**ROLE OF PROBLEM-BASED LEARNING PEDAGOGY IN DEVELOPING CRITICAL THINKING SKILLS AMONG SELECTED STEM STUDENTS**

**By**

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**ABSTRACT**

 Problem-Based Learning (PBL) is a method that uses real world problems to motivate students, identify and apply research concepts and information, work collaboratively, and communicate effectively (Dutch et al., 2001).

 Interview and evaluation test was used as well as purposive sampling in choosing 20 grade 11 STEM strand students for they have the characteristics that the study needs. Data was interpreted using weighted mean and qualitative discourse analysis.

 The study also revealed that PBL pedagogy enhances the understanding of the students that results into a higher quality and more efficient knowledge obtained, which when compared to the traditional way of teaching the “Spoon Feeding” method, students exhibited more sign of excitement and enthusiasm towards the topic, and also encouraged the students to think on their own for the solution becoming more independent and self-reliant.

Keywords: Problem – Based Learning (PBL), PBL Pedagogy, Learning, Critical Thinking, Problem

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