

Figure S1 – Forest plots of included meta-analyses.

Figure S1.1 – Forest plot comparing exam scores between CBL and other teaching methodologies.

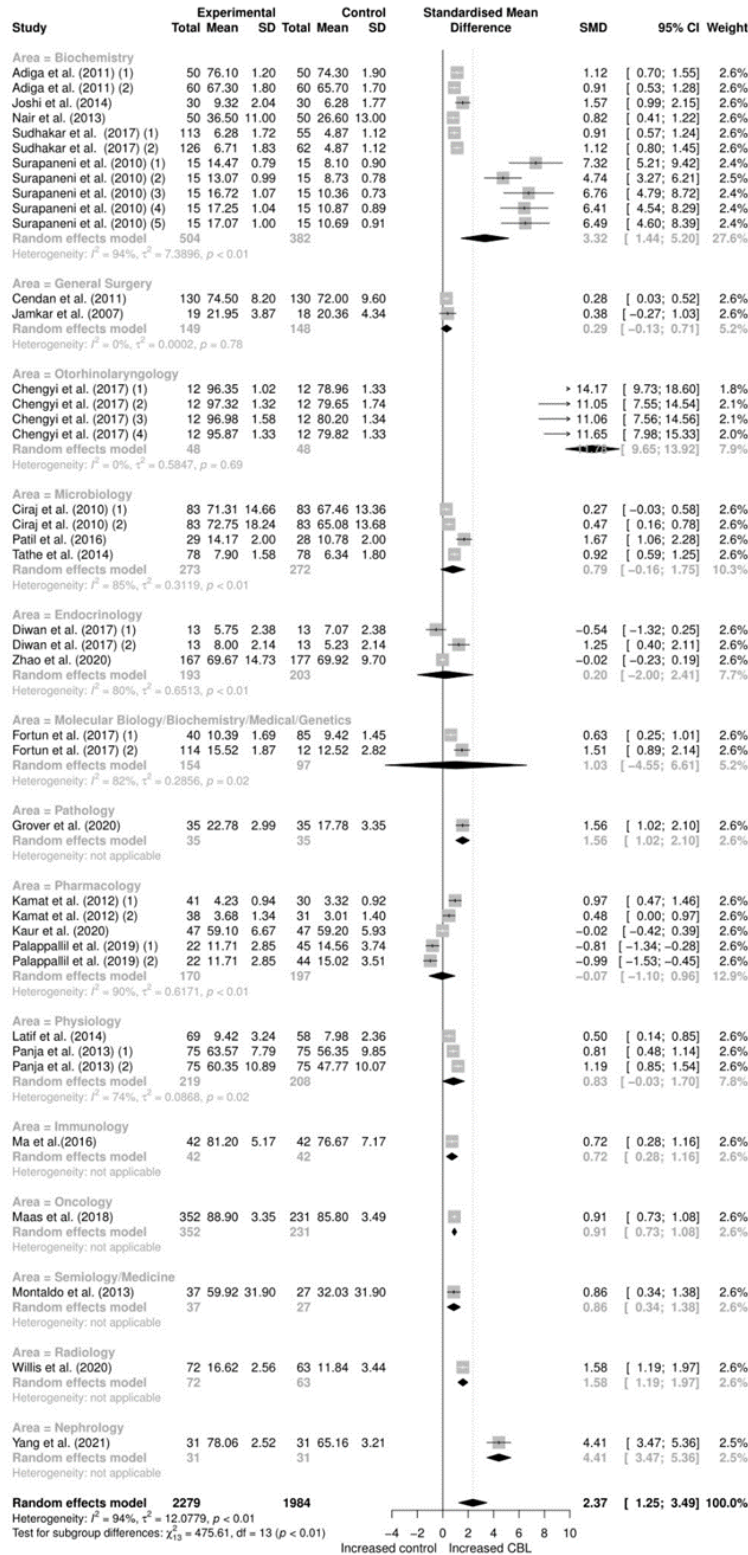


Figure S1.2 – Forest plot comparing OSCE (objective structured clinical examination) score between CBL and other teaching methodologies.

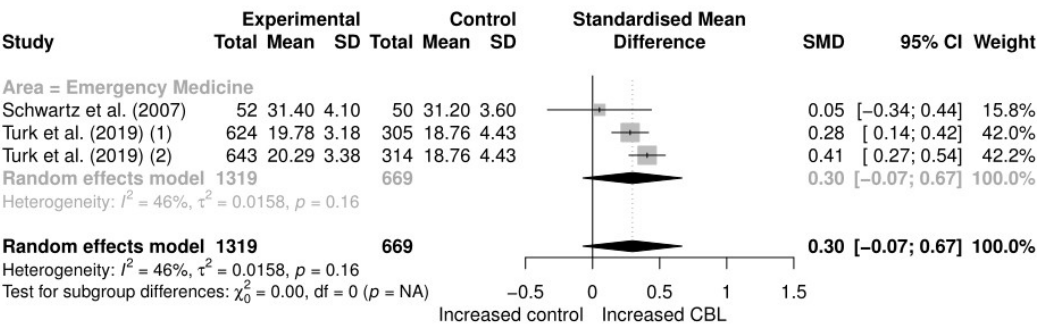


Figure S1.3 – Forest plot comparing self-learning between CBL and other teaching methodologies.

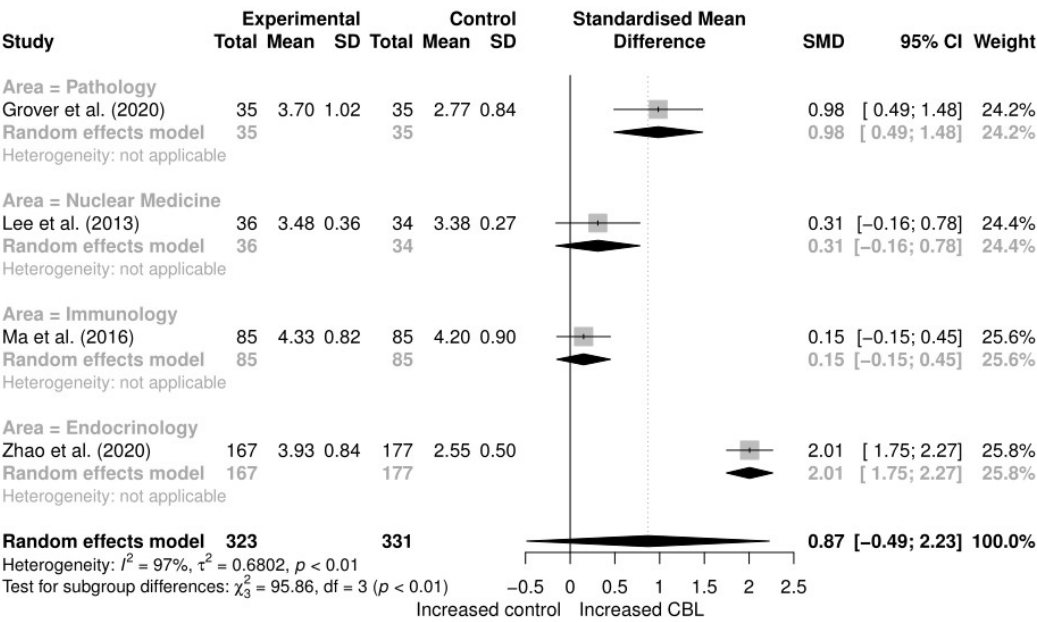


Figure S1.4 – Forest plot comparing critical thinking between CBL and other teaching methodologies.

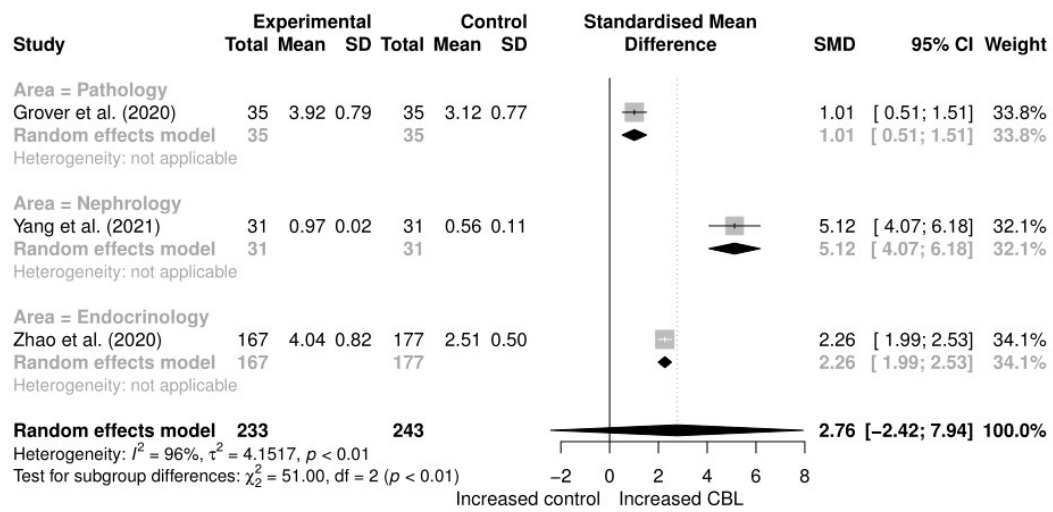


Figure S1.5 – Forest plot comparing satisfaction with teaching method between CBL and other teaching methodologies.

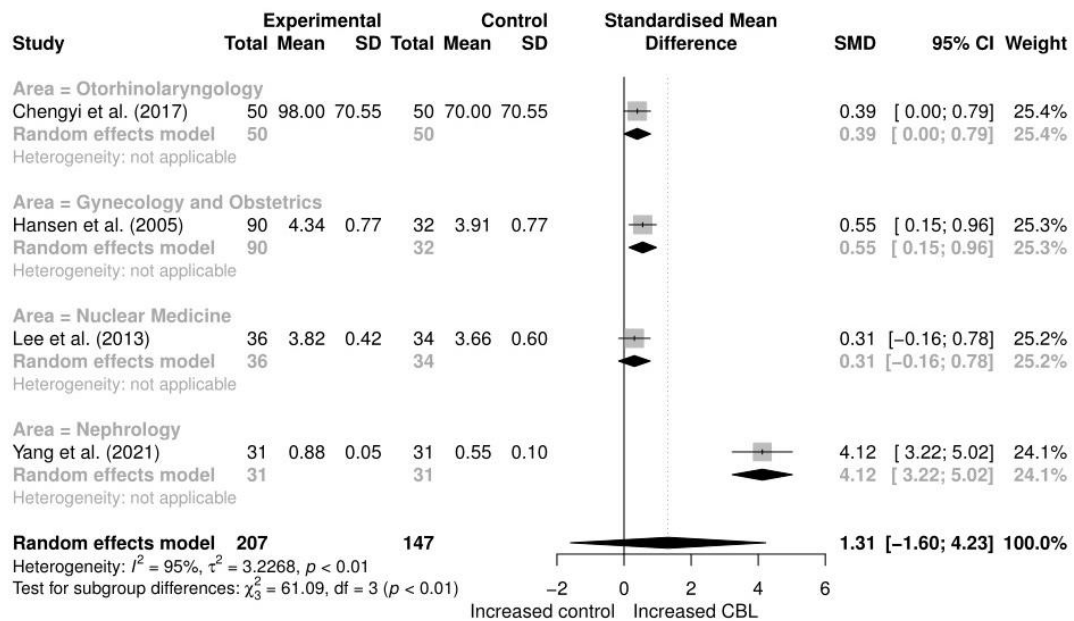


Figure S1.6 – Forest plot comparing time allotted for classes between CBL and other teaching methodologies.

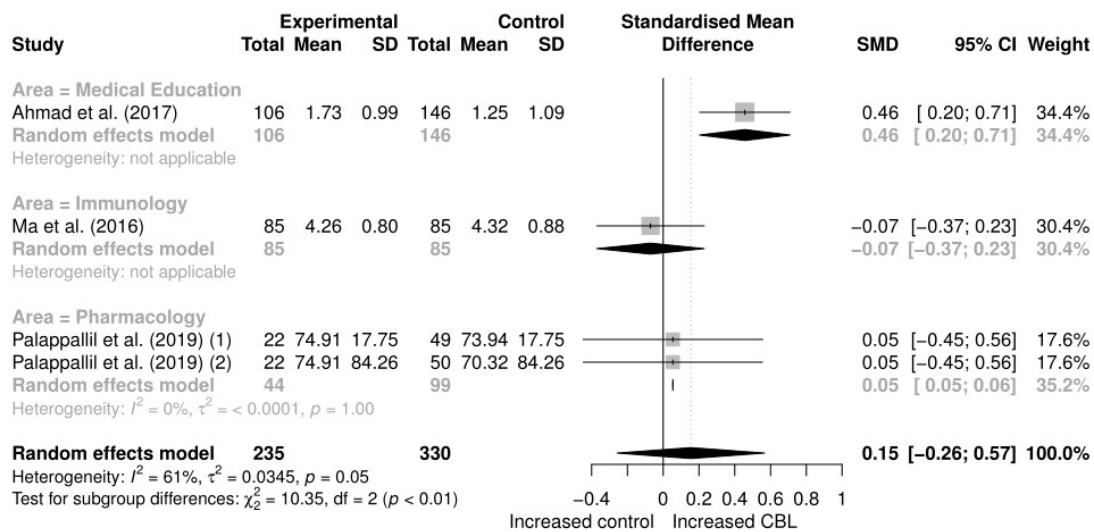


Figure S1.7 – Forest plot comparing interest and motivation between CBL and other teaching methodologies.

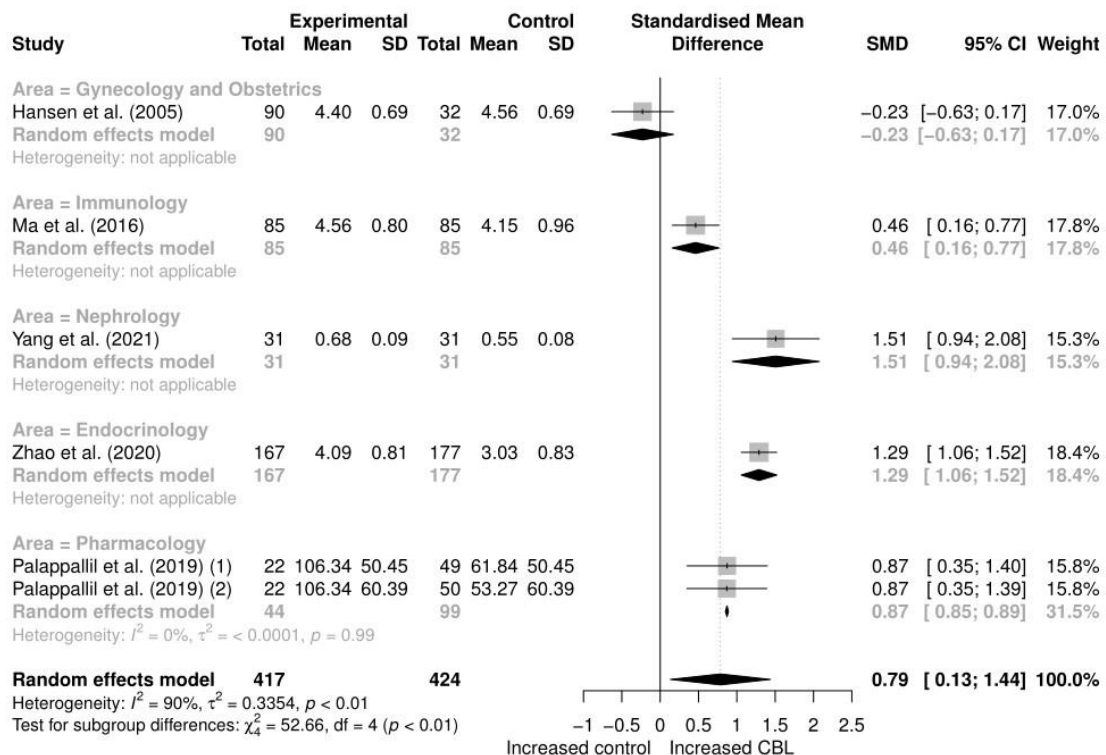


Figure S1.8 – Forest plot comparing inter-peer interaction in teamwork between CBL and other teaching methodologies.

