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Titolo	Problem-based learning [[electronic resource]] : an approach to medical education // Howard S. Barrows, Robyn M. Tamblyn
Pubbl/distr/stampa	New York, : Springer Pub. Co., c1980
ISBN	1-281-81164-5 9786611811648 0-8261-2842-4
Descrizione fisica	1 online resource (225 p.)
Collana	Springer series on medical education ; ; v. 1
Altri autori (Persone)	TamblynRobyn
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Soggetti	Clinical medicine - Study and teaching Medical logic - Study and teaching
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Contents; Foreword; Preface; Introduction; Definition of terms; Chapter 1 Problem-Based Learning: Rationale and Definition; Chapter 2 The Clinical Reasoning Process: Problem Solving in Medicine; Chapter 3 Educational Implications of the Clinical Reasoning Process; Chapter 4 Presenting the Patient Problem for Learning; Chapter 5 Facilitating Problem-Based Learning and the Development of Clinical Reasoning Skills for the Teacher and Student; Chapter 6 Facilitating Self-Directed Study in Problem-Based Learning: Continued Skills for the Teacher and Student Chapter 7 Evaluation of Problem-Based Learning and Clinical Reasoning Chapter 8 Selection of the Appropriate Problems for Learning; Chapter 9 The Design of Problem-Based Learning Units; Chapter 10 The Change to Problem-Based Learning; Chapter 11 A Summary; References; Index
Sommario/riassunto	In this book, the authors address some basic problems in the learning of biomedical science, medicine, and the other health sciences. Students in most medical schools, especially in basic science courses, are required to memorize a large number of ""facts,"" facts which may or may not be relevant to medical practice. Problem-based learning has

two fundamental postulates--the learning through problem-solving is much more effective for creating a body of knowledge usable in the future, and that physician skills most important for patients are problem-solving skills, rather than memory skills. Th
