

# Effectiveness of Applying Problem-Based Learning to a Nursing Course on “Symposiums Regarding Clinical Cases”

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## Abstract

To keep up with the rapidly changing medical landscape, nursing education must change and one recent international trend has been towards the increased adoption of problem-based learning (PBL). In Taiwan, nursing curricula based on PBL remain in the immature stage. This study designed an elective PBL nursing course and evaluated the critical thinking, self-directed learning, and performance of participating students. A quasi-experimental study with a two group pretest-posttest design was conducted. A convenient sample of 30 nursing students who had taken the elective nursing course “Symposium regarding Clinical Case” was assigned as the experimental group. Meanwhile, a control group was established comprising 30 randomly selected classmates from the same class who did not take. The findings of this study revealed that nursing students participating in the PBL course had statistically significant higher scores in the Critical Thinking Scale than those who did not participate. Moreover, students in experimental group also had higher scores in the Self-Directed Learning Scale and Students Performance in PBL Tutorial Sessions Questionnaire, but the differences were not always statistically significant. In conclusion, PBL could increase learner abilities in self-directed learning, critical thinking, and PBL performance. It helps students cope with the changing medical landscape and needs of medical circumstances in situations where teachers have adequate PBL teaching skills.

Key words: Problem-based learning, critical thinking, self-directed learning

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