

# Library record

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Problem Based Learning 1

Fernandes (2021)

## brief:

The author portrays his experience related to PBL approach, both as a student and as a tutor. He reports how important it is for the tutor to be prepared to apply this approach and reports that an unprepared tutor can generate a strongly negative experience for the students, harming the learning process.

## PBL definition:

“Problem-based learning (PBL) is an active learning method that allows for students to self-identify their learning needs and work together in small groups to achieve their learning objectives.”

## PBL method

It is applied as a discipline at the end of the pharmacy course which lasts for 8 weeks. Groups of eight students are formed, and a different tutor, with experience in the area, is assigned to each group. A problem is presented to the students, and the group must work on solving this problem by exchanging experiences and learning. Each student identifies gaps in his / her own knowledge, and has the mission to delve deeper into the issues related to the identified gaps. The groups have weekly meetings where they must discuss the subject and define new learning goals, always focusing on solving the problem.

## useful:

The author presents a good example of application of Borton’s Development Framework.

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## References

Heidi V.J. Fernandes. From student to tutor: A journey in problem-based learning. *Currents in Pharmacy Teaching and Learning*, 13(12):1706–1709, 2021. doi: <https://doi.org/10.1016/j.cptl.2021.09.037>. URL <https://www.sciencedirect.com/science/article/pii/S1877129721002835>.

## Model Card - CheXNet

Refer to section 4.1 of the [model card paper](#) – remove this line after filling in this section.

### Model Details

- Detail 1...
- Detail 2...

Refer to section 4.2 of the [model card paper](#) – remove this line after filling in this section.

### Intended Use

- Intended use 1...

Refer to section 4.3 of the [model card paper](#) – remove this line after filling in this section.

### Factors

- Factors 1...

Refer to section 4.4 of the [model card paper](#) – remove this line after filling in this section.

### Metrics

- Metrics 1....

Refer to section 4.5 of the [model card paper](#) – remove this line after filling in this section.

### Evaluation Data

- Evaluation data 1...

Refer to section 4.6 of the [model card paper](#) – remove this line after filling in this section.

### Training Data

- Training data 1...

Refer to section 4.8 of the [model card paper](#) – remove this line after filling in this section.

### Ethical Considerations

- Ethical considerations 1....

Refer to section 4.9 of the [model card paper](#) – remove this line after filling in this section.

### Caveats and Recommendations

- Caveats and recommendations 1...

Refer to section 4.7 of the [model card paper](#) – remove this line after filling in this section.

### Quantitative Analyses

Measurement 1	0.751
Measurement 2	0.762
Measurement 3	0.773
Measurement 4	0.784
Measurement average	0.768
<b>Model measurement</b>	<b>0.791</b>

Table 1: Longer caption to explain what the measurements are.