

Problem-based Learning In Immunology

Activity developed at Cégep de l'Outaouais

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This activity introduces students to problem-based learning (PBL) in immunology, in two different contexts: theoretical and practical. In the theoretical portion, the teacher explains how a PBL session is conducted and provides students with a problem situation, based on which they will have to find information on immunology. In the practical portion, which takes place in the laboratory, the teacher explains the basics of using an ELISA plate reader, and gives students a problem situation that they must solve, using a protocol and their ability to analyze results. In this experiment, students must determine the cause of illness of their virtual patient. Although both problem situations use the same pedagogical approach, there is no connection between them.

With courses in a PBL format, students discover a new pedagogical approach, since most of them never had the opportunity to take part in this kind of activity. This type of pedagogical approach allows students to develop certain skills and attitudes, such as autonomy, the ability to reason, teamwork, etc. Students must learn and understand what they are studying because they will have to present their learnings to their peers. And what better way to assimilate a subject than by having to explain it to others? Moreover, students learn to manipulate a device (the ELISA plate reader) not often seen in pre-university courses, which provides an interesting introduction to devices and techniques used in research