



2010年第一屆亞太地區PBL聯合學術研討會

1ST ASIA-PACIFIC JOINT PBL CONFERENCE 2010
JOINT CONFERENCE OF APC PBL AND APA PHS

October 22-25, 2010 Taipei, Taiwan

Dear Colleagues

We are pleased to announce that the Asia-Pacific Joint PBL Conference will be held in Taipei, Taiwan in 2010. It's the first time that the APA PHS (Asia-Pacific Association for Problem-Based Learning in Health Sciences) and APC PBL (Asia-Pacific Conference on Problem-Based Learning) holding a joint conference, under the initiative of Professor Tadahiko KOZU, Chair, IAB of APC PBL. As the President of this conference, it's my honor to invite you to attend this conference sincerely.

The Theme is "Outcome, Outlook, Outreach". This Conference will provide a chance to examine the strength, weakness, and growth of PBL in the last decade, and to generate the future of PBL through keynote speeches, symposiums and paper presentations on the design of teaching program, the lessons style, the role of teachers and the learning performance of students.

Taiwan is known for its array of mountains, soaring forests, natural settings, and cultural essences, all of which comprise its magnificent beauty. Taipei, the capital of Taiwan, is a very dynamic, modern, and multicultural city. Take the opportunity; join us for the enjoyable Taiwanese hospitality, culture and cuisine in 2010.

We would like to invite you to participate in the "1st Asia-Pacific Joint PBL Conference 2010" and submit your papers for the presentation. We will try all of our efforts to provide the best service to you, and look forward to meeting you at this Conference.

Sincerely,

Kuo - Inn Tsou

Professor Kuo-Inn Tsou

President, 1st Asia-Pacific Joint PBL Conference

Dean, College of Medicine, Fu Jen Catholic University.

Conference Information

Organizers

College of Medicine at Fu Jen Catholic University,
Taipei, Taiwan

Taiwan Association of Medical Education

Conference Topic

Outcome, Outlook, Outreach

Call for Paper

Papers/Posters presenting original and unpublished work are invited and will be evaluated based on originality, significance, technical soundness, and clarity of exposition. The uploaded files should be in PDF format. One author of each accepted paper will be expected to present the paper at the conference.

Abstract Submission: Submitted abstract should be formatted in a one-column **PDF** format and should not exceed 300 words including figures and references. Please refer to the conference website in preparing your abstract.

Important Dates

Abstract Submission Due : May 30, 2010

Notification of Acceptance : June 30, 2010

Early Bird Registration Deadline : July 31, 2010

Website

<http://www.2010jointpbl.tw/>



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Pre-Conference Workshop

09:00-12:00, Friday, October 22, 2010

Workshop 1 - Case Design & Evaluation

(Chinese)

PBL : Clinical Case Simulation, H. C. CHIU

Workshop 2 - PBL Tutorial Process (English)

Curriculum Design and PBL Process for Medical Students: Overview of the Hawaii Version of the 1980's McMaster PBL Curriculum, L. TAM

Workshop 3 - PBL in General Education

(English)

PBL in General Education, C. Y. David KWAN

Workshop 4 - PBL in Nursing (Chinese)

PBL in nursing: Concept mapping, F. H CHOU

Workshop 5-1 - Multi-field (for non-experience)

(Chinese with English translation)

PBL in multi-field (Introductory) I, S. L CHO

Workshop 5-2 - Multi-field (for experience)

(Chinese with English translation)

PBL in multi-field (Advanced) I, J. C. HONG

Workshop 5-2 - Multi-field (for experience)

(Chinese with English translation)

PBL in multi-field (Advanced) II, K. Y. YAN and S. L CHO

Workshop 6 - Curriculum Design (English)

Designing a Course: Promises and Pitfalls, P. K. RANGACHARI

Workshop 7 - Tutor Role (English)

Tutoring PBL - from coaching to watching, Debra S. M. SIM

Workshop 8 - Assessment (English)

Designing and applying summative, formative and self-assessments, A. E. SEFTON

Workshop 9 - Tutor Skill (Chinese)

Tutor Skill, Y. L. LIN

13:30-16:30, Friday, October 22, 2010

Workshop 4 - PBL in Nursing (Chinese)

General concepts and application in Nursing, Y. C. HUANG and A. TIWARI

Workshop 5-1 - Multi-field (for non-experience)

(Chinese with English translation)

PBL in multi-field (Introductory) II, J. C. HONG and K. Y. YAN





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Conference Day 1

09:00-10:00, Saturday, October 23, 2010

Keynote 1 - Curriculum Design

Provocation Based Learning: Active Teachers/Engaged Students, P. K. RANGACHARI

10:30-12:30, Saturday, October 23, 2010

Symposium 1 - PBL in General Education

Engaging and empowering student learning through PBL, L. C. CHAN

Symposium 2 - Application of PBL in Nursing Education

Teaching Nursing with PBL: The Experience in Kaohsiung Medical University, F. H CHOU

Oral 1- Free Paper

Oral 2- Free Paper

14:00-15:00, Saturday, October 23, 2010

Keynote 2- Assessment

Challenges in planning, implementing and managing appropriate, fair, valid and reliable assessment, A. E. SEFTON

15:30-17:30, Saturday, October 23, 2010

Symposium 2 - Application of PBL in Nursing Education

Application of concept mapping in clinical teaching, C. C. CHIN

Symposium 3- Assessment

Pitfalls of Assessment in PBL, A. LEKHAKULA

Symposium 4- Experiences learned in the past

A 20-year review of PBL curriculum at Tokyo Women's Medical University, T. KOZU
Hypothetico-Deduction Is the Key Feature of PBL in Motivating Medical Students to Become Self-Directed Learners, L. TAM

PBL at University of Malaya (1999-2009)-a waste of time? Debra S. M. SIM

Improving the efficiency and effectiveness of PBL in medical education, L. C. CHAN

The effectiveness of PBL- students' perspective, K. I. TSOU

Oral 3- Free Paper

Oral 4- Students' Section





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Conference Day 2

09:00-10:00, Sunday, October 24, 2010

Keynote 3- E-PBL

E-PBL: possibilities and limitations, Y. SUZUKI

10:30-12:30, Sunday, October 24, 2010

Symposium 5- E-PBL

Internet-PBL for postgraduate life science education, M. NIWA

Innovative Approaches through ePBL

Environment, O.S TAN

E-PBL of Sungkyunkwan University in Korea, K. P. HONG

E-PBL through televideo conference system between Korea and Hawaii ? B. H.CHANG

Symposium 6- Multi-field

Oral 5- Free Paper

Oral 6- Free Paper

14:00-15:00, Sunday, October 24, 2010

Keynote 4- PBL in Inter-professional integration

From problem-based learning to inter-professional learning, C. Y. David KWAN

15:30-17:30, Sunday, October 24, 2010

Symposium 7- Problem & Resolution

PBL curriculum: Problems and possible solutions, Robert M. K. W. LEE

Problems in PBL curriculum, A. LEKHAKULA

Symposium 8- Multi-field

Oral 7- Free Paper

Oral 8- Free Paper

Post-Conference Satellite PBL Workshop

October 27-28 in Taichung





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Pre-Conference Workshops

PCW1 : Writing Clinical Case Simulation 09 : 00-12 : 00

SPEAKER: H. C. CHIU (Professor, College of Medicine, Fu Jen Catholic University, Taiwan)

Writing Clinical Case Simulation (CCS) for PBL curriculum is extremely important for teaching PBL. The workshop is to demonstrate, how to write and design properly a clinical case simulation for PBL curriculum. By the end of this workshop participants will be able to know the principle of writing CCS, the structure of CCS, the format of CCS and teacher guide of CCS

PCW2 : Curriculum Design and PBL Process for Medical Students: Overview of the Hawaii Version of the 1980's McMaster PBL Curriculum.

SPEAKER: L. TAM (Professor Emeritus, John A. Burns School of Medicine, University of Hawaii, USA)

The University of Hawaii implemented the McMaster (Canada) PBL curriculum in 1989. We have held weeklong "Introduction to PBL Workshops" for faculty from Asian medical schools in Hawaii since 1994. This three hour Taiwan workshop will present an overview of the typical Hawaii workshop in ten 15 min "snapshot" sessions. Each "snapshot" will contain ten minutes of power-point lecture, analysis of workbook handout, or video-clip of Hawaii students in tutorial to be followed by five minutes of participant discussion.

PCW3 : PBL in General Education

SPEAKER: C. Y. David. KWAN (Professor, Center for Faculty Development, China Medical University, Taiwan)

Based on the historical development of the concept of University, which was established more than 800 years ago, a university was originally considered as a place where scholars were gathered to serve and educate for the purpose of personal enhancement in the best interest of the peoples and the state. It was the primitive origin of General Education. The role of universities however has since changed considerably and specialized into a large spectrum of professional disciplines where the development and dissemination of technological and career-oriented knowledge and skill becomes prevalent. In recent years, there has been a growing concern that our current higher education embedded in the technologically oriented environment is increasingly exerting "dehumanizing" effects. Some scholars advocate the establishment of a general education prior to professional training, "Before becoming a professional, learn to be a person first". The concept of "General Education": has thus emerged again. This workshop aims to better define General Education and its pedagogic issues in a participant-centered, special panel-assisted interactive discussion format with a special emphasis on, but not limited to, PBL.

PCW4 : (PM) General concepts and application in Nursing

SPEAKER: Y. C HUANG (Associate Professor, School of Nursing, Fu Jen Catholic University, Taiwan)

A. TIWARI (Associate Professor, School of Nursing, The University of Hong Kong, HK)

In Taiwan, problem-based learning has been used for the past decade in the professional education not only doctors but also other health care professionals including nurses. The workshop is divided into two sections: First, to introduce the general concepts and application of PBL in Fu Jen Catholic University, Taiwan, and take the PBL practice in this section. The following section is the University of Hong Kong, School of Nursing sharing their experience on PBL learning.

Problem-based learning (PBL) provides opportunities for nursing students to develop and practice thinking processes essential for problem-solving and decision-making. Also, by linking theory with practice, PBL encourages students to apply relevant and meaningful information to real-life situations and ultimately, facilitates the delivery of safe, effective and efficient care. In order for students to benefit from the PBL experience, tutorials which are an integral part of PBL should provide opportunities for them to participate and interact actively in the group discussion and hone their clinical reasoning skills. In this workshop, a case study will be used, with the help of video-recorded demonstration, to take participants through a PBL tutorial. Participants will be able to explore and identify how students learn during the tutorial and propose ways to improve the learning process.



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PCW6 : Designing a Course: Promises and Pitfalls

SPEAKER: P. K. RANGACHARI (Professor Emeritus, School of Medicine, McMaster University, Canada)

All teachers are faced with a set of questions: What am I going to teach? How will I teach? How do I know that my students have learned? Have I done my job well? This workshop will be geared towards teachers who seek to design either a single course or a set of courses. A problem-based approach will help participants answer such questions and lead them to consider 3 crucial elements: Objectives, Delivery and Evaluation.

PCW7 : PBL Tutor in the Classroom: from Coaching to Watching

SPEAKER: Debra S. M. SIM (Professor, School of Pharmacology, University of Malaya, Malaya)

Problem-based learning was said to be able to simultaneously support three important learning objectives of higher education, i.e. 1) acquisition of usable knowledge, 2) self-directed learning, and 3) problem solving. As a PBL tutor, how can I best facilitate the discussion in the classroom so that these three learning objectives may be achieved? What role do I play?

Switching from the traditional role of a didactic lecturer to that of a PBL facilitator is often not an easy task. How much of teaching, coaching or watching should a PBL tutor do in the PBL classroom setting? What skills does a tutor need to have to facilitate students' learning and a meaningful discussion in a small group session? This interactive workshop aims to help answer the above questions, and to fine-tune your facilitating skills..

PCW8 : Designing and applying summative, formative and self-assessments

SPEAKER: A. E. SEFTON (Professor Emeritus, University of Sidney, Australia)

Developing and applying effective, fair, reliable assessment is a difficult challenge. Assessment must progressively support and ultimately certify competence in the diversity of learning as a medical student: applying their developing scientific understanding; increasing sensitive and effective communication skills with patients, staff and colleagues; developing clinical skills and procedures. Staff have a major responsibility to certify that students are ready to proceed to the next phase of the curriculum and ultimately to graduate into the professional workforce. Students must be supported as they progressively develop skills that include: a deep understanding of scientific and clinical knowledge; problem-solving; sensitive professional communication with patients, colleagues and staff; as well developing progressive skills in a range of physical examinations and procedures involving patients. In the workshop, participants will be invited to share their experiences of the different broad approaches, with a particular focus on the roles and challenges of formative and summative assessment. Issues in developing and implementing appropriate, fair, valid and reliable assessment will be shared.

PCW9 : Tutor Skill

SPEAKER: Y. L. LIN (Professor, School of Medicine, Fu Jen Catholic University, Taiwan)

PBL is a very effective method for student in learning the acquiring knowledge, apply this knowledge to analyse and solve problems. Tutors participate in the tutorial groups is very crucial. They guide the group process, ask critical, substantive questions, share their knowledge and support students when needed. This workshop is to training the tutor with good skill in tutorial process, and also sharing the experiences of medical school in Fu-Jen University by Chinese language.