The cultural complexity of problem-based learning across the world

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Propositions accompanying the dissertation

THE CULTURAL COMPLEXITY
of problem-based learning across the world

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1. PBL is applicable across cultures, but not across all medical schools. *(this dissertation)*

2. A complex interplay between PBL, learners, and other components of the activity system of PBL determines the way PBL and its learners are shaped across cultures. Although these shapes differ across contexts, PBL learners seem to move in a similar direction anywhere. *(this dissertation)*

3. The central focus of innovation in medical education across the world needs to be on local needs and priorities, which medical schools worldwide should be able to address without being (mis)guided by the globalization of dominant educational approaches such as PBL. *(this dissertation)*

4. The different styles and fusions of dance that exist across the world cater for the diverse needs of audiences, and their rich local varieties characterize and define the field's global excellence. Similarly, the global field of medical education could benefit from a rich variety of local approaches. *(this dissertation)*

5. Europeans always say that you shouldn't refrigerate red wine, but what they don't realize is that their room temperature is not our room temperature. *(Ian Choy, quote from a doctor in West Africa)*

6. In the long run, social and cultural complexity cannot be winnowed away; it's all there is. *(David Turnbull)*

7. Every man is a culture. *(adapted from Mia Couto)*

8. Just as the dancer relies on the spine for the power and coherence of the dance, so the qualitative researcher relies on the design of the study. Both are elastic. *(Valerie J. Janesick)*

9. Dance, paradoxically, is both a virus and a cure.

10. Time is not a thing you have, but a thing you make.

11. What doesn't kill you makes you stronger. *(Megan Kowalewski | Kelly Clarkson)*