

UNIVERSITI TEKNOLOGI MARA

THE EFFECTIVENESS OF PROBLEM-BASED LEARNING
APPROACH: LECTURERS' PERSPECTIVES AT FACULTY OF
PHARMACY UiTM PUNCAK ALAM

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ABSTRACT

Problem-based learning (PBL) is a learning approach where it is a student-centered approach. Its implementation is continuously applied especially in the health professionals' students. The objectives of this study were to determine the lecturers' perspectives towards PBL approach and also to determine the effectiveness of PBL through lecturers' perspectives. The project was a descriptive study conducted at Faculty of Pharmacy in UiTMPuncakAlam. The sample size consists of 70 lecturers from all departments in Faculty of Pharmacy. The data was collected using the "The Effectiveness Of Problem-Based Learning Approach: Lecturers' Perspectives At Faculty Of Pharmacy UiTMPuncakAlam" questionnaires. The data were analyzed using SPSS version 17.0. The perspectives of lecturers in Faculty of Pharmacy towards effectiveness of PBL are generally positive. The lecturers gave positive feedback on the effectiveness and suggest that PBL should be continuously adopted. For conclusion, the findings of this study show that PBL is an effective teaching method. The result obtained will be beneficial in formulating an appropriate PBL portfolio. Some improvement in implementing PBL can be made to increase the effectiveness of PBL.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Problem-based learning (PBL) is a concept derived in the 1950s especially in the medical education as in McMaster University in Canada (McFalls, 2013)(Hogan & Lundquist, 2006). In Malaysia, PBL has been applied as a learning approach in the Nursing Department, Universiti Kebangsaan Malaysia in 1996 (Mat et al., 2012). Overall, the implementation of PBL in the pharmacy education has become more popular in the last few years.

The basic concept of PBL involves approaching of input, process and output system. The input system is the preparation phase including the identification of objectives in PBL, preparation of the PBL approach, training the lecturers or facilitators and also introduction of PBL to the students. Process system involves the implementation phase of various aspects such as clinical practices, pharmaceutical care, anatomy and physiology and others. There are three stages in PBL activities which are problem encounter, self-learning and discuss the problem. Output system is the phase where