



From left: Prof. Kamran Ali, Dr. Michail Nomikos, and Prof. Marwan Abu-Hijleh.

The results revealed a high variation of participants' perceptions of professional agency enactment throughout the three dimensions, indicating the need for establishing a collective understanding of PBL facilitation work in a given context. It was revealed that further institutional efforts are required to support professional learning for PBL facilitation in a post-pandemic context. Alternative approaches highlighting enforcement of agentic actions in all dimensions of intrapersonal values, stance and action taking, and active interactions with students, colleagues and institutional environments are crucial.

Dr. Michail Nomikos, the corresponding author of this paper and the Head of Research and

Graduate Studies in the College of Medicine at Qatar University said, "Q methodology provides new conceptual and empirical insights to explore the subjectivity of actors in health education. Our study showed that in this post-pandemic era additional institutional efforts are necessary to support professional learning for PBL facilitation." Dr. Marwan Abu-Hijleh, the Acting Dean in the College of Medicine at Qatar University added "this study will contribute to future teaching and learning initiatives and pedagogical development activities at Qatar University and internationally."

The full study is at the link:

<https://pubmed.ncbi.nlm.nih.gov/35253256/>