

AI-Assisted Problem-Based Learning Lifts Knowledge Retention in Physiotherapy Education — Istanbul–Toledo RCT

AI in Education · Good practice · Türkiye

Quality score: 27/100

Evidence strength: Cautionary / limited

Summary

A 40-student RCT at Istanbul Medipol University and Universidad de Castilla-La Mancha found ChatGPT-assisted problem-based learning gave physiotherapy students far larger 2-week knowledge gains than traditional PBL ($d=3.14$), though clinical competence barely differed.

Key dimensions

Dimension	Score
Evidence of learning impact	2/3
Equity & inclusion	0/3
Transparency, ethics & data protection	1/3
Teacher capability & pedagogy	1/3
Scalability & sustainability	0/3

Evaluated by C-NAPSE

Data sources

[C-NAPSE web research](#) — accessed 2026-09-06

[Istanbul Medipol University \(with Universidad de Castilla-La Mancha, Spain\)](#) — accessed 2026-09-06

[ClinicalTrials.gov registration NCT07010991](#) — accessed 2026-09-06

[BMC Medical Education - full text](#) — accessed 2026-09-06

[PubMed Central - full text](#) — accessed 2026-09-06

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