



# Challenge-based learning: On how students opinion helps the faculty.

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## PURPOSE

It is fundamental that Gen Z students take control of their own learning, teaching techniques, and adapt to their changing necessities. Hence our aim was to evaluate our student's knowledge regarding the first-semester curriculum with health Challenge-based Learning (hCBL) and obtain feedback on the difficulties they encountered throughout it.

## METHODS

On an 18 week semester, divided in 5 week periods interspersed by an entrepreneur week, three questionnaires were sent to 109 health science students in 3 different periods. The inquiry included students' knowledge on hCBL, working areas in the curriculum design as well as own acknowledge of skills needed to successfully achieve through the hCBL model.



## RESULTS

Out of 109 students, 55 answered the survey. Only 26.7% had a clear understanding of the hCBL curriculum, and 36.2% had previously experienced CBL learning in high school. When asked, 75% of them stated there wasn't a proper introduction to the new learning model.

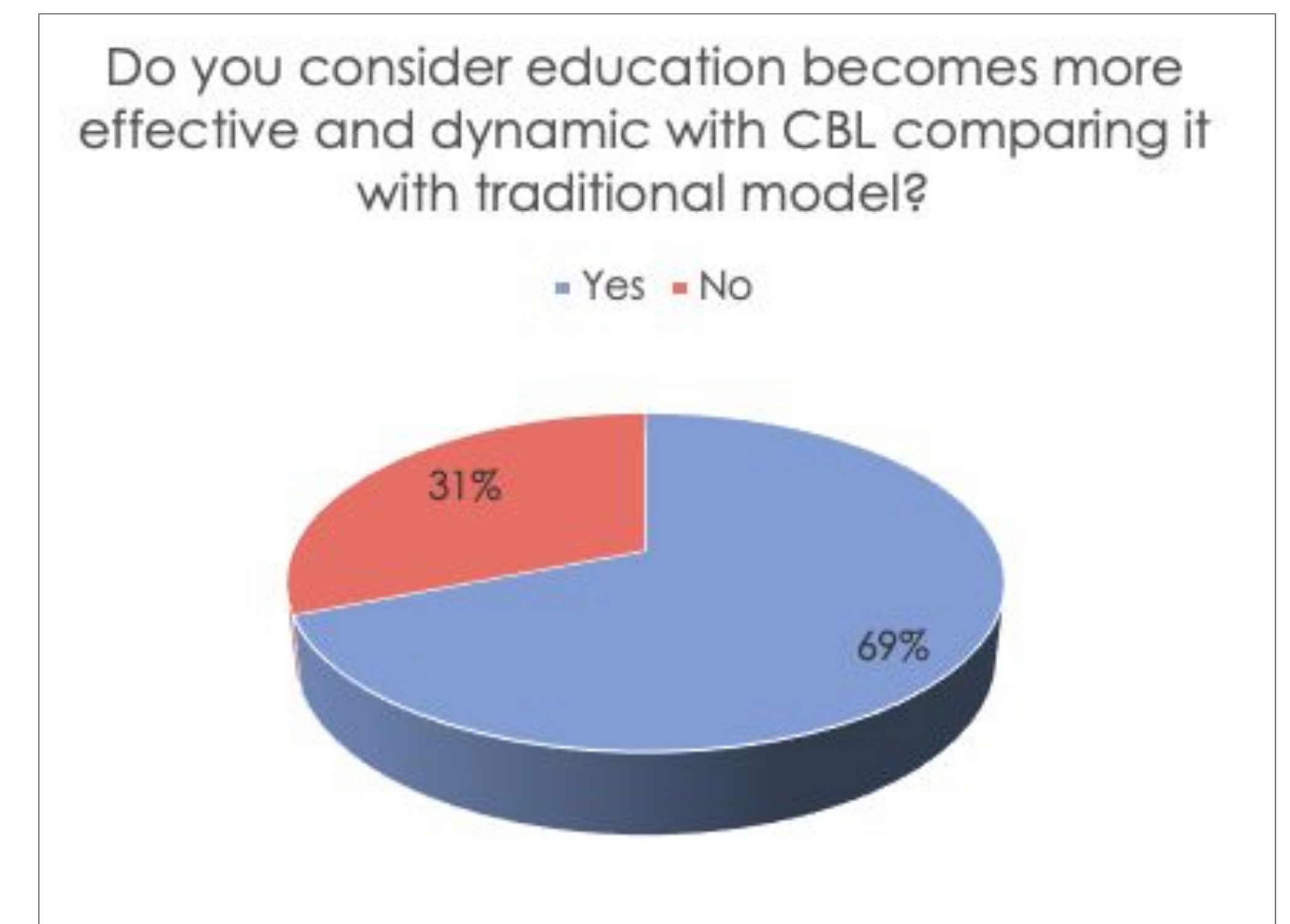


Figure 1. Question from a survey made at the end of the semester.

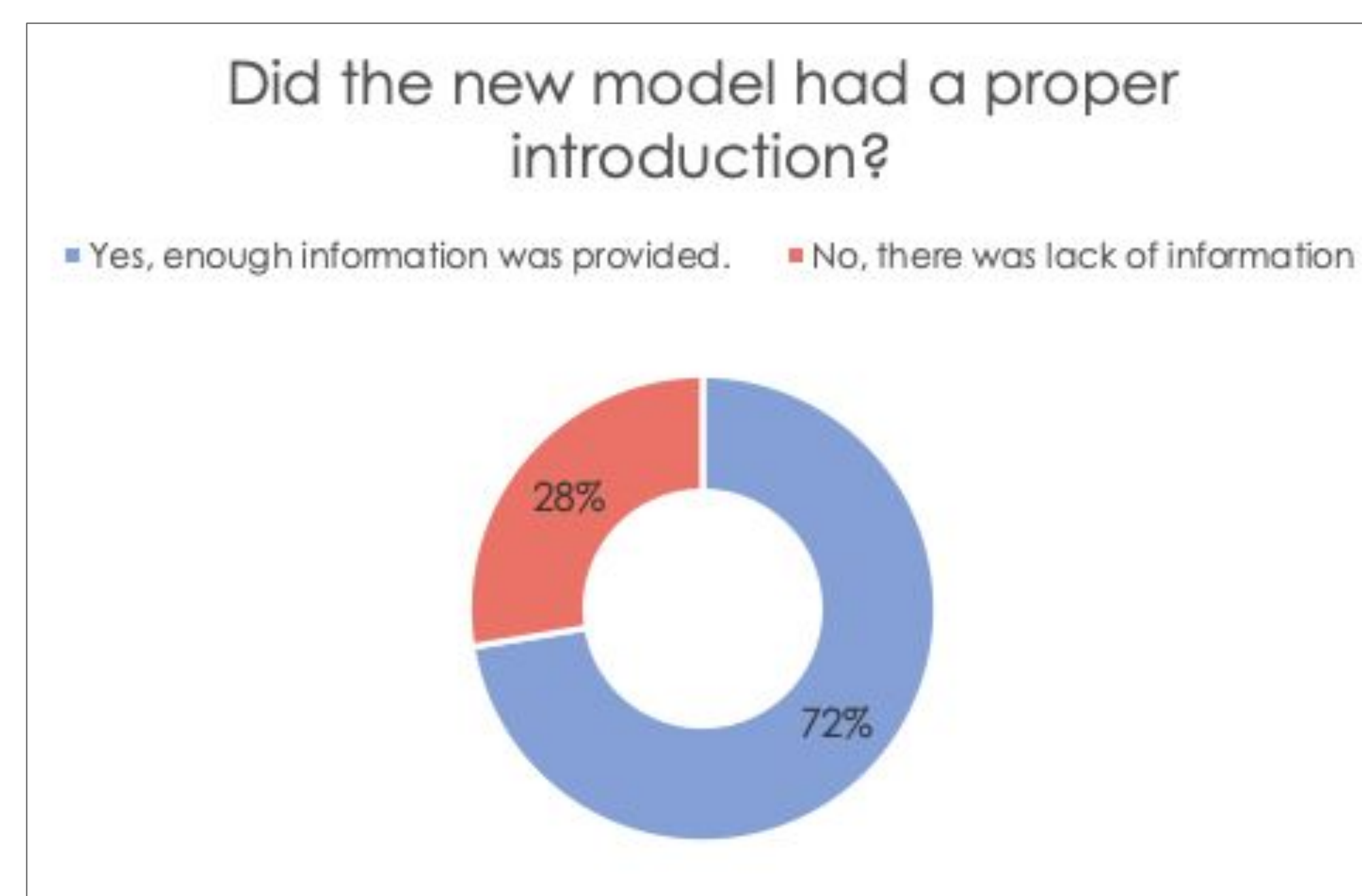


Figure 2. Question from a survey made during the semester's first week.

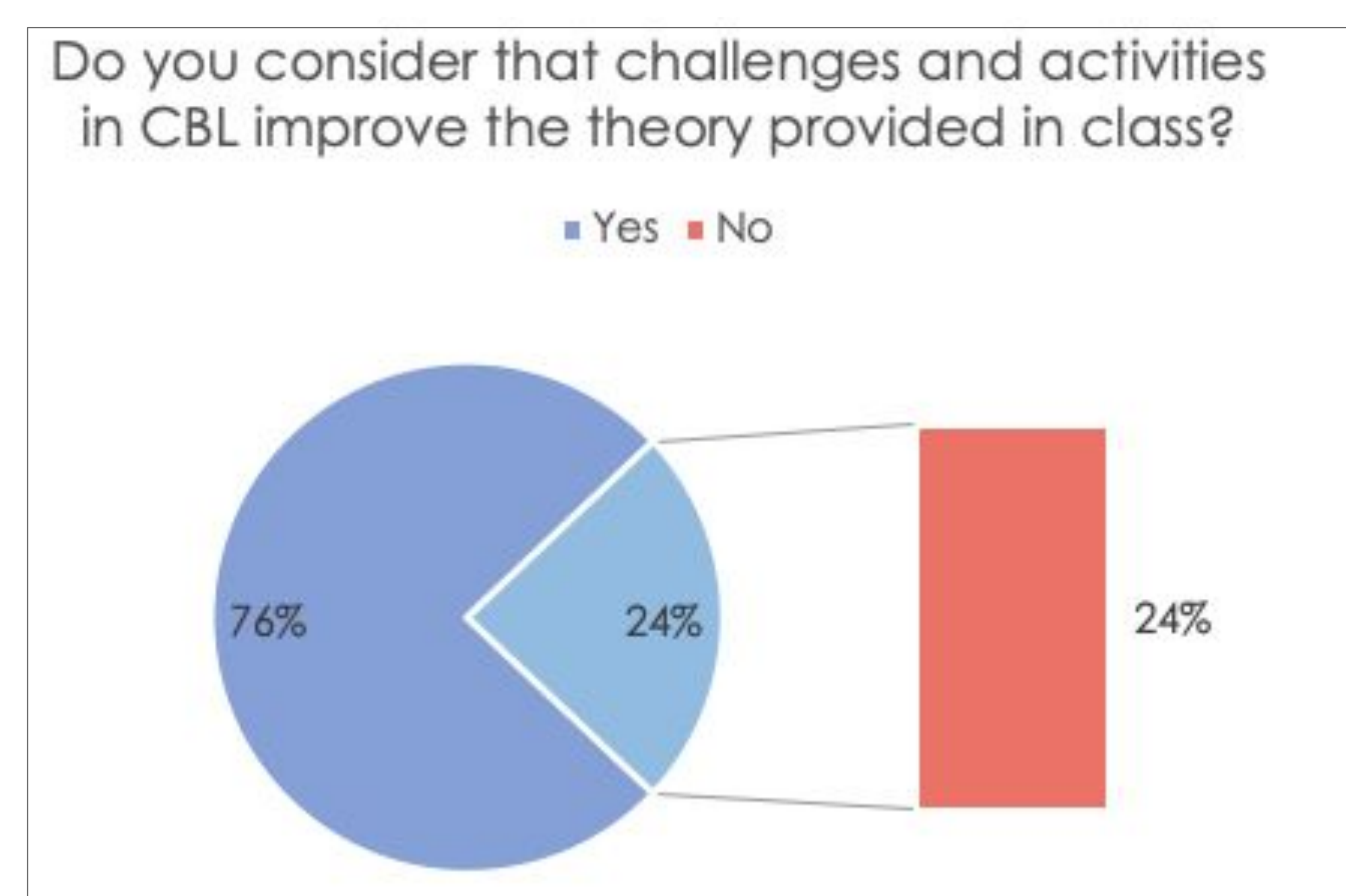


Figure 3. Question from a survey made at the end of the semester.

During the course of the semester students were asked about their main learning barrier: "adaptation to the new model" and "transition to a college education" were the most answered. Nonetheless, after the first two months, 70% considered their learning skills improved considerably (e.g. resilience, time management, critical thinking, and collaborative work) and by the end of the semester, 76% of the students considered the health challenge helped them incorporate the theory reviewed during lectures.

## CONCLUSIONS

The implementation of a new curriculum is challenging for both (students and faculty). The results showed the lack of formal introduction to the learning dynamic of hCBL and difficulties regarding the adaptation and adjustment to the model. But still they considered the teaching style fulfills their expectations.

## REFERENCES

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