



Aprendizaje basado en problemas (ABP): una herramienta para la integración de conocimientos en fisioterapia [

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Analítica

The acquisition and integration of complementary knowledge when that knowledge is covered in different basic subjects is one of the challenges encountered by our Physiotherapy first year students. We used Problem Based Learning (PBL) to solve this problem. We split the students in small groups, presenting them with a problem that had to be solved using the different perspectives covered by the different subjects in the first year (Cellular Biology, Histology, Biochemistry and Physiology). The problems are used to promote understanding of basic science mechanisms and process. This learning process was driven and oriented by a group of experts made up of the teachers from these subjects. The communication tool was the virtual campus and its resources (forums, chats, wiki, etc). The result of this experience was evaluated by comparing the grades obtained by the participating students during and at the end of the process with the grades obtained by those students that did not participate. The results show that the participating students obtained better grades, supporting the idea that PBL improves knowledge acquisition and integration

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