PROBLEM BASED LEARNING (PBL)

MODULE: *Study Skills*

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Editor:

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TUTOR GUIDE BOOK

STUDENT SKILLS

DENTISTRY FACULTY

HASANUDDIN UNIVERSITY

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I. INTRODUCTION

This learning module is given to students who take Block 1 courses. Learning skills, information technology and scientific writing methodology. Learning objectives are presented at the beginning of the module book becomes a guide in solving the problem triggers presented in the form of scenarios.

This tutor guide module needs to be read carefully that will be no irregularities during tutorial discussions so that learning objectives can be achieved. The discussion material can be obtained from the reading material listed at the end of this module. Expert lectures will be given with / without student requests relating to the methodology of scientific writing or explanation in consultation meetings between student discussion group participants and the experts concerned.

Finally, the authors hope that this module guide can help students in solving the problems presented.

Makassar, 19 August 2018

Adam Malik Hamudeng and Team

II. LEARNING OBJECTIVES

After participating in the learning in this module, students were able to explain the concepts, theories and principles of Student Center Learning (SCL) and Problem Based Learning (PBL) as well as various other SCL approaches. In addition, it is able to explain the concept of learning midset and various forms of learning skills in the learning process.

III. LEARNING ACHIEVEMENTS

After completing this course block, students are expected to be able to:

1. Explain the concept *Student Center Learning* (SCL);
2. Explain the forms of learning methods with the SCL approach;
3. Explain the principle of the difference between Teacher Center Learning (TCL) and SCL;
4. Explain the concept and theory of PBL;
5. Explain the *seven jumps* method in PBL*;*
6. Explain the concept of learning mindset;
7. Explain the techniques of learning in large classes / lectures;
8. Explain learning strategies in small classes / tutorials;
9. Explain learning strategies in the laboratory and Clinical Skills Laboratory.

IV. SCENARIO

"Learning system in FKG Unhas..."

In a forum, the Dean received complaints from parents about the value of student learning outcomes that were less satisfactory and according to their children, one of the reasons they were less able to adapt to the learning system in FKG Unhas. In response, the Dean said that FKG Unhas had shifted the learning system from Teacher Centered Learning to Student Centered Learning using the Problem Based Learning approach. This learning system requires changes in the learning mindset of students and lecturers. The dean also stated that in a course block, in addition to lectures, students will follow other forms of learning. All of the various forms of learning require specific learning strategies.

Including self learning in accessing references through information technology. This explanation is finally understood by parents of students.

V.   LEARNING STRATEGY

1. Study in large classes
2. Group discussion facilitated by tutors
3. Independent group discussion without tutors
4. Consultation with expert lecturers
5. Individual learning activities in the library using textbooks, magazines, slides, tape, video and internet

VI.   KEY WORD/SENTENCE

1. *Student Centered Learning*;
2. *Problem Based Learning;*
3. Learning mindset;
4. Course and other forms of learning;
5. Learning strategy;
6. self study;
7. Information Technology.

VII.   PERTANYAAN PENTING

1. How are the concepts and theories of Student Centered Learning (SCL)?
2. How are the concept and theory of Problem Based Learning (PBL)?
3. How is the seven jumps method in PBL?
4. How to study and techniques in large classes?
5. What are the learning methods and strategies in small classes (tutorials)?
6. What is the learning strategy in the laboratory?
7. What is the learning mindset?
8. Explain scientific reference search techniques;
9. What is the role of information technology and how to use it in the learning process?

VIII. PROBLEM SOLVING PROCESS

In the tutorial group discussion, students are expected to solve the problems found in the scenario above, following the 7 steps below:

1. Classify terms that are not clear and determine key words / sentences in the scenario;
2. Identify the basic problems in the above scenario by making important questions;
3. 3. Analyze these problems by answering questions;
4. Classify answers to these questions;
5. Determine the learning goals to be achieved by student groups;
6. Looking for additional information about the above scenario outside the face-to-face group;

7. Report the results of the discussion and synthesis of newly discovered information

Information :

- Steps 1 to 5 are carried out in the first tutorial discussion with the facilitation of a tutor.
- Step 6 is done by self-learning, can be done in groups or individually, which is then discussed again with the group (without the presence of a tutor)
- Step 7 performed in the second tutorial discussions facilitated by a tutor.

Explanation

If from the results of the evaluation of the group report there is still information needed to arrive at the final conclusion, then the process of step 6 can be repeated again and then performed again step 7. The two steps above can be repeated outside the tutorial group. After the information is considered sufficient, a panel discussion will be conducted by presenting group assignments. This panel discussion was attended by all experts to provide explanations or clarifications on things that are still unclear.

IX. DUTIES FOR STUDENTS

To complete the learning module will be held in large class meetings with one-way face to face and question and answer. The meeting aims to explain how to complete the module, share discussion groups, and share modules.

1. Tutorial discussion 1: Students will discuss in small groups facilitated by tutors. The discussion will be led by selected students.

    Aim:

    - Selecting chairperson, secretary and group minutes;

    - Brainstorming for the seven jumps process, steps 1 - 5;

2. Self-learning: Learning actively individually and in groups with the aim of finding new scientific information that is valid / valid that is needed to answer learning objectives. Each student is then given the task of writing a report on the learning objectives that fulfill the scenario description. as material for the group discussion. Individual reports are made in written form and submitted to the tutor.

3. Tutorial discussion 2: Students will discuss in small groups facilitated by tutors. The discussion will be led by selected students. Objective: to report new information obtained from independent learning and to clarify, analyze and synthesize all information relevant to the learning objectives.

4. Independent discussion; If the information is sufficient, the independent discussion is used to make a presentation report and written report. Independent discussions can be repeated over schedule. Group reports are written in the form of full reports and presented in the form of power point presentations at the panel discussion.

5. Panel discussion and expert questions.

    Objective: to report the results of the analysis and synthesis of information found to solve problems in the scenario. If there is a problem that is unclear or misperceptible, the experts present at this meeting can be resolved. Presentation reports are made by groups in the form in the order listed in the workbook.

    Note :

    - Individual reports and group reports will be examined and assessed by their respective tutors;

    - The results of the assessment and correction from the tutor will be returned to the student through the group leader for improvement;

    - Individual and group reports after repairs will be submitted to the person in charge of the course and Dental Education Unit.

X. FACILITATOR

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XI. REFERENCE

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