

Supplementary Material S1: Pedagogical Intervention – Session-by-Session Schedule

The intervention was a 6-hour “Medical Case Writing Workshop” integrated into a third-year PBL curriculum. Each tutor facilitated a group of 10–11 students. The workshop comprised three 2-hour sessions:

Session	Title	Activities	Deliverables
1	Framing and Planning	– Introduction to case design principles, format, and quality criteria (scientific accuracy, logical coherence, narrative appeal, teaching alignment, ethics). – Students formed groups (3–4 members), selected a disease topic, and drafted a case blueprint with learning objectives, key clinical decision points, and narrative arc. – Group presentations and peer/tutor feedback.	Case blueprint (submitted within 1 week)
2	Prototyping	– Each group presented their revised draft; received feedback from tutor and peers from other groups. – Groups revised their cases, wrote an abstract, and compiled reference materials for the case issues.	Revised case draft with abstract and references (submitted within 1 week)
3	Refinement and Reflection	– Final group presentations of complete cases. – Whole-class discussion and tutor feedback. – Individual reflection session: each student shared personal gains, challenges, and reflections. – Final case revision using the teacher’s version template; each student submitted an individual reflective essay (≥500 words).	Final case (group) + reflective essay (individual)

Note: The workshop replaced the 14th regular PBL case. Students had prior experience with 13 PBL cases and had completed relevant basic and clinical science courses.