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distance-Problem Based Learning (d-PBL) for the education of healthcare professionals: the experience of the Bachelor Degree in Physiotherapy at UNIMORE / Costi, S., Lotti, A.. - (2020). (Convegno internazionale: Didattica, riconoscimento professionale e innovazione in Università Teaching, assessment and innovation in University Bari 24-25 giugno 2020).

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12/08/2026 22:06



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Call for paper Convegno Internazionale

Didattica, riconoscimento professionale e innovazione in Università Teaching, assessment and innovation in University Bari, Virtual Room, 24-25 giugno 2020

ABSTRACT (italiano o inglese)

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Sezione scelta (barrare la casella corrispondente)	○ Sessione 1 - Esperienze di formazione e valorizzazione dell'attività didattica ○ Sessione 2 - Innovazione e qualificazione dell'attività di insegnamento-apprendimento: modelli, ambienti, dispositivi, strumenti ○ Sessione 3 - Università e territorio: la terza missione del docente universitario ○ Sessione 4 - Azioni, strategie e strutture di ateneo per la professionalità docente ○ Sessione 5 - Progettazione e formazione nell'Open Education ○ Sessione 6 - La mediazione nella didattica universitaria on-line X Sessione 7 – Didattica e valutazione a distanza in situazione di emergenza Covid-19 (nuova deadline Call for abstract: 31 maggio 2020)
Titolo	distance-Problem Based Learning (d-PBL) for the education of healthcare professionals: the experience of the Bachelor Degree in Physiotherapy at UNIMORE
Abstract (max 2000 caratteri spazi inclusi)	Background: Recent SARS-CoV-2 pandemic has forced the Italian University to massively adopt distance education strategies. Physiotherapy students' learning styles privilege active participation, and problem-based learning (PBL) is an active learning strategy that improves the healthcare professionals' skill to apply high-level knowledge. We describe the implementation of the "Self-management in rehabilitation" teaching module delivered at distance through the PBL strategy (d-PBL) at the Degree in Physiotherapy of the University of Modena and Reggio Emilia



	Methods: 32 physiotherapy students of the 2nd year attended a d-PBL teaching module held by two tutors (physiotherapist and educator). Two cases were addressed in two weeks following the characteristic 7 steps of PBL through synchronous (in group) and asynchronous (independent study) e-learning strategies. After a first online tutorial explanatory session of the PBL method, students were divided in six small groups and faced two cases regarding self-management (SM) and its application in the clinical setting. Six online meetings took place: 4 of them were opening and closing of cases, while 2 were dedicated to group works, with tutors available on request. At the end of each case each group summarized and presented the learning acquired to all students. We used Moodle and Blackboard Collaborate to share documents and working in groups. Students' satisfaction about the d-PBL was assessed by 7 open ended and 8 multiple choice questions through the Mentimeter application. Results: all students were satisfied about the d-PBL experimented and 75% of them proposed to apply it to other teaching modules. Several students reported that they would have preferred to work in smaller groups and suggested to keep the final students' presentations shorter. Conclusions: The d-PBL was a feasible and useful strategy for actively making students work remotely during SARS-CoV-2 pandemic. By implementing some hints, it could be a strategy to face the need to continue teaching in blended mode, facilitating students' interactive and constructive learning.
Parole chiave (max 5)	Problem-Based Learning; Education, Distance; PBL online.
Riferimenti bibliografici (max 10 titoli)	1. Stander J, Grimmer K, Brink Y. Learning styles of physiotherapists: a systematic scoping review. <i>BMC Med Educ.</i> 2019;19(1):2. Published 2019 Jan 3. doi:10.1186/s12909-018-1434-5 2. Sinnayah P, Rathner JA, Loton D, Klein R, Hartley P. A combination of active learning strategies improves student academic outcomes in first-year paramedic bioscience. <i>Adv Physiol Educ.</i> 2019;43(2):233-240. doi:10.1152/advan.00199.2018 3. Lotti A. (2018) <i>Problem Based Learning</i>. Franco Angeli editore 4. Savin-Baden M., Bhakta R. Problem Based Learning in digital spaces. (2019) In Moallem, M., Hung W., Dabbagh, N., (eds), <i>The Wiley Handbook of Problem-Based Learning</i> (pp. 645-666) John Wiley & Sons, Inc.