

# INCREASING THE USE OF LIBRARY AND SELF-MOTIVATED LEARNING BY PROBLEM BASED LEARNING (PBL) APPROACH AT FACULTY OF HEALTH-CARE SCIENCES, EUSL

Santharooban S<sup>1</sup> and Sathananthan T<sup>2</sup>

Library is the heart of an academic institution. However, recent studies show that the use of library in academic institutions is decreasing due to various reasons. One of the reasons for such decrease is Students have been provided with handful of notes and in some circumstances, students are encouraged to use a particular text for a subject. These teaching-learning methods entirely drive away the self-motivated learning and narrow down the knowledge background of the students. Whenever the students are encouraged for the self-directed learning, the usage of library will increase, and in turn, it paves the way for students to gain broader knowledge of a particular subject.

In this context, PBL is such an approach, which encourages the self-motivated learning. Problem-based learning (PBL) is an instructional method that challenges students to "learn to learn," working cooperatively in groups to seek solutions to real world problems. These problems are used to engage students' curiosity and initiate learning the subject matter. As a whole, PBL is a student driven process, through which the students set the pace thus the role of the teacher becomes one of the guide, facilitator and resource. Most of the medical schools all over the world nowadays shifted their teaching learning program to PBL. The Faculty of Health-Care Sciences (FHCS), EUSL is adopted the PBL approach.

The present study investigated how the PBL have an impact on the use of Library of Faculty of Health-Care Sciences. The library usages of students were recorded daily from November 2008 to June 2010. The data obtained were analysed statistically using chi-squared test and student-t test with reference to students teaching learning activity at FHCS. The results reveal that the use of library by students increased significantly during the PBL week, even higher than examination period.

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1. Library/Faculty of Health-Care Sciences, EUSLsantharooban@yahoo.com
2. Dept of Medical Education and Research/Faculty of Health-Care Sciences, EUSL