

**UNIVERSITI TEKNOLOGI MARA**

**PHARMACY STUDENTS' EXPERIENCE  
TOWARDS DIDACTIC LECTURES  
AND PROBLEM-BASED LEARNING (PBL)**

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## ABSTRACT

*Descriptive of course* Problem-based learning (PBL) is an instructional method that is gaining popularity in health care education. Rationale for the use of PBL to better prepare health care providers for the future is provided. Implementation of a PBL model into a bachelor Pharmacy degree program is described, including examples of activities that may be helpful to others wishing to implement PBL. The steps the groups use in the PBL process have been amended to encourage students to link their discussion with clinical experience. This study was designed in order to assess pharmacy students' experience towards didactic lecture and PBL. The aim of this study was to explore students' perceptions and opinion regarding combination of didactic lecture and problem-based learning session are being conducted, to determine the factors those influence the students' perception regarding modified teaching program, to investigate whether there had been a valuable exchange of idea in small-group discussions and how well this may help them in the university examination and also to study students' knowledge and satisfaction with the problem-based learning program in their courses as new teaching module.

*Evaluation* For the purpose of this study, all 179 students were requested to complete an evaluation questionnaire. Out of 279 of survey only 226 (81%) were returned.

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Historical Background of Problem-Based Learning**

Based on study done by Rhem, (1998), it was believed that problem-based learning has been practice by McMaster University in Canada in the early 1970s. Problem-Based Learning (PBL) is a curriculum development and delivery system that recognizes the need to develop problem solving skills as well as the necessity of helping students to acquire necessary knowledge and skills. The first application of PBL, and perhaps the most strict and pure form of PBL, was in medical schools which rigorously test the knowledge base of graduates. Medical professionals need to keep up with new information in their field, and the skill of life-long learning is particularly important for them. Hence, PBL was thought to be well suited for this area. Many medical and professional schools, as well as undergraduate and graduate programs use PBL in some form, at varying capacities internationally. For more information about a few schools that use, implement, and support PBL endeavors can be found in schools that practice PBL.