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**PROBLEM BASED LEARNING: ITS APPLICATION IN MEDICAL EDUCATION**

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**ABSTRACT**

Malcolm Knowles introduced the term ‘Andragogy’ in adult learning, which is the science expressing principles for adult learning. The concept was first coined by Alexander Kapp in 1833. It says adults are motivated by immediate problem centered approaches in learning processes. The three learning outcomes in medical education, such as knowledge, skill and attitudes find a success if they are incorporated in the learning process of day-to-day work.

Problem based learning (PBL) is one such effort where student face a real life scenario of patients and they are expected to decipher by their own understanding and reasoning abilities. Teachers act as facilitators here and provide resources. Intense use of such resources along with group discussions, peer support and use of virtual technologies help students to self directed learning.

The uncertainty in problems given in PBL and curiosity becomes the motivation to seek, probe and study. Students gain confidence when they are allowed to solve authentic problems and knowledge gain is retained.

The effects of PBL on students learning are multiple. They gain cognitive knowledge and simultaneously improve their technical skills, developing reasoning abilities, learning group dynamics, incorporating attitudes and experiencing communication skills.

The responsibilities of the medical education unit and administration are faculty development and creating avenues for implementation of PBL applying tested strategies.

Key-words: challenges, competency, learning outcomes, problem based learning, strategies of implementation.