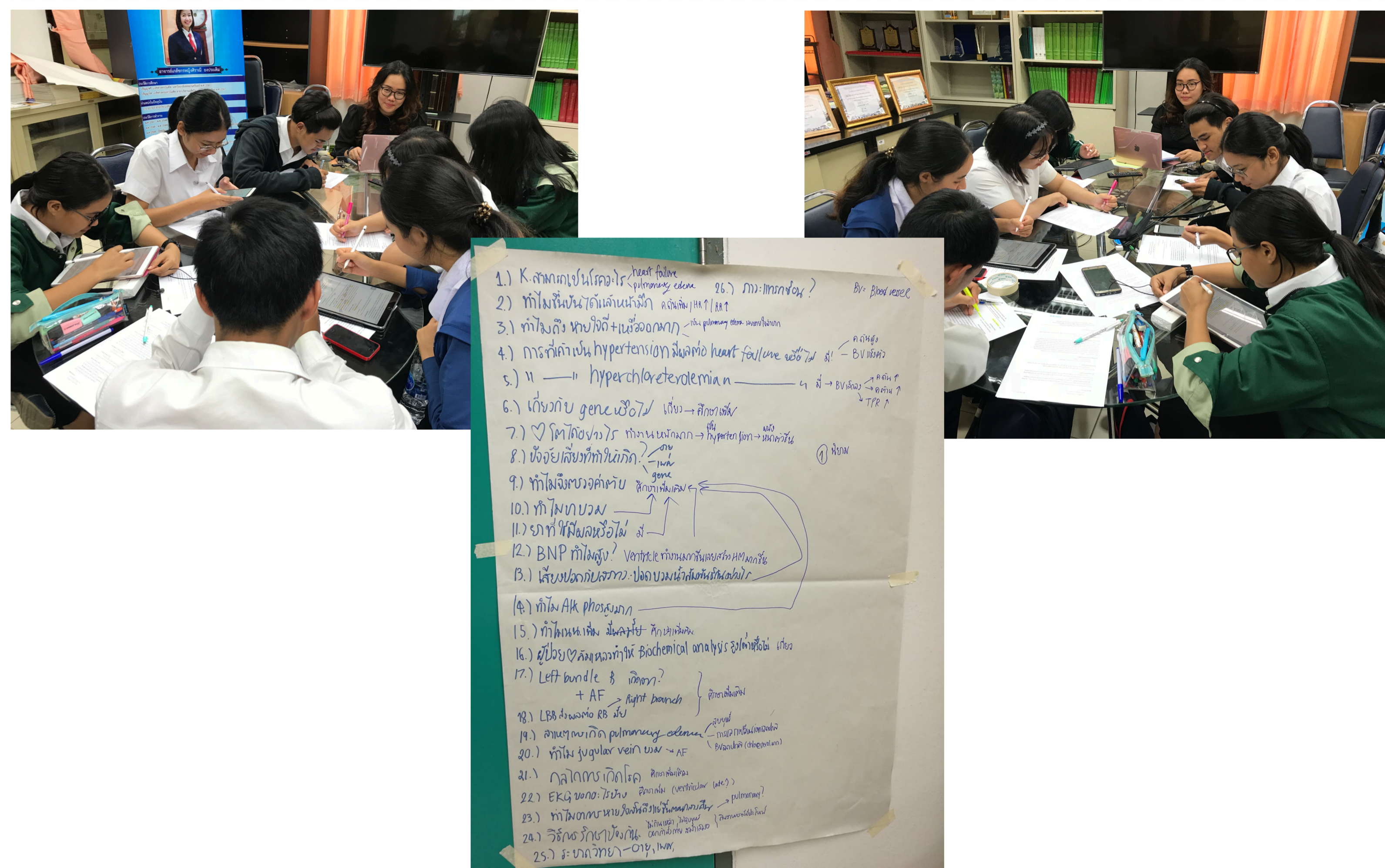
Overview; the subject, which I teach about the physiologically underlying mechanism in human. In this semester, the HMS-204 is mainly related to cardiovascular system for sophomore of School of Pharmacy. Previously, I taught this course last year and found that the main problem of the student, they can not imagine and scope in the big picture and apply the basic knowledge that they learned to be beneficial. Therefore, I choose the Problem Based Learning (PBL) (Barret, 2017) that I determined as case based learning (CBL) of the real patient. Thus, they can see what's happen in real situation, compare to the background knowledge by using pre-test, discuss together within small group and I'm a facilitator to guide them, will not judge their opinions, and let them find the answer by themselves in right way to achieve the threshold concept knowledge (Timmermans and Meyer, 2017). The assessment of PBL was focused on problem solving processes (Overton, 2010) and critical thinking skills.

Aims and objectives; 1. To identify the disorder of CVS system in CBL. 2. To critically think about CVS disease in CBL. 3. To solve the problem by discussion, literature research and background knowledge. 4. To construct the prevention and patient's education of the disorder in CBL, prepare them for clinical study and further professional skills.

References;

1. Barret, (2017). A new model of Problem- based learning. pp.1-240.
2. Timmermans and Meyer. (2017). A framework for working with university teachers to create and embed 'Integrated Threshold Concept Knowledge' (ITCK) in their practice. 1-15.
3. Overton, (2010). Problem- based learning.
4. Harasim et al., 2013. Is problem-based learning an ideal format for developing ethical decision skills? 29; 10: 523-529.

Activity (small group of PBL, CBL type); according to PBL steps include clarifying concepts, defining the problem, analyzing the problem, categorizing, formulating learning issues, self-study, and discussion of newly acquired knowledge (Harasim et al., 2013). We followed the protocol and they discussed in friendly atmosphere.



Outcome; the students strong actively participated in discussion, tried to critically think and solve the problem as I can see from their responses and opinions on paper when compare to pre-PBL class.

Impacts; the student told that PBL enhance critically thinking that 's so important for knowledge application. The facilitator said that PBL is essential for class to promote the understanding of the students.

Future development of project

First, develop the new case study that up-to-date and be fruitful for students. Second, improve the technology of treatment recently, which associated to the disorders. Third, let the students approach in real situation such as hospital etc. and apply knowledge in daily life.