“Good Practice” (GP) indicated in some symposia and workshops means that the session is supported by those universities selected among the 800 universities in Japan, that are nationally recognized for their excellence in higher education.

To enrich the higher education, the Japan Ministry of Education, Culture, Sports and Technology selects universities that create highly unique education, boosts international competitiveness, and practice high quality education. Each university may apply for grants called the support program for distinctive university education (Distinctive GP), or the support program for contemporary educational needs (Contemporary GP). These awards are given after a peer review.

The GP-sponsored symposia, workshops, and the entire conference are supported by the wisdom and grants from the universities that are recipients of Distinctive and Contemporary GPs. The list of universities supporting this conference with GPs is given below.

Jikei University School of Medicine
Distinctive GP: Medical education participated by multi-professionals-- Inter-professional Education.

Saitama Prefectural University
Distinctive GP: Education Aiming at Collaboration and Integration of Health and Social Services: Implementation on Interprofessional Education

Gifu University School of Medicine
Distinctive GP: Self-directed learning as a core strategy for holistic medical education.

Meijo University School of Pharmacy
Distinctive GP: Clinical Pharmacist education of Meijo University with clinical training in affiliated university hospital.

Tokyo Women’s Medical University
Distinctive GP: PBL tutorial education encompassing education of human relations.
Contemporary GP: I am your doctor project.
### Opening Ceremony
09:00-09:10

### Keynote Lecture 1
09:10-10:00
Chairman: Matthew C.E. Gwee

“Incremental PBL for high school leavers”
Tadahiko Kozu (Tokyo, Japan)

### Session 1 “Outcomes-1”
10:10-10:55
Chairmans: Toshiko Motoji
Prijambodo Bambang

| 01-1 | An update on the Hong Kong dental curriculum: 8 years’ experience of PBL. 
John_E. Dyson (Faculty of Dentistry, The University of Hong Kong, China) |
|------|------------------------------------------------------------------|
| 01-2 | Predictors of successful medical board examination among students of traditional and 
problem based learning strategies 
Grace E. Brizuela (Department of Preventive and Community Medicine, University of 
the East Ramon Magsaysay Memorial Medical Center, Philippines) |
| 01-3 | The follow-up study for evaluating the effectiveness of PBL in Inje University College of 
Medicine 
Jong Tae Lee (Department of Medical Education, Inje University College of Medicine, 
Korea) |

### Session 2 “Outcomes-2”
10:55-11:30
Chairmans: Shunzo Koizumi
Sun Bao-Zhi

| 02-1 | A comparison of PBL and LBL in the digestive disease section integrated with internal 
medicine and surgery according to the four aspects of the GMER 
Liang_Hong Jun (Department of Medical Education, China Medical University, 2nd 
Affiliated Hospital, China) |
|------|------------------------------------------------------------------|
| 02-2 | Application of PBL to the training of clinical psychology process and outcome analysis 
Yu-Hua Lin (Department of Clinical Psychology, College of Medicine, FU JEN Catholic 
University, Taiwan) |

### Keynote Lecture 2
13:30-14:20
Chairman: Oon-Seng TAN

“PBL in dental medical education”
Grant Townsend (University of Adelaide, Australia)
Session 3 “Assessment”  
10:10-11:25
Chairmans: Hiroko Tokumoto  
Kuo-Inn Tsou

O3-1 The development of an abridged Chinese version of tutotest for the evaluation of students' performance in a hybrid PBL curriculum  
Kai-Kuen Leung (Department of Family Medicine, National Taiwan University, College of Medicine, Taiwan)

O3-2 Preliminary evaluation of an innovative PBL process assessment in an outcome based medical curriculum  
Yu_S Chen (Human Biology Section, International Medical University, Malaysia)

O3-3 Medical care, the risk of dying!!!!Personal thoughts  
Khalil Hassan Rasromani (Kingdom of Bahrain)

O3-4 A computerized testing scale to assess problem finding ability among students in problem-based learning (PBL) tutorials  
Taiyo Suganuma (Departments of Medical Education, Tokyo Women's Medical University, School of Medicine, Tokyo, Japan)

O3-5 An instrument for the assessment of interpersonal skills during Problem-based learning tutorials  
Azila NMA (Department of Molecular Medicine, Faculty of Medicine, University of Malaya, Kuala Lumpur, Malaysia)

Symposium 2 “E-PBL”  
14:30-17:30
Organizers: Yasuyuki Suzuki  
Phillip Evans

S2-1 Introductory remarks for e-PBL  
Yasuyuki Suzuki (Medical Education Development Center, Gifu University School of Medicine, Japan)

S2-2 Enhancing e-learning possibilities with problem-based learning approaches  
Oon-Seng Tan (Psychological Studies, National Institute of Education, Nanyang Technological University, Singapore)

S2-3 The tutorless PBL  
Hla Yee Yee (The International Medical University, Kuala Lumpur, Malaysia)

S2-4 Web-based Internet PBL-tutorial 'Rakuichi The Tutorial'  
Masayuki Niwa (Medical Education Development Center, Gifu University School of Medicine, Japan)
S2-5 A new team-training course for integrated medical sciences using cyber integrated medical infrastructure.
Yuji Kira (International Research and Educational Institute for Integrated, Medical Sciences (IREIIMS), Tokyo Women's Medical University, Japan)

S2-6 PBL and E-learning at Edinburgh; past, present and future
Phillip Evans (Medical Teaching Organisation, College of Medicine and Veterinary Medicine, The University of Edinburgh, UK)
Symposium 1 “PBL in Interprofessional education” 14:30-17:30

Chairmans: Osamu Fukushima
Masaya Asahi

S1-1 Inter-professional education at the Jikei University School of Medicine
Osamu Fukushima (Center for Medical Education, Jikei University School of Medicine, Japan)

S1-2 Interprofessional education in the Leicester Medical School, and regional healthcare partners
Elizabeth Anderson (Department of Medical and Social Care Education, Leicester / Warwick Medical Schools, The University of Leicester, UK)

S1-3 Interprofessional education (IPE) at Saitama Prefectural University
Mariko Otsuka (Department of Nurse, School of Health and Social Services, Saitama Prefectural University, Japan, Japan)
Satellite Workshop “Role of tutor and tutoring skills”

Organizer: Osamu Fukushima
Toshiko Motoji
Ayumi Takayashiki
Noriko Ainoda
Ariyuki Hori
Session 4 “Student”
09:00-10:00
Chairmans: Hitoshi Sohma Gordon M Greene

O4-1 Best practices of e-learning and problem-based learning in faculty of education, Universiti Teknologi Malaysia from students perspectives. Zaidatun Tasir (Faculty of Education, Universiti Teknologi Malaysia, Malaysia)

O4-2 Students’ perception of problem-based learning: Experience in primary schools in Australia Samy_A Azer (Faculty of Medicine, Dentistry and Health Sciences, University of Melbourne, Australia)

O4-3 Preparing tutorial problem for emergency medicine. Masayoshi Nishina (Department of Emergency Medicine, Tokyo Women's Medical University, School of Medicine, Japan)

O4-4 Implications of learning styles on students’ performance in PBL settings: The case of Faculty of Dentistry, The University of Hong Kong Ruffina_S. Thilakaratne (Centre for the Advancement of University Teaching, The University of Hong Kong, China)

Session 5 “tutor”
10:00-11:00
Chairmans: Shiro Matakai Kyung Pyo Hong

O5-1 Tutor content expertise in problem-based learning: What is the difference and how to overcome it? Masanaga Yamawaki (Department of Professional Development, Tokyo Medical & Dental University, Japan)

O5-2 A lesson plan template for tutor training and faculty development in PBL program of B. P. Koirala Institute of Health Sciences Nirmal Baral (Health Professions Education & Additional Professor, Department of Biochemistry, Nepal)

O5-3 The context and intention of PBL tutorial intervention in the medical education Gin-Hong Lee (Department of Clinical Psychology, College of Medicine, FU JEN Catholic University, Taiwan)

Keynote Lecture 3
11:00-11:50
Chairman: David Chiu-Yin Kwan

“The keys to being a truly effective PBL tutor: What you know, What you do, Who you are” Hilliard Jason (Clinical Professor, Family Medicine, University of Colorado, Former Editor, Education for Health: Change in Learning and Practice, USA)
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<tr>
<td>Chairman:</td>
<td>Arnuparp Lekhakula</td>
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<tr>
<td>“E-learning and Problem-Based Learning - An Exciting Partnership”</td>
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<td>Ronald M. Harden (University of Dundee, UK)</td>
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<th>Keynote Lecture 5</th>
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<td>Chairman:</td>
<td>Nor Azila Mohd Adnan</td>
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<tr>
<td>“Improving the effectiveness of PBL”</td>
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<td>John Bligh (Peninsula Medical School, UK)</td>
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Session 6 “Methods” 09:00-10:00
Chairmans: Toshiaki Tamaki
On-Seng Tan

O6-1 The application of PBL in 23 basic and clinical courses: A pilot study
Sun Baozhi (Research Center for Medical Education, China Medical University, Japan)

O6-2 Inducting first year engineering students into problem-based learning
MY Khairiyah (Faculty of Chemical and Natural Resources Engineering, Universiti Teknologi Malaysia, Malaysia)

O6-3 Educational effect of the hospitalization program for medical students
Yoshihito Kotera (Department of Surgery, Institution of Gastroenterology, Tokyo Women's Medical University, Japan)

O6-4 Progressive effect of role play in the small group PBL setting
Takako Takemiya (Department of Physiology, Tokyo Women's Medical University, School of Medicine, Japan)

Session 7 “E-learning” 10:00-11:00
Chairmans: Ikuo Kageyama
On-Seng Tan

O7-1 E-learning, learning skills and learning styles in an integrated problem-based learning medical curriculum: Learner perspectives
Mala Maung (Pathology Department, International Medical University, Malaysia)

O7-2 A study on effective IT facilities for the practice of PBL programs
Yukio Kurihara (Center of Medical Information Science, Kochi Medical School, Japan)

O7-3 Integration of e-learning and problem-based learning: Extending the learning environment to cyberspace
Syed Helmi (Faculty of Mechanical Engineering, Universiti Teknologi Malaysia)

Symposium 3 “PBL in Pharmaceutical Education” 15:00-18:00
Organizers: Kazuhisa Matsuba

S3-1 Present status of PBL in pharmacy education in Japan
Kazuhisa Matsuba (Department of Clinical pharmacy Practice and Health Care Management, Meijo University, Faculty of Pharmacy, Japan)
S3-2  Active learning on professional education
Terumasa Ikeda (Faculty of Humanity, Meijo University, Japan)

S3-3  PBL Education at Samford University USA
Charles D. Sands (Department of Pharmacy Practice, McWhorter School of Pharmacy, Samford University, USA)

S3-4  PBL education and its evaluation in Australia
Joanne Brien (Professor and Pharmacia Chair in Clinical Pharmacy, Faculty of Pharmacy, University of Sydney and St. Vincent Hospital, Sydney Australia)

S3-5  Clinical pharmacist training in Meijo University, master course program-role of PBL as clinical simulation study to bedside education-
Masami hirano (Department of Clinical Pharmacotherapeutics, Meijo University, Faculty of Pharmacy, Japan)
Symposium 4  “PBL in dental education”  15:00-18:00

Organizers:  Tomohiro Okano  
Shiro Mataki  

Chairman:  Ryuta Kataoka  

S4-1  Keynote lecture: PBL in dental education: what are some of the advantages and disadvantages?  
Grant Townsend (University of Adelaide, Australia)  

Chairmans:  Ryuta Kataoka  
Grant Townsend  

S4-2  PBL at Showa University, School of Dentistry: "Curriculum Structure"  
Ryuta Kataoka (Oral and Maxillofacial Surgery, School of Dentistry, Showa University, Japan)  

S4-3  PBL at Nippon Dental University, School of Life Dentistry at Niigata: “Management of PBL course”  
Ikuo Kageyama (Department of Anatomy, the Nippon Dental University, School of Life Dentistry at Niigata, Japan)  

S4-4  PBL at Tokyo Medical and Dental University, School of Dentistry: "Faculty Development"  
Jun Tsuruta (Dental Education Development Section, Graduate School, Tokyo Medical and Dental University, Japan)  

S4-5  PBL at Niigata University, Faculty of Dentistry: "Student"  
Kazuhiro Ono (Division of Dental Hygiene and Health Promotion, Niigata University Faculty of Dentistry, Japan)
**Symposium 5 “PBL in Nursing”**

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<tr>
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<th>Presenter</th>
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<tr>
<td>S5-1</td>
<td>The growth and change of PBL</td>
<td>Andrea Baumann (Faculty of Health, Sciences, McMaster University, Director, NHSRU, Canada)</td>
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<td>S5-2</td>
<td>A program for students to gain the most from PBL</td>
<td>Mariko Koyama (Kanagawa University of Human Services, School of Nursing, Yokosuka, Japan)</td>
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<td>S5-3</td>
<td>Development of the learning resource materials</td>
<td>Yoshikazu Kojima (Dept of Nursing School of Health Sciences Tokai University, Japan)</td>
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<td>S5-4</td>
<td>The PBL tutorial teaching for promoting collaborative and integrated learning among he Health and Social Services students</td>
<td>Hiroko Tokumoto (Saitama Prefectural University, Japan)</td>
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<td>S5-5</td>
<td>Effects of problem-based learning (PBL) tutorial education</td>
<td>Michiko Mori (The Japanese Red Cross Musashino Junior College of Nursing, Japan)</td>
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Organizer: Michiko Mori
Symposium 6  “PBL in engineering”  

Organizer: Takao Hanbusa

15:00-18:00

S6-1  The Engineering Design I and II courses at Kanazawa Institute of Technology
Shigeo Matsumoto (Division of Practical Engineering Education, Kanazawa Institute of Technology, Japan)

S6-2  "Roots Finding" -PBL in the first year course-
Takao Hanabusa (Department of Mechanical Engineering, The University of Tokushima, Japan)

S6-3  Education of the ability to find solution through making WEB pages for first-grade students
Masanobu Haraguchi (Department of Optical Science and Technology, The University of Tokushima, Japan)

S6-4  Mutual evaluation of presentation skills between two distant universities by giga-bit network
Kazuya Kusaka (Development of Mechanical Engineering, Faculty of Engineering, the University of Tokushima, Japan)

S6-5  The self analysis of setbacks in the WEB designer project
Satoshi Kiriyama (The Center for Innovation and Creativity Development, Japan)
Poster Session

17:30-18:30

P-1  Influence of male to female ratio on group dynamics of PBL-tutorial
Hiroaki Katsuragi (Nippon Dental University, school of dentistry at Niigata, Japan)

P-2  Medical instructor knowledge and attitude toward problem-based learning
Panadda Hatthachote (Department of Physiology, Phramongkutklao College of Medicine, Thailand)

P-3  Student's satisfaction with evidence-based medicine integrated problem-based learning
Pairoj Boonluksiri (Medical Education Center - Hatyai Hospital, Japan)

P-4  PBL-tutorial education research
Michiko Mori (The Japanese Redcross Musashino Junior College of Nursing, Japan)

P-5  Study on the emergency physicians’ empathy and it’s implications in PBL curriculum
Chaou_Shune Lin (School of Medicine, Fu-Jen Catholic University, Japan)

P-6  Health communication workshop using patient simulation and PBL for the dental faculty
Toshiko Yoshida (Behavioral Pediatric Dentistry, Okayama University Graduate School of Medicine, Dentistry and Pharmaceutical Sciences, Japan)

P-7  Developing clinical scenarios for problem-based learning with multimedia on the web: Work in progress
Toshihiro Takao (Department of Endocrinology, Metabolism and Nephrology, Kochi Medical School, Japan)

P-8  Evaluation of PBL-based "Nursing Process Exercise" - after "Clinical training in Fundamental of Nursing"
Emiko Kimura (Department of Nursing, Aomori University of Health and Welfare, Japan)

P-9  Introduction of PBL for new nursing students using a clinic-like example and acquisition of skills to change patient gowns
Yumiko Miyoshi (Department of Nursing,Fujita Health University,School of Health Sciences, Japan)

P-10 Evaluation of the tutorial group organization method of nursing diagnosis studies
Reiko Suzuki (Department of Nursing,Saitama prefectural University,School of Health and Social Service, Japan)

P-11 Problem-based learned task useful to understand needs of patients with mental retardation
Mitsugi Okada (Department of Special Care Dentistry, Hiroshima University Hospital, Japan)

P-12 Introducing PBL with the simulated patient for a course of occupational therapy - Part 2; from the student's point of view -
Atsuko Tanimura (Tokyo Metropolitan University, Japan)
P-13 Introducing PBL with the simulated patient for a course of occupational therapy - part 1; from the facilitator's point of view - Kaoru Inoue (Tokyo Metropolitan University, Japan)

P-14 The evaluation for three years of PBL in nursing practice Yuko Suzuki (The Japanese Red Cross College of Nursing, Japan)

P-15 Growth of autonomy in nurses- self-evaluation on problem-based learning (PBL-tutorial) education after graduation - Junko Onishi (Department of Nursing Education, Japanese Red Cross College of Nursing, Japan)

P-16 PBL Joint Seminars of Japanese and Foreign Students about Maternity Nursing Mutsuko Sasaki (School of Nursing, Faculty of Medicine, Kagawa University, Japan)

P-17 The influence of personality and knowledge on the performance of medical students in the problem based learning curricula Shi-Ping Luh (Department of Medical Education and Surgery, Tzu-Chi Medical University, Taiwan)

P-18 Teaching child advocacy in medical students Pathikan Dissaneevate (Medical Education Center, Department of Pediatrics, Hat Yai Regional Hospital, Thailand)

P-19 New understanding on the roles of the instructor and the learner in PBL Niu Li Hong (Educational Administration, Medical College of Chinese Armed Police Force, China)

P-20 Problem-based learning dealing with Japanese mandatory postgraduate dental training course Toru Takarada (Department of Dental Anesthesiology, Division of Clinical Medical Science, Hiroshima University Graduate School of Biomedical Science, Japan)

P-21 Four-hour student workshop for introduction to PBL tutorial learning program Yoshiyasu Terashima (Research Center for Integrated Education of Health Bioscience, Institute of Health Biosciences, The University of Tokushima Graduate School, Japan)

P-22 Problem-based learning of PBL of diagnostic reasoningII: Opinions of students about the scenario Wan-Yin Kuo (National Cheng Kung University, College of Medicine, Taiwan)

P-23 Problem-based learning of diagnostic reasoningI: Global evaluation by the learners Chia-Yu Hsu (National Cheng Kung University, College of Medicine, Taiwan)

P-24 Survey of knowledge, skills and attitudes of medical teachers and their readiness for PBL Jose Alvin P. Mojica (National Teacher Training Center for the Health Professions, College of Medicine, University of the Philippines Manila, Philippines)

P-25 The evaluation of the course of pathophysiology in problem-based learning model by students Yu Pin Cheng (Department of Medicine, College of Medicine, National Cheng Kung University, Taiwan)
P-26  International collaborative problem-based learning (PBL) on the web: Rakuichi the tutorial
Yasuyuki Suzuki (Medical Education Development Center, Gifu University School of Medicine, Japan)

P-27  Students' perception of discussion in PBL
Katsuhiko Isatsu (Department of Periodontology, Showa University, School of Dentistry, Japan)

P-28  The present condition of PBL tutorial at all dental schools in Japan
Ikuo Kageyama (Nippon Dental University School of Life Dentistry at Niigata, Japan)

P-29  Development of adopting PBL in the disaster nursing education method
-Aiming toward rearing the judgment and the conduct power-
Mariko Ohara (Japanese Red Cross Colleg of Nursing, Japan)
Panel Discussion “Issues on PBL education for the high-school-leaver-entry medical students in Asia-Pacific region”

Organizers: David Chiu-Yin Kwan
Masahiro Tanabe

PD-1 The problem-based undergraduate medical curriculum: Issues related to school-leaver-entry in Malaysia
Azila NMA (Department of Molecular Medicine, Faculty of Medicine, University of Malaya, Malaysia)

PD-2 Implementation of problem based learning in medical school at Indonesia
Bambang Prijambodo (Medical Education, Research and Staff Development Unit Fac of Medicine Airlangga University, Surabaya, Indonesia)

Gordon M. Greene (University of Hawaii, USA)

PD-4 Introducing PBL curriculum in Korean medical schools
Kyung Pyo Hong (Associate Dean of Education, Sungkyunkwan University School of Medicine, Suwon/Seoul, Korea)

PD-5 Integrated problem-based medical curriculum at Prince of Songkla University
Arnuparp Lekhakula (Prince of Songkla University, Thailand)

PD-6 Issues on PBL education for the school-leaver-entry medical students in Taiwan
Kuo-Inn Tsou (Fu-Jen Medical School and Consultant, Cardinal Tien Hospital, Taiwan)

Closing Ceremony

12:00-12:30
### Workshop “Scientific mind-oriented PBL” 09:00-12:00

**Organizers:** Osamu Matsuo  
Shunichi Miyazaki

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<td>Revealing the hidden curriculum of PBL</td>
<td>Penelope A. Hansen (Biomedical Sciences Division, Memorial University of Newfoundland, Faculty of Medicine, Canada)</td>
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<td>W-2</td>
<td>Student learning research: Conception of and approach to PBL</td>
<td>Daniel MY. Sze (Faculty of Pharmacy, University of Sydney, Australia)</td>
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<td>W-3</td>
<td>PBL and students' laboratory practice</td>
<td>Osamu Matsuo (Center for Medical Education Research, Kinki University School of Medicine, Japan)</td>
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<td>W-4</td>
<td>Needs of a set of guiding questions to facilitate student's scientific mind</td>
<td>Yuzo Takahashi (Parasitology, Graduate School of Medicine Gifu University, Japan)</td>
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<td>W-5</td>
<td>Brave scientific world revisited.</td>
<td>Kentaro Iwata (Department of Infection Control, Kameda Medical Center, Japan)</td>
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### Luncheon Seminar 12:30-14:30

**Chairman:** Tadahiko Kozu

**Session:** Assessment of student learning in problem-based learning environment

Matthew C.E. Gwee (Medical Education Unit, Yong Loo Lin School of Medicine, National University of Singapore, Singapore)
Session 8 “Subject and case”  09:00-10:00
Chairmans: Yuichi Takakuwa
            Subha Ramani

O8-1  Key points on problem design for basic medical sciences teaching with PBL methods
      Zhao-Hua Zhong (Basic Medical College, Harbin Medical University, China)

O8-2  The effect of problem-based learning towards students performance in authoring
      language subject
      Zaidatun Tasir (Department of Educational Multimedia, Faculty of Education, Malaysia)

O8-3  PBL applied in education of medical ethics
      Jung-Sen Liu (Department of Education, Division of General Surgery Cathay Medical
      Center, Taiwan)

O8-4  Assessing and addressing professional health literacy needs
      Brian S. Budgell (School of Health Sciences, Faculty of Medicine, Kyoto University,
      Japan)

Session 9 “Curriculum”  10:00-11:00
Chairmans: Ayumi Takayashiki
            Daniel Wolpaw

O9-1  Innovative approaches in the preventive, family & community medicine modules
      Eva Irene Y. Maglonzo (Department of Preventive, Family & Community Medicine,
      University of Santo Tomas, Philippines)

O9-2  Problem-based learning of diagnostic reasoning
      Jing-Jane Tsai (Department of Neurology, Medical School of National Cheng Kung
      University, Taiwan)

O9-3  Evolution of PBL at the International Medical University: Birth of the second generation
      PBL
      Vishna_D Nadarajah (Human Biology Section, Faculty of Medicine, International
      Medical University, Malaysia)

O9-4  Graduate students’ perspectives on problem-based learning in the social medicine course
      Jia He (Division of Educational Affairs, Third Military Medical University, China)