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Abstract

Faculty experiences of innovative approaches to learning and the changes to their knowledge emerging from such experiences constitute an important area of inquiry that has to date largely been ignored or has been approached with research methods ill-suited to examining such experiences. This paper adopts interpretative meta-ethnography as its research framework to investigate the changes to faculty knowledge that occur when they adopt problem-based learning (PBL). The paper presents themes that emerged through the analysis and argues for future inquiry. (HRK / Abstract übernommen) Savin-Baden, Maggi, E-Mail: m.savinbaden@coventry.ac.uk