



A PROSPECTIVE OBSERVATIONAL STUDY TO EVALUATE PREFERRED MODE OF TEACHING IN FIRST YEAR MEDICAL STUDENTS.

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ABSTRACT With shortened first year duration and vast syllabus, it becomes responsibility of the teachers to give maximum knowledge to the students without burdening them with unnecessary information and also making lectures effective, therefore the present study is undertaken to understand the mentality of first year medical students and the most preferred mode of teaching by them so they will enjoy the lectures without feeling stressful in first year of new course. Objectives : A questionnaire based evaluation of 150 first year medical students was done for various teaching methods. Result: 80 % students preferred lectures on powerpoint presentation whereas 15 % students preferred chalk and board teaching while only 5 % students preferred over head projector (OHP) teaching method.

KEYWORDS : teaching, medical students, powerpoint, chalk and board, OHP

INTRODUCTION

Learning is a continous process. So time to time evaluation of the medical curriculum by experts should be the routine practice in medical education. With change in generation and easy availability of information on internet, there is change in attitude of students towards attending lectures and getting knowledge. This has led to increased use of students survey for evaluating preferred teaching mode of students to increase students compliance and thus future doctors quality. The best way to assess and improve teaching methodology is through the students feedback so the present study is undertaken to understand the most preferred mode of teaching in first year medical students.

OBJECTIVES:

1. To evaluate which teaching methods students prefer the most.
2. To get feedback about current curriculum and suggestions to improve quality of teaching and thus learning.

MATERIALS AND METHODS:

The present study was conducted on 150 students in Department of Physiology of Grant Govt Medical College, Mumbai. Out of 200 students, 150 students participated voluntarily to fill questionnaire related to this study.

Inclusion criteria :

- First year medical students participating voluntarily
- Age group 17 -20 years, both boys and girls

Exclusion criteria:

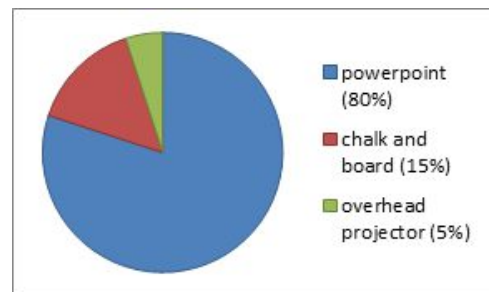
- Students not willing to participate
- Absent students
- Students suffering from major medical or psychiatric illness

A detailed questionnaire was prepared and ethical clearance from institutional committee was taken before conducting study. Students were explained about the purpose of study. They were assured about confidentiality of the study and their answers and motivated to give their frank views about preferred mode of teaching and any suggestions to improve quality of teaching.

The data was entered in Microsoft excel sheet and data analysis was done by simply calculating percentage of students preferring a given mode of teaching.

RESULT :

Out of 150 students, 120 (80%) students preferred powerpoint presentation as a mode of teaching whereas approximately 23(15%) students preferred conventional chalk and board mode of teaching while only 8(5%) students preferred overhead projector as a teaching tool.



When asked about the most preferred combination of teaching methods, 100 % students preferred conventional chalk and board and powerpoint presentation combination as it helps to add animation, images and live videos in powerpoint presentation with basic crux of traditional teaching method in chalk and board teaching method which together increase effectiveness of teaching manyfolds.

DISCUSSION:

The present study was undertaken to evaluate preferred mode of teaching in first year medical students. We found the most preferred mode of teaching was powerpoint presentation. Our findings were in accordance with Vikas Seth et al, Amaneet et al.^(1,2)Dudley et al stated that the teaching method of lecture delivery has no significant impact on learning impacters.⁽³⁾However, when most preferred combination is asked, they preferred powerpoint and chalk and board combination.

Powerpoint presentation adds advantage of making lecture effective by making it possible to incorporate images, videos thus making lectures easily understandabale and better visualization of molecular mechanism of certain physiological activities. But disadvantage of this mode is decrease in interaction of teacher with students and dependency on electricity and AV aids.

Chalk and board though conventional has advantage of better explanation of diagrams and non dependency on AV aids . Disadvantage of this method is it is time consuming and depends on art and presentation of teacher.

Amongst the important suggestions received from the students were to decrease the duration of lecture from one hour to forty five minutes. They also suggested that there should be rather interactive lectures rather than unidirectional didactic lecture for which they should be informed about lecture beforehand. They insisted on having quiz type of revision of previous lecture before starting new lecture so that students will be more attentive and better prepared all the time to cope with short duration of first year curriculum with vast syllabus.

Thus to conclude, depending on the topic to be covered the teaching method should be used appropriately.⁽⁴⁾ And the students preference should be considered as they are the ultimate benefitors of the education system. Also time to time evaluation of various teaching learning method should be done to improve quality of future doctors.

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