

**Investigation of approaches to learning
of medical students at Prince of Songkla
University**

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We did a cross-sectional study involving 120 medical students from year 1 and 4 (six-year curriculum) at Prince of Songkla University, using a Thai version of the Lancaster Approaches to Studying Inventory to evaluate approaches to learning. Factor analysis combined with reliability analysis validated the questionnaire, after omitting a small number of unreliable items. The Meaning Orientation score shifted upwards after exposure to Problem-based Learning (PBL) but subsequently decreased. Years 1 and 4 showed differences in Fear of Failure, Strategic Learning, Comprehension Learning, and Operating Learning, while scores for Relating Ideas and Use of Evidence increased in years 2 and 3. The study found that a limited PBL programme might not permanently increase Deeper Learning, although this could be achieved if the PBL were continued in later years.