

PROBLEM SOLVING LEARNING AND MULTIMEDIA: IS VALUE ADDED?

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Currently, our students are learning by problem solving (PSL) through most of their academic years. Value can be added by the introduction of multimedia, as it enhances and complements each step of the PSL, namely:

1. The construction of problems, through references and glossaries;
2. The presentation of cases, through patient videos, laboratory data, and animations;
3. The resolution of problems, giving highly specialized explanations on infrequently detailed anatomical/physiological/pathological knowledge;
4. The evaluation of the quality of learning, administering quizzes to allow constant monitoring of progress.

Furthermore, the courseware reveals added value based on exploitation of its memory, which favors: a) the **knowledge scenario**, via the presentation of additional problems that intercross and lead to the integration and application of concrete, assimilated notions; b) its use as a **reference tool**, allowing students to be enriched by its databanks, such that they proceed on demand, notably at the end of their preclinical years and beginning of their clinical training, to refresh their knowledge acquisitions; c) **environmental processing**, best simulating actual conditions of their chosen career with scanned videotapes recreating anticipated clinical situations. In so doing, the multimedia brings about a transformation of learning habits towards a quest for continuous learning, ensuring that the search for knowledge does not stop with the reception of a diploma, but becomes an integral part of one's professional life. In addition, the scope and depth of multimedia possibilities may help students develop fields of interest, potential research projects, etc. Finally, the challenge of the PSL-multimedia alliance motivates work in small groups, and stimulates the verbalization of knowledge.