

Quality Assurance of Problem-based Learning (PBL): The Hong Kong Experience

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Abstract

Introduction: The Faculty of Medicine of the University of Hong Kong launched its new medical curriculum in 1997. It was an integrated and system-based curriculum, with problem-based learning (PBL) being one of its new pedagogy. This paper describes the quality assurance of the introduction of PBL. **Materials and Methods:** Regular PBL tutor training and case-writing workshops were conducted, with experts both locally and internationally invited to serve as trainers. The monitoring mechanism was the use of paper questionnaires filled by both students and teachers. A group with a view to improve the process and the content of PBL studied the ratings of these evaluations. **Results:** In 3 years, a total of 40 training workshops were held and, 268 tutors and 57 case-writers were initiated. Most of the teachers were convinced that PBL did work even in students who came from a didactic learning background. Extensive and continued refresher PBL workshops would be necessary. **Conclusion:** A stringent monitoring and evaluation process formed an integral part of an effective introduction of PBL in the medical curriculum.

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