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Novice PBL Facilitators' Experiences with PBL in a Non-Western Context: Beliefs, Perceptions, and Facilitating Behaviors

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Abstract

Introduction

The ability of a facilitator to create an effective learning environment and manage group dynamics is crucial to the success of Problem-Based Learning (PBL). Additionally, understanding how educational contexts and cultural factors influence students' learning approaches is essential, particularly in non-Western settings like Myanmar. This study, set in Myanmar, aims to explore the beliefs, perceptions, and experiences of novice facilitators regarding PBL implementation and group dynamics in the Myanmar context.

Methods

Forty novice facilitators from the Foundation year of the MBBS program at Defence Services Medical Academy in Yangon, Myanmar, participated in a sequential mixed-method study, beginning with a quantitative survey followed by qualitative in-depth interviews. Descriptive statistics were computed to analyze the quantitative data. An interpretative methodology was employed, and thematic analysis was used to analyze the qualitative data.

Results

The results revealed that facilitators had a solid understanding of PBL concepts and processes. They recognized their roles in fostering student learning and were motivated to use PBL, not only out of professional duty but also for personal enjoyment and learning. The qualitative data highlighted the impact of contextual and cultural factors on student behavior in PBL sessions. Facilitators also identified the need for additional support, particularly in terms of information technology facilities and further training in problem construction and managing group dynamics.

Conclusion

Novice facilitators demonstrated an adequate understanding of and ability to apply PBL principles. They also developed effective strategies for managing group dynamics. Although cultural and contextual challenges exist in Myanmar, these factors do not significantly hinder students' ability to develop self-directed, life-long learning skills through PBL. With appropriate support and training, PBL can be successfully implemented in Myanmar's Non-Western context.

Keywords: Problem-Based Learning, Novice Facilitators, Perceptions, Group Dynamics, Contextual and Cross-Cultural Factors

Practice Highlights

- The ability of the facilitator to create an effective learning environment and manage group dynamics is crucial to the success of Problem-Based Learning (PBL).
- Facilitators are motivated to use PBL not only due to professional responsibilities but also for personal fulfillment and enjoyment of the learning process.

While contextual and cultural factors may influence how students initially engage with PBL, with time and support, students can adapt, making it possible to implement PBL across diverse cultural settings.

I. INTRODUCTION

The core objective of Problem-Based Learning (PBL) is to cultivate life-long learning in students by encouraging constructive, collaborative, self-directed, and contextual learning. However, the implementation of PBL is complex, involving multiple variables that can influence its effectiveness (Dolmans et al., 2005). When not executed properly, PBL may fail to optimize learning outcomes. In this pedagogical model, problems serve as stimuli for learning, group work fosters interaction, and facilitators guide the process. Problems that are insufficiently complex or ill-defined may fail to stimulate deep learning. Similarly, facilitators who are overly directive, or groups that experience dysfunction, can negatively impact the learning experience (Barrows, 1985). Additionally, several practical challenges arise during the implementation of PBL, such as the need for appropriate facilitator training and adapting the learning environment to effectively support group-based, student-centered learning (Hung, 2006).

While PBL has been widely adopted across the globe, its applicability in non-Western contexts remains a subject of debate due to its Western origins. Differences in educational contexts and learning approaches across cultures may challenge the effectiveness of PBL. For instance, Middle Eastern students may struggle with Self-Directed Learning (SDL) due to cultural factors such as shyness and reluctance to engage in direct arguments (Frambach et al., 2012). Similarly, Asian students may face challenges related to hierarchical norms, such as viewing the facilitator as an authority figure and hesitating to question them (Hussain et al., 2007). Contextual factors also pose challenges in the implementation of PBL. These factors include resource limitations, inadequate preparation of facilitators in needed skills, and students' lack of preparedness for PBL approaches due to traditional education systems focused on rote memorization and passive learning (Hussain et al., 2007). Cultural resistance to the newly introduced education system is another factor that can hinder PBL implementation in contexts like Myanmar.

Research has shown that facilitators play a pivotal role in the success of PBL. Effective facilitation requires not only a deep understanding of PBL principles but also the ability to manage

group dynamics, assess student learning, and guide students in a way that promotes their autonomy (Albanese, 2004; Chng et al., 2011; Kaufman & Holmes, 1996). Facilitators are expected to scaffold student learning by providing a framework that enables students to construct knowledge independently (De Grave et al., 1999). Key competencies of facilitators include applying PBL principles, managing group dynamics, designing learning resources, assessing student progress, and demonstrating leadership and organizational skills (Musall et al., 2002; Grand'Maison & Des Marchais, 1991).

This study specifically focuses on novice facilitators, who face unique challenges as they are still learning to navigate their roles in PBL. Given their limited experience, novice facilitators are in a prime position to provide valuable insights into the barriers they encounter and how they are learning to overcome them. Understanding their experiences can help identify areas where additional support and training may be needed, ultimately contributing to the successful implementation of PBL in non-Western contexts (Dolmans et al., 2005). In summary, this study aims to explore the experiences, beliefs, and perceptions of novice PBL facilitators at DSMA, focusing on how they manage group dynamics, address contextual and cultural challenges, and develop their facilitation skills. By examining their coping strategies, this research will contribute to a deeper understanding of how PBL can be effectively implemented in non-Western educational settings.

Research Questions:

1. What are novice facilitators' perceptions of PBL concepts, processes, and group dynamics, and how do they view their roles and functions as facilitators in the context of Myanmar?
2. How do novice facilitators recognize and cope with group dynamic problems during PBL sessions?

II. METHODS

Study Design

This exploratory study employed an explanatory, sequential, mixed-method approach, beginning with a quantitative phase followed by a qualitative phase. The study design is rooted in the pragmatist worldview, which posits that collecting diverse types of data provides a more comprehensive understanding of the research problem than either approach alone. The qualitative phase, using semi-structured interviews, was designed to help explain the findings from the quantitative phase through a questionnaire. Triangulation of the data sources was used to minimize the weaknesses inherent in each data source (Creswell, 2012).

Study Setting

The study was conducted at the Defence Services Medical Academy (DSMA) in Yangon, Myanmar, which offers a Bachelor of Medicine and Bachelor of Surgery (MBBS) as a six-year

undergraduate program. The MBBS program begins with a pre-medical foundation year focused on health sciences, followed by Phase I (Years 1 and 2), the 'pre-clinical' phase, which emphasizes basic sciences delivered through an integrated modular system. Phase II (Years 3, 4, and 5) is the 'clinical' phase, where the focus shifts to clinical disciplines. Prior to 2017, DSMA followed a traditional, discipline-based, teacher-centered curriculum. In 2017, DSMA transitioned to an outcome-based, integrated curriculum that fully incorporated Problem-Based Learning (PBL). Each PBL session typically consists of small groups of students working together to solve a carefully designed problem that reflects real-life clinical scenarios. Facilitators guide these sessions, thus shifting the role of instructors from traditional content delivery to supporting students in developing problem-solving skills, critical thinking, and self-directed learning. Training programs were established to help facilitators understand and effectively implement the PBL methodology. DSMA provides a unique setting for this study. In a context where students are transitioning from a traditionally teacher-centered education model to a student-centered PBL approach, facilitators face distinct challenges. These challenges are compounded by cultural factors such as hierarchy, politeness, and reluctance to question authority, all of which can influence group dynamics and learning outcomes in PBL sessions.

Data Collection Methods Phase

Forty novice facilitators from the foundation year were recruited for the study. They were considered novice facilitators because they had facilitated PBL sessions no more than twice since the introduction of PBL at DSMA in 2017. After obtaining written informed consent, the facilitators were asked to complete a confidential self-administered questionnaire in English, using a 5-point Likert scale. The questionnaire was developed based on three main concepts:

1. **Perceptions of Facilitators about PBL** – This section included 18 items focusing on the facilitators' views on the PBL learning environment.
2. **Facilitators' Beliefs and Values on Their Roles and Responsibilities** – This section comprised 27 items addressing facilitators' beliefs about their role in supporting PBL and their responsibilities.
3. **Behaviors Regarding Group Dynamic Problems** – This section included 17 items related to group dynamics and the challenges facilitators face in managing group interactions during PBL sessions.

Qualitative Phase

A purposive sampling method was used to select sixteen novice facilitators who volunteered to participate in individual qualitative in-depth interviews (IDIs). The qualitative phase aimed to further explore the results from the quantitative survey. The IDI interviews delved into four main topics:

1. Facilitators' understanding of PBL
2. Use of problems in PBL sessions
3. Beliefs regarding group dynamics
4. Coping mechanisms for managing group dynamics The interviews were conducted in the Myanmar language and lasted an average of 30-40 minutes. All IDI sessions were audio recorded with the consent of the participants.

Data Analysis Quantitative Data

The completed questionnaires were reviewed for any missing, inconsistent, or illogical data. Data entry was carefully managed to ensure accuracy, with double entry of the data into two separate laptop computers using Epi Info software. As this study is exploratory in nature, the emphasis was placed on descriptive analysis rather than testing reliability and validity.

$$\text{Percent Agreement} = \frac{\text{Sum Total of The Products}}{\text{Maximum Possible Points}} \times 100$$

Qualitative Data

All In-Depth Interview (IDI) sessions were audio recorded with the consent of the participants. The interviews were transcribed verbatim. Three co-investigators and the principal investigator, who are all PBL facilitators at DSMA with varying backgrounds in medical education, reviewed the audio recordings to ensure the accuracy of the transcripts and address any gaps. The co-investigators include individuals both from Myanmar and those with extensive PBL facilitation experience. Once the transcripts were finalized, participants were invited to review and verify their own transcripts. The transcripts were entered using the Win-Innwa Myanmar font and saved as Rich Text Format in Microsoft Word 2007.

Qualitative thematic analysis was conducted manually. As the study applied a deductive approach to qualitative data analysis, preliminary codes were developed based on the specific objectives of the study and the four main interview topics: (1) understanding of PBL, (2) use of problems, (3) beliefs regarding group dynamics, and (4) coping mechanisms. These codes were agreed upon by the principal investigator and co-investigators before analysis. As new insights emerged, the codebook was refined to capture additional relevant themes.

Reflexivity

Ethical approval was granted by the Ethical Review Committee of the Defence Services Medical Academy, Yangon, Myanmar (25 / Ethics 2016). The research team, consisting of the principal investigator and three co-investigators, brought diverse perspectives due to their backgrounds in medical education, PBL facilitation, and curriculum development. This diversity enriched the analysis but also introduced potential biases. The team engaged in regular discussions to critically reflect on their interpretations and ensure that the findings were grounded in the participants' experiences. Since the researchers were faculty members at the same institution where the study was conducted, efforts were made to create a trusting environment during the interviews by emphasizing confidentiality and the voluntary nature of participation.

III. RESULTS

Demographic Characteristics

A total of forty novice facilitators participated in the survey, including 10% males (four participants) and 90% females (thirty-six participants). The age distribution of the participants was as follows: 17.5% (seven participants) were aged ≤ 40 years, 55% (twenty-two participants) were between 41 and 50 years, and 27.5% (eleven participants) were between 51 and 60 years. In terms of professional roles, 82.5% (thirty-three participants) were lecturers, and 17.5% (seven participants) were assistant lecturers. Additionally, 85% (thirty-four participants) were civilians, while 15% (six participants) were military personnel.

Perceptions of PBL

The facilitators generally had a positive perception of the PBL approach. Most participants (approximately 75-87%) agreed that PBL fosters a conducive learning environment that encourages collaborative and self-directed learning. Facilitators also rated key aspects such as the physical (78%) and emotional environment (75.6%) of the PBL sessions positively. Around 74.9% agreed that the problems presented in PBL sessions stimulated student activity effectively. The role of these problems in fostering critical thinking and engagement was acknowledged as a significant contributor to the learning process.

Beliefs about Roles and Responsibilities

Facilitators strongly believed in their roles and responsibilities as guides in the PBL process. Approximately 80-85% of participants agreed that their primary functions were to apply the principles of PBL effectively, design and use learning resources, and provide leadership and mentorship to students. Around 84.6% agreed that applying PBL principles is essential for success, and 84% recognized the importance of acting as role models and mentors to students.

Group Dynamics and Coping Mechanisms

The results revealed that 72.4-74% of facilitators agreed that students in Myanmar's educational context are traditionally shy and reluctant to engage in direct argument or debate, which can present challenges in PBL sessions. However, there was a slightly lower level of agreement (67.4%) regarding students' responses to hierarchical classroom dynamics. This indicates that while shyness and hierarchical norms are evident, they may not have an overwhelming impact on group dynamics in PBL. Facilitators acknowledged the importance of managing group dynamics within PBL sessions. While most reported being able to cope effectively with issues such as dominant students and quieter participants, 73% indicated that they needed more training to handle dysfunctional groups. Many facilitators found that reminding students about the impact of active participation on their final scores was a useful strategy to promote engagement, ensuring that students were motivated to contribute more actively during sessions.

Key Findings Table:

Key Findings	Percentage Agreement
Perceptions of PBL	
Positive perception of PBL environment	75-87%
PBL fosters self-directed learning	84.4%
Beliefs About Roles and Responsibilities	
Facilitators should apply PBL principles effectively	84.6%
Facilitators as mentors and role models	80-85%
Group Dynamics and Coping Mechanisms	
Facilitators can manage group dynamics	75%
Need for more training in managing group dynamics	73%

Appendix

For detailed breakdowns of the specific questionnaire items, see Appendix A (Tables 1-3).

Link to Data

The data supporting the findings of this study are openly available at

<http://doi.org/10.6084/m9.figshare.14905191> (Aung et al., 2021).

Understanding of PBL

Most facilitators viewed PBL as a valuable approach for enhancing students' competence in teamwork, critical thinking, and self-directed learning, all of which are essential for lifelong learning. One facilitator noted, "PBL will enhance and motivate students to become lifelong learners" (Facilitator 03). This understanding aligned with their belief in the importance of guiding students to become independent learners rather than simply imparting subject matter.

Use of Problems in PBL Sessions

Many facilitators acknowledged challenges in constructing effective problems for PBL sessions. While they recognized the importance of well-designed problems for fostering critical thinking, some expressed confusion and difficulties in problem creation. However, one facilitator shared their motivation to improve: "I found that problem construction is crucial to encourage critical thinking and promote students to become lifelong learners" (Facilitator 03).

Group Dynamics in PBL

Facilitators initially struggled with shifting from a traditional teaching role to a facilitator role. One participant reflected, "At first, I thought I would lose my role as a teacher, but later I realized my role is still important in guiding the learning process" (Facilitator 01). Despite the cultural tendency for students to be shy and non-confrontational, facilitators reported that students became more active as sessions progressed. As one facilitator observed, "Culture is not a big barrier. Students are smart and can search for their own learning issues" (Facilitator 15).

Coping Mechanisms for Group Dynamics

Facilitators developed strategies to manage group dynamics and promote participation. Common approaches included reminding students that their participation would be scored, which encouraged active engagement. Facilitators also redirected attention from dominant to quieter students, offered encouragement, and provided cues to stimulate prior knowledge. One facilitator shared, "I try to connect their prior knowledge to add new knowledge in PBL sessions. Motivation, study time, and a conducive learning environment are interconnected to enhance learning" (Facilitator 04).

Overcoming Barriers

Facilitators acknowledged the barriers they faced, particularly those related to cultural factors and their own adaptation to the PBL methodology. Many recognized that additional training and experience were needed to address these challenges effectively. Despite these barriers, they remained motivated to improve their facilitation skills and contribute to the success of PBL in the Myanmar context.

IV. DISCUSSION

The study revealed that the majority of novice facilitators (80-84.6%) expressed positive agreement regarding their roles and

responsibilities in facilitating Problem-Based Learning (PBL). They were generally positive about the concepts underlying PBL, including stimulating self-directed learning, encouraging collaborative problem-solving among students, and fostering life-long learning. Facilitators recognized their pivotal role in managing group dynamics, utilizing problems that engage students' prior knowledge, and creating a conducive learning environment. During the interviews, participants discussed their belief in the effectiveness of PBL as an educational approach. Several facilitators specifically mentioned that they were motivated not only by professional duty but also by the personal satisfaction and enjoyment they derived from guiding students through PBL processes. This was a recurrent theme in the qualitative data, where facilitators shared how their involvement in PBL contributed to their own professional growth. This motivation extended beyond their responsibilities, indicating facilitators' recognition of the value PBL brings to both student learning and their own development.

However, despite their positive perceptions, 73% of facilitators expressed a need for further training, particularly in managing group dynamics and constructing effective PBL problems. This finding suggests that while facilitators may understand their roles conceptually, the practical application of these responsibilities presents challenges. Facilitators may struggle to fully transition from a traditional teaching role to a facilitative one, which requires a shift from being the source of knowledge to acting as a guide. This is consistent with findings from other studies that emphasize the need for ongoing support and development programs tailored to the specific challenges of PBL facilitation (Albanese & Mitchell, 1993; Dolmans et al., 2005; Hung, 2011).

A key challenge highlighted by the facilitators in both the quantitative and qualitative data was managing group dynamics. Myanmar students are traditionally shy and reluctant to engage in direct argument or debate, particularly in hierarchical settings. This cultural trait poses a significant challenge in PBL, where active participation and open discussion are essential for success. Interestingly, facilitators explained in the qualitative data that this initial shyness diminished as sessions progressed. They noted that students became more active participants over time, suggesting that while cultural norms around shyness and hierarchy do exist, they may not present insurmountable barriers in the PBL context. This finding is encouraging, as it shows that students are adaptable to PBL's collaborative and discussion-based methods, even in non-Western contexts (Frambach et al., 2012; Hussain et al., 2007). Facilitators also indicated that hierarchical classroom dynamics subtly affect group interactions. In PBL sessions, where students are expected to challenge ideas and engage in open debate, traditional respect for authority figures could inhibit this process. Facilitators may need additional strategies to help students feel more comfortable questioning authority and engaging in critical discourse. Many facilitators expressed a need for more training in this area to better navigate these cultural influences in group dynamics.

In response to the challenges posed by group dynamics, novice facilitators reported several coping strategies, including reminding students that participation would impact their course grades, redirecting attention from dominant students to quieter ones, and encouraging balanced participation. However, some of these strategies may place undue pressure on students, potentially diminishing the non-threatening and collaborative learning

environment that is essential for PBL. This highlights an area for further research to explore the impact of these strategies on student engagement and the overall learning process. In summary, while the study demonstrates that facilitators are positive and motivated to use PBL, they felt they needed additional training in key areas—such as managing group dynamics and constructing problems—points to a significant gap in facilitator development. Cultural barriers were not as significant as expected, possibly due to the structured nature of PBL providing a clear framework for interaction. However, the lack of detailed accounts regarding how facilitators addressed deeper cultural challenges—such as students' reluctance to question authority—suggests that these issues may still exist but are yet to be fully explored or addressed by facilitators.

Limitations and Implications

This study's primary limitation is that it relies on facilitators' self-reported perceptions, which may not fully capture the actual implementation of PBL in the classroom. Observational studies or student feedback could provide a more comprehensive view of how effectively PBL is being used. Additionally, as the study focused on novice facilitators, the findings may not be generalizable to more experienced facilitators who may have developed different strategies for managing challenges. The facilitators' acknowledgment of their need for further training highlights a key area for future development. Facilitator development programs should prioritize training in group dynamics management, problem construction, and navigating cultural nuances. This will help facilitators feel more confident in their roles and improve student outcomes in PBL settings.

Broader Implications

This study contributes to the growing body of literature on PBL, suggesting that with the right support, PBL can be successfully implemented in non-Western contexts such as Myanmar. Facilitators' positive attitudes and motivation are critical for the success of PBL, but ongoing support and training will be essential to ensure facilitators can fully realize the potential of this approach. Future research should focus on how facilitators continue to develop over time and whether they encounter different challenges as they gain more experience. Additionally, gaining insights from students' perspectives on PBL, especially in non-Western contexts, will provide a more holistic view of the effectiveness of this teaching approach.

V. CONCLUSION

This study highlights that while contextual and cultural factors may initially influence how students engage with PBL, these challenges are not insurmountable. With time and the right conditions, students can adapt to the PBL model, making it a feasible and effective approach in the Asian context. The key to this successful adaptation lies in effective facilitation, which plays a pivotal role in guiding students through the PBL process.

Novice facilitators in this study demonstrated a strong motivation to use PBL, as indicated in the qualitative data where facilitators expressed being driven not only by professional responsibility but also by personal enjoyment and the opportunity for their own learning. This motivation was evident in their reflections on how PBL provided them with personal and professional growth opportunities, which contributed to their positive perceptions of the PBL approach. Their enthusiasm for PBL underscores the potential for this educational approach to thrive in non-Western settings.

However, for PBL to be successfully implemented and sustained, ongoing support is essential. This includes providing more targeted training for facilitators, particularly in areas such as problem construction and managing group dynamics. Additionally, offering facilitators opportunities to practice their skills in real PBL settings and improving access to information technology resources will further enhance the learning environment.

By addressing these areas, institutions can better equip facilitators to overcome the challenges they face and ensure that PBL remains an effective tool for fostering life-long learning skills in students.

Notes on Contributors

Ye Phyo Aung's Role

Author A developed the methodological framework for the study, performed data collection and analysis as part of his master's thesis, and contributed to the development of the manuscript.

Daniëlle Verstegen's Role

Author B advised on the design of the study, was involved in discussing results and drawing conclusions and provided critical feedback on the manuscript.

Dr. Marlar Than's Role

Author C reviewed the literature, contributed to the study design, and helped writing the manuscript.

Dr. Than Tun Sein's Role

Author D advised on the qualitative component of the study and analyzed the transcripts.

All the authors have read and approved the final manuscript.

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Ethical Approval

Ethics approval was granted by the Ethical Review Committee of the Defence Services Medical Academy, Yangon, Myanmar. (25 / Ethics 2016)

Data Availability

The data that support the findings of this study are openly available in Figshare repository, <http://doi.org/10.6084/m9.figshare.14905191>.

Funding

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Declaration of Interest

There is no conflict of interest.

Appendix A

Table 1: Facilitators' Perceptions of the PBL Environment

Category	Average Rating (Mean \pm SD)	Agreement (%)
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Physical environment of PBL session	3.90 \pm 0.59	78%
Emotional environment of PBL session	3.78 \pm 0.48	75.6%
Ideal group size (≤ 10 students)	4.00 \pm 0.59	80%
Fostering lifelong learning	4.17 \pm 0.50	83.4%
Creating contextual learning	4.02 \pm 0.53	80.4%
Promoting constructivism	4.05 \pm 0.38	81%
Supporting collaborative learning	4.27 \pm 0.50	85.4%
Enhancing self-directed learning	4.22 \pm 0.48	84.4%
Effective PBL process (all steps required)	3.96 \pm 0.63	79.2%
Problem stimulated student activity	3.55 \pm 0.93	74.9%
Group dynamics throughout PBL session	3.97 \pm 0.62	79.4%

Table 2: Facilitators' Beliefs and Values Regarding Roles and Responsibilities

Category	Average Rating (Mean \pm SD)	Agreement (%)
Applying PBL principles effectively	4.23 \pm 0.42	84.6%
Using and designing learning resources	4.08 \pm 0.57	81.6%
Studying the problem and facilitator guide	4.23 \pm 0.42	84.6%
Developing leadership and organizational skills	4.20 \pm 0.46	84%
Being a role model	4.20 \pm 0.66	84%
Being a mentor	4.00 \pm 0.55	80%
Helping group identify learning needs	4.07 \pm 0.26	81.4%
Stimulating students' prior knowledge	4.20 \pm 0.40	84%
Stimulating a wide range of ideas	4.07 \pm 0.35	81.4%
Ensuring progress through PBL stages	4.00 \pm 0.45	80%
Creating a non-threatening learning environment	4.10 \pm 0.54	82%

Table 3: Facilitators' Experiences with Group Dynamics and Coping Mechanisms

Category	Average Rating	Agreement
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	(Mean \pm SD)	(%)
Managing dominant students	3.75 \pm 0.89	75%
Handling quiet students	3.20 \pm 0.93	64%
Dealing with poorly motivated students	3.00 \pm 0.98	60%
Addressing superficial study of cases	2.85 \pm 0.89	57%
Managing student shortcuts through PBL	3.15 \pm 0.92	63%
Coping effectively with dysfunctional groups	3.75 \pm 0.74	75%
Need for more training to manage group dynamics	3.65 \pm 0.86	73%
Motivation: Enjoyment	3.85 \pm 0.70	77%
Motivation: Professional duty	3.70 \pm 0.82	74%
Motivation: Personal learning	3.95 \pm 0.90	79%

Appendix B

Individual Interview Guide for Novice Facilitators of PBL

Introduction

- **Purpose of the Interview:**
 - Explain the objective of the interview, emphasizing that the goal is to understand the experiences, beliefs, and perceptions of novice facilitators regarding the implementation of Problem-Based Learning (PBL) in the Myanmar context.
 - Assure confidentiality and encourage open and honest responses.
- **Overview of PBL:**
 - Begin by asking the facilitator to describe their understanding of PBL and its core principles.
 - Probe into how they view the role of PBL in medical education, specifically in fostering critical thinking, collaboration, and lifelong learning among students.

Section 1: Facilitator's Role and Motivation

1. **Perception of Role:**
 - How do you perceive your role as a facilitator in PBL?
 - How does this role differ from traditional teaching methods you may have used before?
2. **Motivation:**
 - What motivates you to use PBL in your teaching practice?

- Do you find personal enjoyment or professional fulfilment in facilitating PBL sessions? Please elaborate.

Section 2: Understanding and Implementation of PBL

3. **Conceptual Understanding:**
 - Can you describe your understanding of the key concepts of PBL?
 - How confident do you feel in applying these concepts in your sessions?
4. **Implementation Experience:**
 - Describe your experience with implementing PBL in your classroom. What strategies have you found to be effective?
 - Have you encountered any challenges in the implementation process? If so, how did you address them?

Section 3: Managing Group Dynamics

5. **Group Dynamics:**
 - How do you manage group dynamics during PBL sessions?
 - What specific challenges have you faced with group dynamics, such as managing dominant students or encouraging participation from quieter students?
6. **Conflict Resolution:**
 - Have you experienced conflicts or disagreements within student groups? How did you resolve these issues?
7. **Cultural Context:**
 - In what ways do you think the cultural context of Myanmar influences group dynamics in PBL sessions?
 - How do you adapt your facilitation techniques to account for cultural and contextual factors?

Section 4: Support and Training Needs

8. **Training and Support:**
 - What type of training have you received to prepare for facilitating PBL sessions?
 - Do you feel that this training was sufficient? What additional support or resources would you find beneficial?
9. **Information Technology:**
 - How does access to information technology impact your ability to facilitate PBL sessions effectively?
 - What improvements in IT support would enhance your PBL facilitation?

Conclusion

- **Reflections:**

- Reflecting on your experience, what do you think are the most critical factors for the successful implementation of PBL in your context?
- What advice would you give to other novice facilitators who are just beginning to implement PBL?

• **Closing:**

- Thank the participant for their time and valuable insights.
- Reiterate the confidentiality of their responses and explain the next steps in the research process.

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