



PBL and beyond: applying learning principles in your education

in Health and Medical Sciences

التعلم المبني على حل المشكلات PBL في
التدريس الجامعي (للعلوم الطبية والصحية)

3-7/7/2023

Maastricht University
The Netherland

3 - 7 يوليو 2023م

جامعة ماستريخت
هولندا

In association with





Programme Information

In this course we share many years of theoretical and practical experience in managing and assessing learning in student centred curricula as implemented by the Faculty of Health, Medicine and Life Sciences of Maastricht University. The programme offers an introduction and global overview of the principal components and characteristics of the Maastricht approach to student centred education and in particular, how to manage learning and assessing in a student centred curriculum. Participants become familiar with other forms of student centred education besides problem-based learning such as team-based learning and the four components instructional design model (4C/ID-model).

PBL at Maastricht University

The Faculty of Health, Medicine and Life Sciences of Maastricht University was, after McMaster University in Canada, the second university in the world to implement PBL as the dominant educational strategy in medical education.

In addition to its long-lasting experience with PBL, Maastricht University has always been eager to further develop this educational method. Watch the video on Maastricht University PBL



Objectives

- Understanding the basic facts of PBL and how learning principles are used in student-centred curricula
- Identifying the evidence behind learning principles
- Translating learning principles into the design of new educational materials/activities and applying them to your own context
- Manage your educational activities/role of tutor (critical incidents)
- Becoming familiar with other forms of student centered education besides problem-based learning such as team-based learning and the four components instructional design model (4C/ID-model)
- Understand the philosophy behind programmatic assessment
- Network and get acquainted with professionals all over the world who share a similar ambition.

Principal Staff involved

Dominique Waterval, PhD (Course Coordinator)

Jill Whittingham, PhD

Valerie van den Eertwegh, PhD

Daily Schedule

Day 1

Monday: Modern learning principles

- Introduction, Interactive session: PBL and preparatory assignment
- Group work: Modern Learning Principles (including group assessment)

Day 2

Tuesday: Design and implementation in a Student Centred Curriculum

- Interactive session: Group assignment on modern learning principles
- Workshop on translating learning principles to concrete behaviour
- Social Activity
- Group work: Building a student centred curriculum

Day 3

Wednesday: Designing and Implementing Student Centred Education

- Interactive session: Translating learning principles in creative educational formats
- Individual work
- Becoming familiar with other forms of student centered education besides problem-based learning such as team-based learning and the four components instructional design model (4C/ID-model).

Day 4

Thursday: Design of Assessment Programmes

- Interactive session: Understand the philosophy behind programmatic assessment
- Group work: Translate the principles of programmatic assessment into own assessment programme

Day 5

Thursday: Design of Assessment Programmes

- Interactive session: Understand the philosophy behind programmatic assessment
- Group work: Translate the principles of programmatic assessment into own assessment programme

Please see this video about PBL : <https://maastrichtuniversity.bbvms.com/view/live/3474899.html>

Participant's Profile

- He/she has 0-2 years of experience in student-centred curricula, such as PBL either as a teacher, mentor, lecturer etc. He/she would like to develop a deeper insight in the rationale of this learning methodology. Furthermore, he/she would like to learn how to build and manage student centred learning materials, such as cases, assignments, skillslab sessions, portfolios. In addition he/she is aware of the important alignment between student centred education and (programmatic) assessment.
- Also for participants who are relatively unknown in the field of research in medical education, but would like to deepen their knowledge. You will have many opportunities to share your own experiences and questions in interactive sessions with experts in the educational field of SHE and related innovative educational approaches, and to discuss experiences of students and staff.



Admission Application Procedure

The SHE Summer Course is intended for all involved in academic education in **Medicine, Health Sciences and Behavioural Sciences**.

'Teach what you preach' is the guiding principle of the Summer Course. Thus, learning will be largely experiential with exercises, simulations, small-group work and demonstrations. Participants are expected to be prepared to engage in active learning.

The working language is **English**. Given the format of the modules, active mastery of this language is required.



Innovative Educational Approaches SHE Leads

The popular SHE Summer Course has been innovated and further developed just like the Maastricht educational model did in the past 45 years. The interactive Summer Course is for many participants the first encounter with SHE and often represents a stepping stone to other SHE certificate and advanced courses, a Master of Health Professions Education or a PhD programme. It offers the perfect opportunity to become acquainted with the SHE continuum of training activities in health professions education, to specialise and to become educated towards different degrees within health professions education.

You will have many opportunities to share your problems and questions in interactive sessions with experts in the educational field of SHE and related innovative educational approaches, and to discuss experiences of students and staff.

Preparatory Assignment and Introduction (online)

In order to align the entry level of participants, participants will receive a preparatory assignment upon registration (preparatory assignment). This assignment links to video material, literature and some questions to prepare that are linked to the topic of PBL.



Problem-Based Learning

Problem-Based Learning (PBL) offers you a different way of learning from traditional university education. You work in small tutorial groups, engage in hands-on training and attend (far) fewer lectures. Under the supervision of a tutor, you team up with ten to fifteen students to tackle real-life challenges. PBL is an active way of learning that gives you better retention of knowledge, enhances your motivation and encourages you to develop skills that are essential for the labour market in the 21st century. In short: PBL is all about you, your tutors are very approachable and you learn together in a dynamic way, helping form you into an assertive professional.

So what are these 'skills for life'? Research shows that PBL teaches you to:

- really understand the subject matter, rather just learning by rote
- collaborate with partners and small teams
- think critically with a view to solving problems
- study and work independently
- feel comfortable with public speaking

How does PBL work?

In essence PBL revolves around four learning principles: constructive education, learning in a relevant context, collective learning, and self-directed education.

Fast facts

In PBL you decide, together with your fellow group members, what knowledge you will need

Your group is supervised and guided by a tutor or lecturer

You learn skills that will stand you in good stead later

You engage actively with the subject matter, enabling you to absorb it better

PBL has been at the heart of UM ever since the university was founded

Complex problem solving is the number 1 skill for your future, according to the World Economic Forum

Programme Fee

2,500 USD

Fee include:

1. Lectures and workshops
2. Local transportation
3. Lunches
4. Invitation letters to obtain a Schengen visa
5. Attendance certificates from Maastricht University
6. Tour of the city and cultural visits and social programmes (by Majestix)

Cancellation Policy

If the number of registered participants for a full week is not sufficient, the organisation has the right to cancel the module or course at least 6 weeks prior to the start of the course. If the course is cancelled by SHE, fees that have already been paid will be fully refunded.

Hotel accommodation

Majestix will arrange hotel accommodation upon request.

Note:

Fee does NOT include: travel tickets, hotel accommodation or visa fee

Application deadline

May 15, 2023

Max Number

30 (based on availability)

Venue

School of Health Professions Education
Faculty of Health, Medicine and Life Sciences
Universiteitssingel 60
6229 ER Maastricht
The Netherlands

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