

EDITORIAL

At the University of Botswana, the mandate of the University is intentionally defined around facilitating student learning. The processes that drive students learning are therefore required to be “subservient” to it. Instead of teaching driving learning as is often perceived and portrayed in educational literature, the University of Botswana policy, strategic and operational basis communicate it as learning and teaching – to situate learning as an embryonic goal to be facilitated by appropriate modes of teaching. The *Lonaka Journal of Learning and Teaching* is anchored into this principle. Noting the world-wide conversation Scholarship of Teaching and Learning being described as a revolution, a movement, a framework, a tool, even a paradigmatic change in higher education (see Boshier and Huang, 2008 for details), Lonaka JoLT embraces it as a process which, from the students’ perspective, involves intentional inquiry into one’s own learning, guided by the teaching and assessment practices. This is the core experience pursued in this Volume 8 Number 2 Issue of Lonaka JoLT: the narratives of graduate Nursing students’ meanings and experiences arising from their engagement with Problem-Based Learning (PBL).

Below is a summary of how the graduate course lecturer- facilitator and each of the students have encountered PBL:

Motshedisi B. Sabone, the facilitator of the PBL course: *problem-based learning (PBL) presents a unique way of looking at learning in that, rather than starting with the knowledge base for practice, learning starts with a real problem that the students are likely to meet in practice.*

Mary Banyana Tiro: *My experience with PBL as a student has been a journey of frustration and confusion at the start and a triumph at the end.*

Kelebogile Precious Matshane: *in my learning, PBL cultivated a spirit of accountability and collaboration among learners.*

Ratanang Ajibola: (as a student) *I found PBL to be effective in helping the students’ understanding of the content for clinical practice.*

Benjamin Magimba: *I recommend PBL for nursing education as I believe the wisdom generated in team learning presents an opportunity for empowering nurses for effective solution of modern-day health care issues.*

Boingotlo Hlabano: *I have found PBL to be a key strategy for learning responsibility, independent thinking, and discipline.*

Ellen Ndovorwi: *I have found PBL to be a good strategy for enhancing social skills and problem solving. The team approach to scenario analysis and to managing group dynamics has helped us to tap from the diverse strength of team members.*

Kabo Letlhogile: *In PBL, problems serve as stimuli for learning, small groups of students engage in collaborative self-directed learning, and the teacher plays the role of learning facilitator.*

Segolame Kaelo: *Initially, I was frustrated and shocked but at the end, I enjoyed and appreciated PBL. I found PBL enhancing communication and critical thinking skills.*

Azhani Mogibelo: *I believe PBL works better than lecturing in linking theory with practice and in enhancing students’ understanding of the content; and that it could enhance students’ responsibility for their learning and development of critical thinking, problem solving, information retrieval, self-appraisal, and group process skills.*

Monicah Rantao: *BPL challenges students’ creativity and problem solving and as such, enhances the transfer of what is learned to the work place. I would therefore recommend problem-based learning for nursing education.*

Naledi S. Nthomiwa: *The (PBL) experience has enhanced my critical thinking and problem solving skills, helped me realize and tap my talents as a leader, enhanced my collaboration and communication skills, as well as enhanced my ability to take control of my own learning.*

Seitebatso Odiseng: *I have found PBL to be an ideal learning approach for graduate education because it incorporates some attributes of adult education. It prepares learners for leadership and management by cultivating skills of teamwork, communication and problem-solving.*

Thato Keitebetse: *My learning came to be motivated not only by a desire to pass the course but also by the need to satisfy my own curiosity for knowledge and my personal development.*

Marie Pilipili: *Initially I experienced fear that I would not benefit much from the method. However, my negative emotions soon became a motivation for my learning.*

Godfrey Nhivativa: *I found PBL to be demanding in terms of the search for knowledge. However, in the end, the method enhances learning as it enables students to be responsible for their own learning as well as acquire concrete skills for real life problem solution.*

Amidst the ongoing debates researching into teaching and learning, the perspectives emerging from these students' narratives regarding Scholarship of learning and teaching in a PBL environment are:

1. Founding one's learning in discipline-specific and pedagogic knowledge and inquiry, through engagement with the situation (problem) and normative knowledge;
2. Interpreting one's practice through critical reflection on the teaching and the learning context;
3. Disseminating the outcomes of one's reflective work for peer review and public scrutiny in order to further develop it.

The following articles by the facilitator and her students' journeys into PBL are the thrust of Lonaka JoLT in this issue. Enjoy your reading...