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EXPERT VS NONEXPERT-FACILITATED

P. B. LEARNING:

DOES THE EXPERT ENHANCE STUDENTS’ PERFORMANCE

IN RURAL INSTITUTIONS OF PAKISTAN?
• Plan of Presentation
  • Background and Introduction
  • Methodology
  • Findings
  • Conclusion
  • Take home message
Traditional Learning

- Told what we need to know
- Memorize it
- Problem assigned to illustrate how to use it

Problem-Based Learning

- Problem assigned
- Figure out what we need to know
- Learn and apply it to solve the problem
• **BACKGROUND AND INTRODUCTION:**

• The innovative strategy of Problem Based Learning (PBL) is in practice in many medical institutions globally. Besides, its heterogenous structural models, there is **no consensus** regarding **attributes needed for facilitators**.

• Some educationists assert that facilitator shouldn’t be a **subject expert**. While others contend that facilitators’ responsibility should be **more than just facilitating the process**; i.e. one **should have expertise in the subject** particularly when working with junior medical students in developing countries.
• **BACKGROUND AND INTRODUCTION:**

• There is dire need to make consensus on this issue

• Studies have been carried out in developed countries but none in developing one in this regard, except Brazil, which has different cultural background & geographical location than Pakistan.

• **This study is earns worth as it would fill existing gap** and would help properly and productively conducting PBL sessions in less developed countries.

• We need to seek evidence; **what attributes are needed** to facilitate PBL sessions, moreover does **students’ seniority** have any impact on this issue?
• **METHODOLOGY:**

• The purpose of study was to ascertain:

• Whether expert-facilitated (EF) PBL sessions enhance students’ learning as compared with non-expert facilitated (NEF) sessions.

• To ascertain this, **160 students were selected from 2nd and 3rd year** MBBS (80 from each year) of IMC (Indus Med College), during Feb. 2020. **80 students of each year were divided in small groups of 10.** There were total **16 facilitators, 8 were expert in the subject (EF) while other 8 were non-expert (NEF).** **40 students of each year were either facilitated by EF or NEF.**

• A questionnaire of six Multiple Choice Questions (MCQs), was administered, after students were given feedback at completion of PBL sessions.
160 Total participating students of 2nd and 3rd Year MBBS

80 students of 2nd Year MBBS

40 students, 2nd year, NEF
40 students, 2nd year, EF

80 students of 2nd & 3rd Year (40 of 2nd + 40 of 3rd year) facilitated by non-experts

80 students of 3rd Year MBBS

40 students, 3rd year NEF
40 students, 3rd year EF

80 students of 2nd & 3rd Year (40 of 1st year + 40 of 3rd year) facilitated by experts
**FINDINGS:**

- Each questionnaire was assessed for number of questions correctly answered, *individually* and *by each of the group*.

- Correct answers given by:
  - 2nd year students (40) of EF sessions: **172 (71%)**
  - 2nd year students (40) of NEF sessions: **128 (53%)**
  - 3rd year students (40) of EF sessions: **210 (87%)**
  - 3rd year students (40) of NEF sessions: **168 (70%)**

- Concluded that *senior students of EF sessions had secured maximum correct answers.*
• **Conclusion:**

• Based on the findings it can be concluded that both junior and senior students’ performance increases with EF, while previous exposure to PBL sessions lessens the need of EF.

• To meet our needs depending upon available resources (financial and faculty strength) we may chose / formulate custom-based approach.
**Take-home message:**

**To maximize the objects of implementing the PBL: we need to:**

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<td><strong>1</strong></td>
<td><strong>Junior students</strong>, less exposed to innovative learners’ strategies may be facilitated by Experts (EF)</td>
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<tr>
<td><strong>2</strong></td>
<td><strong>Senior students</strong> having more exposure to innovative learners’ strategies may be facilitated by Non-Experts (NEF)</td>
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<td><strong>3</strong></td>
<td><strong>Junior students</strong>, before attending the PBL sessions may be orientated for such sessions, to achieve optimum benefit</td>
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<td><strong>4</strong></td>
<td><strong>Senior students</strong> having good knowledge and skills of Problem Based Learning, may act as trainee facilitators in PBL sessions.</td>
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REFERENCES:


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THANKS FOR PATIENT LISTENING