Foundations of problem-based learning: some explanatory notes
It is argued that problem-based learning, above all, promotes the activation of prior knowledge and its elaboration. Evidence is reviewed demonstrating that these processes actually occur in small-group tutorials and that the processing of new information is indeed facilitated by discussion of a relevant problem. These effects must be attributed to a reorganization taking place in the knowledge structures of students as a result of problem-oriented study. In addition, a cognitive process called epistemic curiosity (or intrinsic interest) is enabled. Some directions for further research are suggested. In problem-based learning the students are actively involved and they like this method. [13] It fosters active learning, and also retention and development of lifelong learning skills. It encourages self-directed learning by confronting students with problems and stimulates the development of deep learning. [14][15].
