Ask not only 'What can problem-based learning do for psychology?' but 'What can psychology do for problem-based learning?' A review of the relevance of problem-based learning for psychology teaching and research

Table 1: Comparison of two forms of PBL implemented in psychology courses

Institution	Linköping University	University of Strathclyde
Course/module	Whole Psychologist programme (5 years)	Single optional module (Qualitative Methodologies in Practice), BSc Psychology
Source of inspiration	Maastricht University	Aalborg University
Mode of PBL	7-step	Hybrid/project-based PBL
Degree of integration in the organization	Institutionalised	Individualised
Degree of realisation	Whole programme	Single course
Integration regarding teachers/staff	All staff involved	Single enthusiast
Assessment	Multiple forms of assessment, including: active participation in tutorial groups, oral exams and individual written papers and assignments	Individual written reports