

Teaching Creativity in Problem Based Learning (PBL): The Quality Outcomes

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Overview

Problem-based learning (PBL) is one of the student-center teaching methods in education. PBL can contribute to the acquisitions of self-regulatory and reasoning skills of the students. It supports the development of strategies for productive reasoning and creative thinking for generating knowledge by solving instructional problems. In the PBL process, it is necessary to investigate creative thinking, one of the higher-order thinking skills of the student. In order to support the student's creativity, a creative environment is essential for the PBL learning process.

Aims and Objective

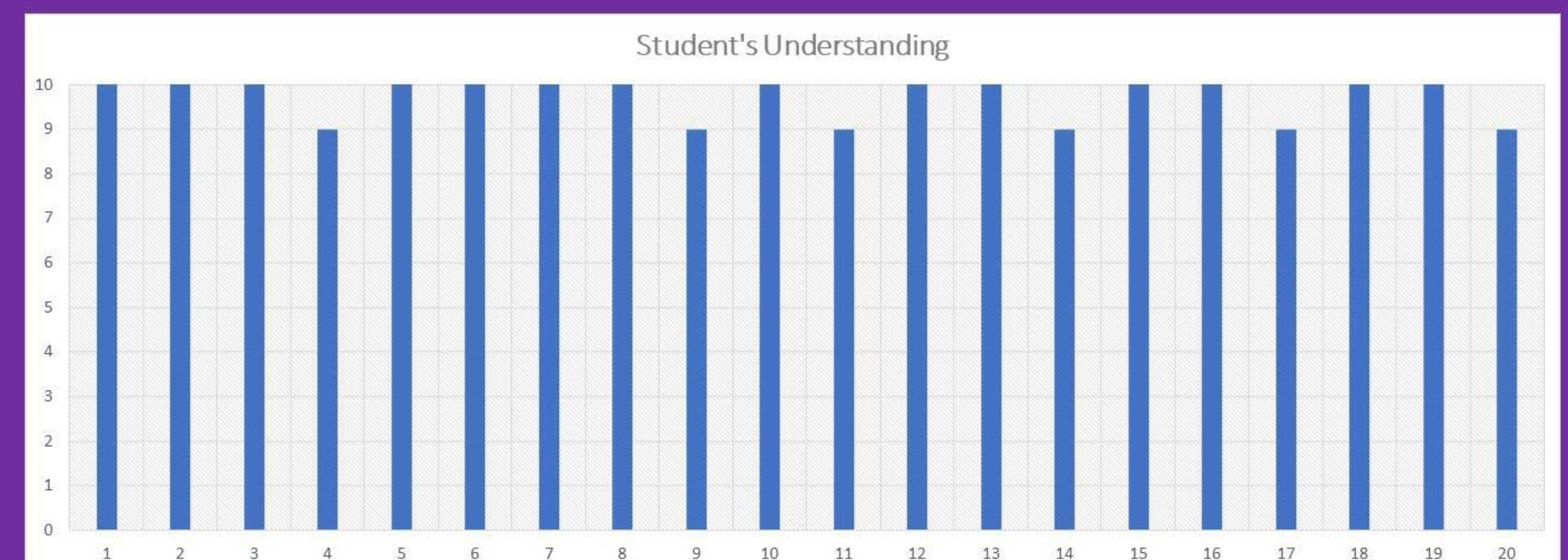
This study aims to reveal understanding and satisfaction of the students' creative thinking skills during the process of Problem-Based Learning by using the interview and rubric score.

Activity

The first to third-year medical students of the School of Medicine, Walailak University, Thailand who participate in PBL-learning process (N=20) will be assessing their understanding of creative thinking skills and their satisfaction by using interview and rubric score after the session.



Outcome



Impact

As a result of the evaluation of understanding and satisfaction of creative thinking skill the process of PBL, it shows that the students can understand and satisfy with this learning style.

Future development of project

Several factors need to include in the analysis, such as lecture time and baseline knowledge of the students. Besides, the student's final examination result after this intervention must be determined to assess the effectiveness of the creativity on the PBL Learning process. Further study is recommended.



References

1. Neber H, Neuhaus B. Creativity and Problem-Based Learning (PBL): A Neglected Relation. 2013. p. 43-56.
2. Ersoy E, Başer Ne. The Effects of Problem-based Learning Method in Higher Education on Creative Thinking. Procedia - Social and Behavioral Sciences. 2014;116.