

Comparison Between Faculty Members and Students Toward Learning through Problem-Based Learning and Case-Based Learning in an Innovative Curriculum in a Regional University in the KSA

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ABSTRACT

Background: Although problem-based learning (PBL) is a well-known innovative method for learning, case-based learning (CBL) was introduced as an alternative.

Aim: This study aims to compare the perception of students and faculty members toward both methods of instruction.

Methodology: A cross-sectional descriptive study where 41 students and 30 faculty members enrolled voluntarily to answer a well-structured questionnaire regarding their perception of PBL and CBL. An analysis for variances was conducted with SPSS version 25, used to reject the null hypothesis to 0.05%.

Results and discussion: The students and faculty members significantly perceived that CBL has better time management during the process (p-value of 0.022). It allows integration with other topics (p-value of 0.014) and the interaction between tutors and students (p-value of 0.010). The students disagreed that CBL needs less preparation before class (p-value of 0.036) and allows collaboration among colleagues (p-value of 0.001). At the same time, the faculty members agreed on both (p values of 0.036 and 0.001, respectively). The faculty members and students decided that CBL applies to all cases with high significance (p-value of 0.002). No significant difference was found in the faculty members' and students' perceptions toward other variances for CBL and PBL. The positive perception of the students and faculty members is following other studies.

Conclusion: Although no one method will be recommended for learning, given the different contexts of each institute, this study sheds some light on the role that could be played by learning through CBL.

Keywords: Problem-based learning, Case-based learning, Perception, Integration, Collaboration

Bahrain Med Bull 2023; 45 (1): 1291-1294

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