



Lecture Handout An Instructional Tool in Undergraduate Medical Education

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ABSTRACT

Handouts are widely used as instructional tools, but little research has been done. Handouts provided to them just before lecture, was conducted among final year medical students (n=95) of Saveetha Medical college. Handout containing outline in the form of questions about the subject with a blank space and few case scenarios, were given.

Analysis of the students' completed questionnaire revealed that 89.9% students expressed, contents and clarity was adequate, filling up of handout gave mental exercise in 94%, their level of understanding which was good in 87.7%, recollection was good in 91% of students, 96% students expressed that discussion was good, subject was made easy in 98%, they were made to think laterally in 89%. It can be a supplement during exams was expressed by 94% students, exercises done will be useful in managing real cases in 98% and 94% students welcomed handouts. They prefer to have all lectures with handouts.

KEYWORDS : Lecture Hand out , Instructional tool , Methodology for Medical Education

Introduction:

Only for 20 minutes human brain have the capacity to pay focused attention to lecture and this is the upper limit of the brain. We have to vary our methods of content of delivery to address this wandering mind. In between lectures, discussion, and activities, will allow students to think and there will be time to assimilate what they have learned. Accuracy of information transfer is possible through lecture handouts.

Apart from the conventional classroom mode, lectures are now delivered through a number of innovative ways. Web Page digital copies of the slides with notes, helps only those who have urge for self-learning, and they will only view the digital slides. In medical education, dramatic changes have occurred in planning and delivering the lecture and instructional tool used is handout. Handouts are widely used as instructional tools, but little research has been done. It is important to examine the effectiveness of handout, students perceptions about lecture handout and their expectation of the handout. This study was conducted among the final year medical students (n=95) of Saveetha Medical college in order to determine their perceptions and expectations with regards to lecture handouts provided to them just before lecture. Handout containing outline in the form of questions about the subject with a blank space and few case scenarios, were given so that students can write when they listen the lecture or during power point projection, and do the exercise at the end of the lecture. To evaluate these handouts, students were asked to complete a questionnaire. The questionnaire consisted of statements to which students listed their level of agreement using Likert type scale on strength and weaknesses of the handouts provided to them.

Analysis of the Results:

Analysis of handout design revealed (Fig1) that 81.1% had perception about handout, 89.9% students expressed, contents and clarity was adequate, filling up of handout gave mental exercise in 94%. Analysis about handout effectiveness (Table1) were assessed by their level of understanding 87.7% had good understanding, recollection was good in 91% of students, regarding discussion 93% students expressed that it was good, and rating of the handout methodology of teaching was good in 90%. Ninety eight percent of students expressed that subject was made easy, they were made to think laterally in 89%. Students expressed and it can be a supplement during exams in 94%. Exercises done will be useful in managing real cases in 98% and 94% students welcomed handout during lectures.

Discussion:

Davie Davis (2008) research review states that Writing the blank space in the handout during lecture allows the students to be alert and active and they learn by writing. In our study students were alert and active as they were filling up the blanks given in the handout, thus lecture can be made more active and engaging. We have structured the handout on our own experience which is similar to George brown et al. (1980). In Mohammed Nazrul et al. (2005) study 80% students

used handouts as future guide, in our study 94% expressed that they can use handouts as a guide for future learning. Sixty-three percent of the students are satisfied with content in Mohammed Nazrul et al. (2005) study in our study 89.9 students expressed that contents and clarity were adequate. In our study 94% student's expectations and experiences were positive and welcomed this method which is similar to Mohammed Nazrul et al. (2005) study. Excessive writing is usually done when students write their notes during lecture but handout prevents it and it is similar to Vaz. M. (1999) study. In our study rating of handout methodology of teaching (giving outline) was 90% and students expressed handouts is an addition to their notes and similar statement was given in the study by Tavares (1999). Handouts were valuable aid and guide them to study in an organized way and easy for them to cope their stress during exams. This study presents factual material in direct, logical manner. This method inspires and stimulates thinking to open discussion. Doing exercise (case scenario) allows creative thinking and encourages full participation which can help in treating real case. This tool is Useful for large groups. Handout with questions to be prepared carefully prior to lecture covering the entire subject. Our experience about lecture handout was positive both in effectiveness and expectation among students. Students welcomed this instructional tool and they prefer to have the handout for all lectures. This statement is supported by the other researcher.

Conclusions:

Handouts will improve recall of information since handouts are portable. Positive feedback from students in effectiveness and expectation. Much care needed in preparing the handout. Content rich, information packed handouts at the lecture level, actually make the students learn from handout later, on their own and better than students notes.

Table-1 Effectiveness of the Handout

Details	Very Good	Good	Fair
Understandability	27%	60.7%	12.3%
recollection	29%	62.7%	8.3%
Discussion about clinical Scenario	24.9%	69%	6.1%
Teaching Methodology	37%	53%	10%

FIG -1 Handout Design

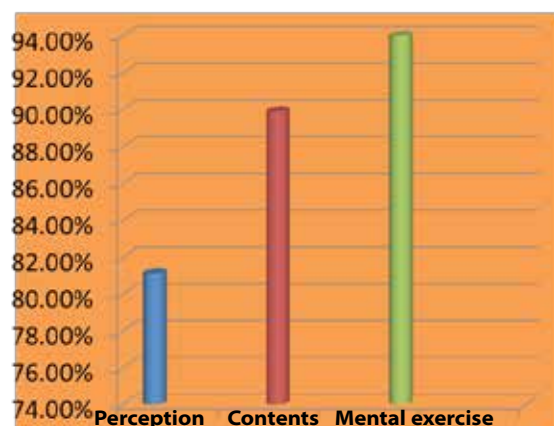


Fig 1- 81.1% had perception about handouts , 89.9% students expressed clarity and contents of the handout were adequate, filling up gaps during lecture gave mental exercise in 94%

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