



# **Problem-Based Learning in Clinical Education: The Next Generation (Innovation and Change in Professional Education)**

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Developed in the context of health sciences education in the late 1960s, problem-based learning (PBL) is now widely deployed as an education methodology. Its problem-solving, collaborative, student-centred ethos is seen as a more appropriate system of pedagogy than earlier ‘chalk-and-talk’ modes. Focusing on its use in clinical education, this collection of recent scholarship on PBL examines the ways in which PBL is both conceived and implemented in clinical education. The work has a dual emphasis, research-driven on the one hand, while on the other assessing new methodologies to explore how problem-based curricula support the achievement of students’ learning outcomes in the context of clinical education.

The chapters draw on studies that explore PBL both theoretically and empirically. The volume’s eclecticism capitalises on the growing body of empirical research into PBL evaluations. It balances this with studies analysing the relatively new area of discourse-based research on PBL-in-action, whose focus has been to interrogate the ‘how’ of student learning in curricula with PBL content. This publication will be of interest to clinical teachers, curriculum designers and those interested in innovations in the scholarship of teaching and learning in PBL curricula.



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