

Introduction

Mansoura Manchester Medical Program is one of the pioneer programs in Egypt to use hybrid PBL as the main instructional method, this was a huge mind shift to our students and faculty as well. Running the system throughout more than fifteen years without getting insight to what is perceived actually by our student and faculty was the main aim of this study. It is needed to evaluate benefits, challenges and identify areas of improvement needed to be embraced.

Aim of the work

This study aims to:

1. Explore students' & tutors 'perceptions concerning the concept of PBL in Mansoura Manchester Medical Program.
2. Explore staff suggestions to improve the PBL process

Subjects and Methods

Students in the 4th semester and tutors at Mansoura Manchester Program for medical education were selected to share in this cross sectional study. Two self-administered different questionnaires were adopted after literature review, one for tutors & the other for students. Questionnaires were depending mainly on closed questions rated with 5-point Likert scale and only 3 opened ended questions were used.

Results

Showed positive responses of students and tutors toward PBL approach regarding teamwork, better critical thinking, motivation to learn and self directed learning (SDL) although some negative points were mentioned as students' preference to be directed by their tutors (table 1) and tutors noticed that students divide the objectives between themselves (table 2).

Tutors suggested to use smart boards, update the objectives and cases. Also, to allocate more time for discussion, increase the basic knowledge and follow students' attendance (table 3).

Table 1: Students` opinion regarding 1st PBL

Variables	Study subjects n=227					
	Agree		Uncertain		Disagree	
	No	%	No	%	No	%
The concept of PBL is clearly understood	173	76.2	36	15.9	18	7.9
PBL motivates me to learn	161	70.9	42	18.5	24	10.6
I have the case book before the 1st PBL session	196	86.3	17	7.5	14	6.2
My colleagues & I extract the objectives by ourselves without the help of the tutor	121	53.3	62	27.3	44	19.4
prefer when the tutor guide us during the objective's extraction	187	82.4	25	11	15	6.6
The 1st PBL session enhance the team working skills	160	70.5	44	19.4	23	10.1
The 1 st PBL session enhance the team working critical thinking skills	144	63.4	67	29.5	16	7
all PBL group members to collaborate & work on all the objectives together rather than dividing them individually	61	26.9	46	20.3	120	52.9

Table 2: Tutors` perception of the PBL

Variables	Agree		Uncertain		Disagree	
	No	%	No	%	No	%
Students can extract the objectives by themselves.	24	85.7	3	10.7	1	3.6
Tutors often lead the students to reach the objective if they miss it	22	78.6	4	14.3	2	7.1
Tutors provide the students with the opportunities to integrate newly acquired knowledge with previous knowledge	26	92.9	1	3.6	1	3.6
Student actively participate during sessions	26	92.9	1	3.6	1	3.6
Student attended every session	21	77.8	4	14.8	2	7.4
Students come to the 2nd PBL session prepared	23	85.2	3	11.1	1	3.7
Students are engaged in active discussion during presentation of the objectives	20	74.1	6	22.2	1	3.7
give more opportunities for students to search themselves instead of providing all the information during lectures	23	85.2	3	11.1	1	3.7

Table 3: Tutors` suggestions to improve PBL sessions

Suggestions	Study subjects n=28	%
Use of smart board	5	17.9
Update the objectives	4	14.3
Updated cases is required	2	7.1
More time to cover objectives	2	7.1
Increase basic knowledge	1	3.6
Follow student attendance	1	6.3

Conclusion

PBL approach is an ideal one to provide students with important skills as SDL & teamwork. PBL needs to be implemented in more appropriate way to maximize its benefits to students. Conducting a continuous faculty training program is a must, based on the faculty needs and students' feedback.