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Correction: The effect of PBL teaching method in the teaching of congenital malformation

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KEYWORDS

PBL teaching method, traditional teaching methods, congenital malformation, questionnaire survey, evaluation

A Correction on

The effect of PBL teaching method in the teaching of congenital malformation

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In the published article, there was an error in Figure 4 as published. The error pertains specifically to the percentage values displayed in the figure. The corrected [Figure 4](#) and its caption “The ring chart presents a distribution of the percentages of the various positive impacts for students after adopting the PBL teaching method. These data outline the percentages of “Enhanced Teamwork Skills,” “Broadened Thinking,” “Equipped with A Wider Range of Problem-solving Strategies and Techniques,” and “Increase in Learning Interest.”” appear below.

The original article has been updated.

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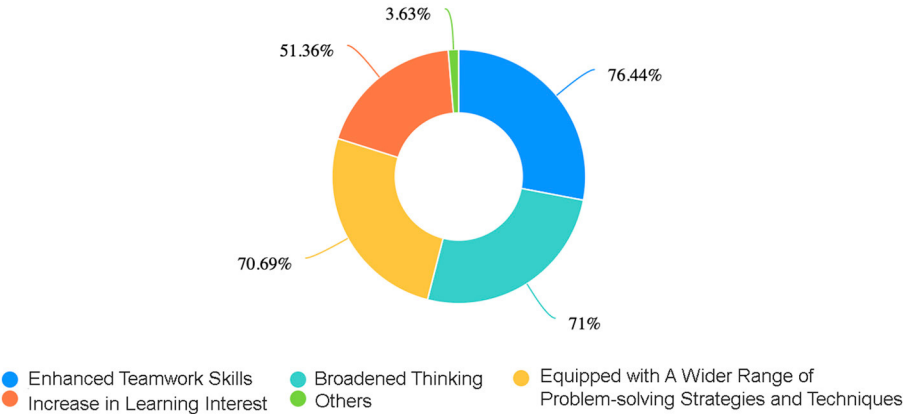


FIGURE 4
The ring chart presents a distribution of the percentages of the various positive impacts for students after adopting the PBL teaching method. These data outline the percentages of "Enhanced Teamwork Skills," "Broadened Thinking," "Equipped with A Wider Range of Problem-solving Strategies and Techniques," and "Increase in Learning Interest".