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Problem-Based Learning (PBL) in Biomedical Science Master's Courses: Technological Reconstruction for Direct Contact Towards Synchronization *via* the Internet and the Learner's Aspect

Pilar Bajcsy*

Department of Pharmacy, Tokyo Medical University, Tokyo, Japan

Abstract

Problem-Based Learning (PBL) is a pedagogical approach that has gained significant attention in the field of education, particularly in the context of biomedical science master's courses. It involves presenting learners with real-world, complex problems that drive them to actively engage in problem-solving and critical thinking. As technology continues to shape the educational landscape, the integration of PBL with technological advancements, such as internet-mediated direct contact, has the potential to enhance the learning experience and better address the needs of contemporary learners. This article explores how PBL is employed in biomedical science master's courses, how technological reconstruction facilitates direct contact and synchronization via the internet, and the impact of these changes on the learner's educational experience.

Keywords: Problem-Based Learning (PBL) • Biomedical science • Internet-mediated direct contact

Introduction

PBL is an innovative educational strategy that shifts the traditional teacher-centered approach to a student-centered one. In biomedical science master's courses, PBL revolves around the presentation of authentic, complex problems that closely mimic real-world challenges. Students, often working in collaborative groups, actively seek solutions by drawing on existing knowledge, conducting research, and applying critical thinking skills. This approach not only promotes a deeper understanding of the subject matter but also hones problem-solving abilities that are vital in the biomedical sciences. The integration of technology in education has opened new avenues for enhancing the PBL methodology. One of the most impactful transformations is the use of the internet to facilitate direct contact and synchronization among learners, educators, and resources. Virtual communication tools, online collaboration platforms, and digital libraries have revolutionized the way students interact with course materials, instructors, and fellow learners. This shift has led to a more seamless and flexible learning experience, allowing students to access resources and communicate regardless of geographical barriers.

Literature Review

The internet has facilitated direct contact between students, educators, and experts in the field. Virtual classrooms, webinars, and online discussion forums enable real-time interactions, where students can seek clarifications, share insights, and engage in meaningful debates. This direct contact transcends traditional boundaries, providing students with the opportunity to connect with professionals and peers from around the world [1]. Furthermore, educators can provide timely feedback and guidance, nurturing a supportive learning environment that mirrors the mentorship found in traditional classrooms. Synchronization is a key feature of PBL, as learners collaborate to solve problems collectively. Through internet-mediated platforms, students can work together on projects, exchange ideas, and pool their diverse expertise. This fosters a multidisciplinary approach to problem-solving, mirroring the collaborative nature of biomedical research. The internet enables learners to contribute at their own pace, promoting inclusivity and accommodating varied learning styles. Additionally, the ease of sharing multimedia resources online enhances the depth of research and enriches the learning experience [2].

From the learner's perspective, the integration of PBL with technological tools brings empowerment and engagement to the forefront. Learners become active participants in their education, taking ownership of their learning journey. The internet provides a vast array of resources, allowing students to delve deeper into topics of interest, enhancing their understanding beyond the classroom. This autonomy nurtures a sense of responsibility and cultivates lifelong learning skills that are crucial in the dynamic field of biomedical science. While the amalgamation of PBL and internet-mediated direct contact presents numerous benefits, it also comes with challenges. Technological discrepancies and internet access disparities can lead to inequalities among students. Educators must design courses that are accessible and inclusive, accommodating various technological infrastructures. Additionally, the virtual nature of communication might hinder the development of certain interpersonal skills that are traditionally nurtured through face-to-face interactions. Striking a balance between online and offline interactions is imperative to ensure a well-rounded educational experience.

Assessing the effectiveness of PBL in biomedical science master's courses within a digital landscape requires innovative evaluation methods. Traditional exams may not fully capture the essence of PBL, where the process of problem-solving is as important as the final solution. Online assessments, collaborative projects, peer evaluations, and reflective journals offer a more comprehensive way to gauge a student's grasp of the subject matter and their ability to apply it in real-world scenarios. The evolution of PBL in biomedical science master's courses through technological reconstruction and internet-mediated direct contact is poised to shape the future of education [3]. This approach aligns with the demands of modern learners, who seek flexibility, connectivity, and experiential learning. While challenges exist, the benefits of fostering critical thinking, problem-solving skills, and collaboration are

***Address for Correspondence:** Pilar Bajcsy, Department of Pharmacy, Tokyo Medical University, Tokyo, Japan, E-mail: pilar.bajcsy@hit.ac.jp*

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substantial. As technology continues to advance, educators must remain adaptable, leveraging innovative tools to optimize the PBL experience and prepare students for success in the ever-evolving landscape of biomedical science.

Discussion

The integration of Problem-Based Learning (PBL) with technological advancements has sparked a transformative shift in biomedical science master's education. This discussion delves into the multifaceted impact of this merger, exploring the benefits, challenges, and considerations that arise from the use of internet-mediated direct contact in the context of PBL. PBL inherently simulates real-world challenges. The incorporation of technology enriches this simulation by providing access to current research, databases, and virtual labs [4]. Students engage with authentic data, enhancing their problem-solving abilities and mirroring the complexity they will face in their future biomedical careers.

The internet transcends geographical limitations, enabling students to collaborate with peers and experts worldwide. This global connectivity nurtures cross-cultural perspectives and encourages the exchange of ideas that would otherwise remain confined to local contexts. Online platforms offer flexibility, accommodating diverse learning styles and time zones. Learners can access resources and contribute to discussions at their own pace, fostering an inclusive learning environment that caters to a wide range of student needs.

The digital landscape facilitates the integration of multimedia resources, including videos, interactive simulations, and virtual reality. These tools enhance the learning experience by catering to various learning modalities, making complex biomedical concepts more accessible and engaging. Technologically-enhanced PBL instils the value of lifelong learning. Students are equipped with the skills to navigate digital resources independently, fostering a habit of continuous self-directed education—an invaluable trait in the ever-evolving realm of biomedical sciences [5]. Despite the widespread reach of technology, disparities in internet access, devices, and digital literacy persist. This can lead to inequalities among students, hindering their ability to fully engage in the technologically-enhanced PBL experience. Biomedical science professionals require strong interpersonal skills for effective collaboration and communication. The virtual nature of internet-mediated direct contact may inadvertently hinder the development of these essential skills, which are traditionally nurtured through face-to-face interactions.

Educators must adapt their pedagogical strategies to effectively leverage technology in PBL. This transition demands training and professional development to ensure instructors can create meaningful online learning experiences that align with the objectives of PBL. Traditional assessment methods may not align with the process-focused nature of PBL. Designing assessments that accurately evaluate problem-solving skills, critical thinking, and collaboration in a digital context poses a challenge that educators must address.

Technologically-enhanced PBL places learners at the center of their education, fostering a sense of ownership and autonomy over their learning journey. Students become active participants who drive their learning by accessing a wealth of online resources, participating in virtual discussions, and collaborating with peers. This shift from passive absorption to active engagement cultivates a deeper understanding of biomedical science concepts and their practical applications. Furthermore, learners develop self-regulation skills as they navigate virtual platforms, manage their time effectively, and balance their commitments. This empowerment prepares them for the self-directed learning demanded in their future biomedical careers.

To ensure the successful implementation of technologically-enhanced PBL in biomedical science master's courses, a balanced approach is crucial. Educators must carefully curate a blend of online and offline interactions. While virtual discussions and collaborations enhance connectivity, in-person sessions, where feasible, can address the potential shortfall in interpersonal skills development. Furthermore, fostering a sense of community among online learners is essential. Digital icebreakers, regular virtual meetings, and peer interaction opportunities can help build a supportive environment where students feel connected despite the physical distance [6].

Conclusion

The convergence of PBL and technology has unlocked new dimensions in biomedical science master's education. By embracing internet-mediated direct contact and leveraging the array of online resources available, educators can nurture critical thinkers, problem solvers, and lifelong learners who are prepared to excel in the complex and rapidly changing field of biomedical science. However, successful implementation demands a proactive approach to address challenges. Institutions must bridge technological gaps, educators should adapt their instructional methodologies, and learners must embrace their role as active participants in the digital learning landscape. In conclusion, technologically-enhanced PBL in biomedical science master's courses represents a progressive step toward a dynamic and learner-centered education. By harnessing the power of technology, educators can create an environment where students not only acquire theoretical knowledge but also hone the practical skills and collaborative mind-set needed to make meaningful contributions to the biomedical science field.

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Conflict of Interest

There are no conflicts of interest by author.

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