

The Satisfaction Levels of Students on Academic Support and Facilities, Educational Activities and Tutor Performance in a PBL Program

Berna Musal, M.D., MHPE¹, Yucel Gursel, M.D.¹, Sema Ozan, M.D.¹, H. Cahit Taskiran, M.D.¹ and Henk van Berkel, Ph.D.²

¹Department of Medical Education
Dokuz Eylul University School of Medicine,
35340 Inciralti
Izmir, Turkey.

²Department of Educational Development and Research
Maastricht University
The Netherlands.

Phone: +90-232-4124680

Fax: +90-232-2590541

Email: berna.musal@deu.edu.tr

ABSTRACT

Dokuz Eylul University School of Medicine changed its curriculum from a traditional one to a Problem-based Learning (PBL) curriculum in 1997. The objectives of this study were to investigate students' satisfaction levels regarding academic support, facilities of the School, educational activities and tutor performance and to compare the satisfaction levels in different years. At the end of each of the academic years 1999, 2001 and 2003 satisfaction levels, opinions, and expectations of the students were determined with a questionnaire. On a five point scale (1:min, 5:max), the satisfaction scores for academic support and facilities of the School varied between 1.9 ± 1.1 and 4.2 ± 0.9 and the scores on educational activities varied between 2.8 ± 1.4 and 4.1 ± 0.9 . The points attributed to PBL sessions, professional skills program, basic science practicals, and self-study activities were higher than the overall assessment point of educational activities. The performance scores of the tutors given by the students varied between 3.5 ± 1.0 and 4.4 ± 0.9 . The highest satisfaction scores were observed in 1999, followed by a moderate decrease in 2001, and a moderate increase in 2003. As part of the program evaluation studies, the findings of the present study were evaluated and necessary revisions were made. The present study may constitute an example of using student feedback in evaluation and revision of PBL programs.
