

# AN INNOVATIVE GROUP SELF-DIRECTED, PROBLEM-BASED LEARNING METHOD AND ITS ASSESSMENT IN MASTER OF PUBLIC HEALTH (M.P.H) PROGRAM

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**Introduction:** Regarding the importance of student-centered learning in postgraduate courses, we decided to design and perform a problem-based learning (PBL) method and evaluate it in the epidemiology and research methods course in M.P.H program.

**Methods:** This is a one-group study. Participants were oriented about course objectives and divided in groups of three. Course duration was two-hour sessions. Fourteen problems were given to the groups to be discussed. The results of discussions were presented in large group. Students' attitudes about the course was gathered using questions by means of point Likert scale and two open questions.

**Results:** Observations confirmed participants' interest to the new learning method by doing their exercises on time. Attitude assessment showed that the mean of student scores was between , and out of . The mean and standard deviation of satisfaction score about the new method of teaching were  $\pm$  , out of .

**Conclusions:** Considering the success of this course, it is worthwhile to try this learning method in similar courses for postgraduate students.

**Key Words:** PBL-M.P.H program-Epidemiology-Research Methodology

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# معرفی یک روش خودآموزی گروهی مبتنی بر حل مسئله و ارزشیابی آن در دانشجویان دوره عالی بهداشت عمومی

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PBL

(Problem Based Learning)

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(Master of Public Health)

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(Narrative form)

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(Pre Experimental Design)

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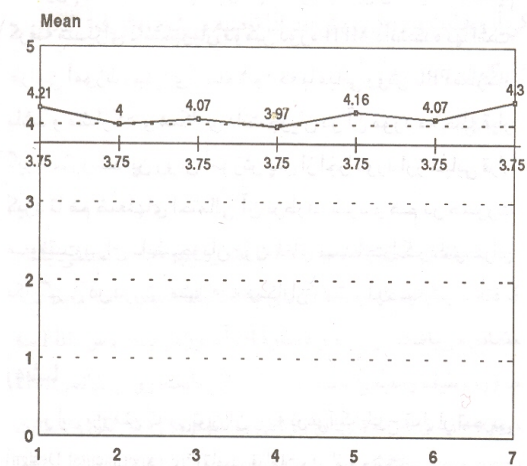
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نمودار ۱. میانگین نمرات کسب شده در هفت حیطه مورد ارزشیابی در مقایسه با معیار سنجش.

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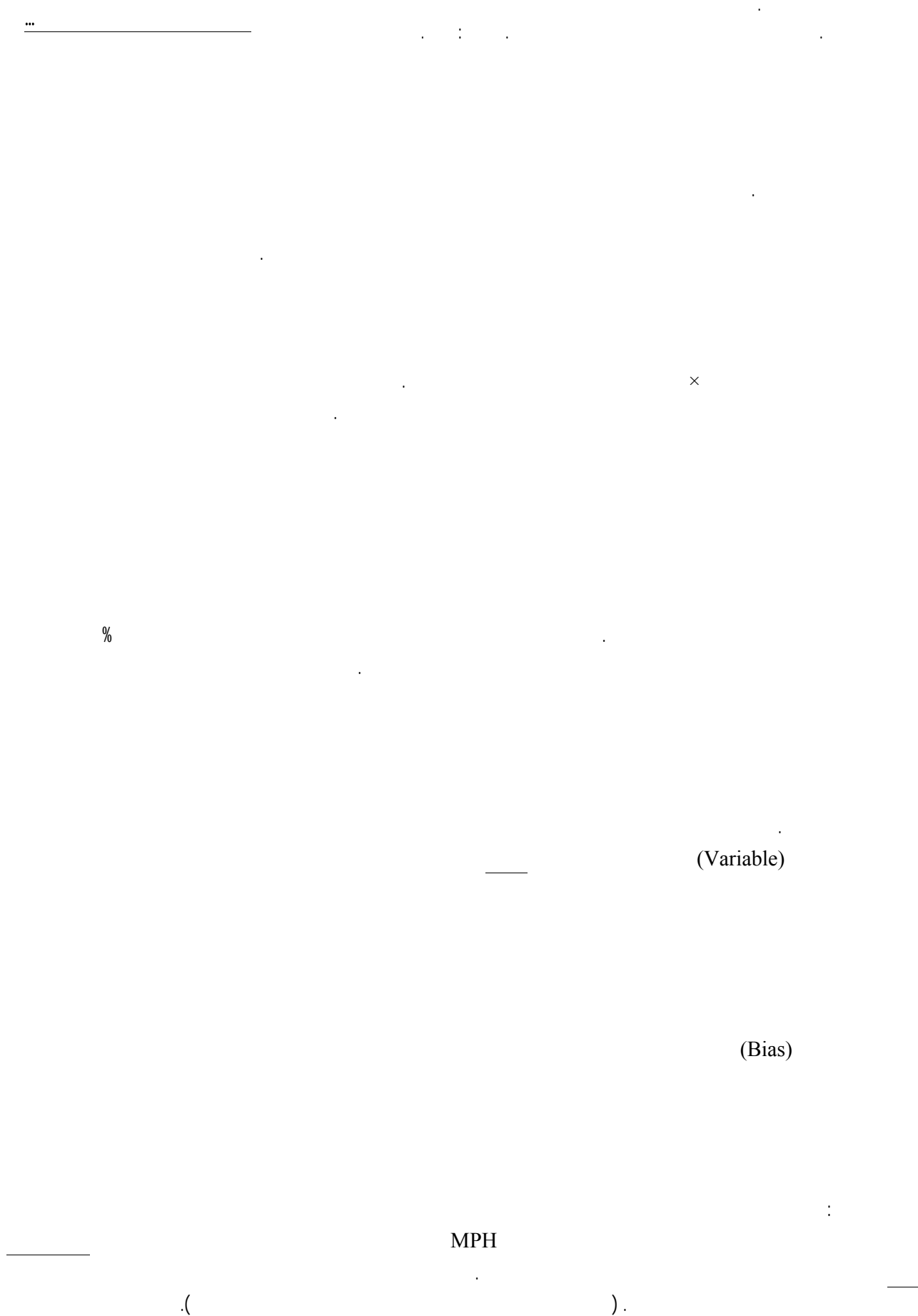
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