

The Use Of Small Group Teaching (Group Discussion) In Physiology To Enhance The 1st Mbbs Students Learning



Medical Science

KEYWORDS :

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INTRODUCTION

Teaching-learning methods are broadly classified as teacher controlled and learner controlled methods. Among the various learner controlled methods, self-learning methods have their own importance and relevance. Various studies in medical education have shown that self-learning methods should be incorporated into the teaching-learning process to make learning more effective, efficient and meaningful. Self-learning promotes active learning and critical thinking which in turn enhances self-reliance and in this process teachers can manage their time effectively to reinforce knowledge and skills. Moreover, for students, learning on their own can be an enjoyable experience. Various formats of interactive games, debate, group discussions and puzzles have been advocated by researchers as active learning strategies

Among these we choose the small group teaching like group discussion. Small group (also known as co-operative or collaborative learning or peer learning) involves high degree of interaction. The effectiveness of learning groups is determined by the extent to which the interaction enables members to clarify their own understanding, build upon each other contribution, sift out meanings, ask and answer questions.

CONTEXT OF STUDY-

AIM OF STUDY-To encourage the students towards self directed and independent Learning.

Objectives-

- 1) To increase the knowledge of students in subject
- 2) To understand needs of students about learning
- 3) To collect basic knowledge from peer to understand the topic
- 4) To make the student friendly environment to learn

Overall Goal-Providing opportunities for students to learn & develop co-operative behavior including critical thinking and problem solving skills

MATERIAL & METHODS-Ethics committee approval for the project was taken from the institutional ethics committee of B J Medical college, Pune. Eighty 1st MBBS students were participated in this study & verbal informed consent was taken from all the students.

These students divided into four groups i.e Group A, Group B, Group C & Group D. Each group contains 20 students. We choose the two different lectures for Group Discussion. Students from Group A & Group C taught the lecture by traditional method & the exam will be taken in the form of MCQ. Students from Group B & Group D were exposed to Group Discussion. Students from Group A & Group B were exposed to same topic & from Group C & Group D were exposed to same topic. Students from Group B & Group D were informed in advance to bring their books for Group Discussion. Then divide the students into four small groups & each group contains five students. The lecture divided into four subtopics & allotted to each group. Ask the students to choose their leader & introduce themselves, so as

to know each other & follow the **Ground Rules** 1) Contribution from ALL member of the Group 2) Only one person should talk at a time 3) Not to make fun of each other for their opinions 4) Respect to peer

The total time for Group Discussion will be 60 min, first 30 min for self reading the books & discuss among the groups & In the remaining 30 min, each leader presents the topic followed by the question-answers. After that exam will be conducted in the form of MCQ & At the end of test, students will be asked to give Feedback on Questionnaire format of Annexure II -A & Observer will be asked to give feedback on Questionnaire format of ANNEXURE II-B respectively.

RESULTS- 80 Students were participated in this teaching programme. Unpaired "t" test was used to compare the results between Group A & Group B, Group C & Group D. Statistically significant results were observed after comparison of this four groups. Group A-Students score by conventional teaching method Group B-Students score by Group discussion method Group C-Students score by conventional method Group D-Students score by Group Discussion method

TABLE:-1 Shows the comparison of results between four groups

Sr No	Group A	Group B	Group C	Group D
1	15	13	5	8
2	9	16	7	13
3	15	14	8	8
4	11	9	5	14
5	12	12	12	12
6	10	20	4	11
7	10	20	2	9
8	10	20	10	9
9	9	17	11	13
10	12	18	12	14
11	13	20	2	18
12	9	17	10	19
13	1	17	4	20
14	12	17	6	15
15	10	20	8	17
16	8	20	7	16
17	9	20	11	19
18	10	7	9	18
19	11	14	10	18
20	4	10	8	12
Mean	10.9	15.45	7.95	15.7
Std	2.49	4.359	2.892	2.958

Significance(p<0.0001 was taken as significant)		significant		significant
"t" value		-4.054		-8.378
Difference		-4.55		-7.75

RESULTS OF STUDENTS FEEDBACK GROUP-B

TABLE-II

SR .NO	CHAR-ACTER-STICS	SCORE-I DISA-GREE	SCORE-II NEU-TRAL	SCORE-III AGREE	SCORE IV STRONG-LY AGREE
1	Feel comfortable to speak in class	0	2	5	13
2	Enjoyed participating in GD	0	0	6	14
3	Remember the contents of topic	0	3	10	7
4	Satisfaction & confidence of learning	0	0	5	15
5	New method students friendly	0	0	7	13

RESULTS OF STUDENTS FEEDBACK GROUP-D

TABLE-III

SR. NO	CHAR-ACTER-STICS	SCORE-I DISA-GREE	SCORE-II NEU-TRAL	SCORE-III AGREE	SCORE-IV STRONG-LY AGREE
1	Feel comfortable to speak in class	2	0	8	10
2	Enjoyed participating in GD	0	0	5	15
3	Remember the contents of topic	1	2	7	10
4	Satisfaction & confidence of learning	0	0	4	16
5	New method students friendly	0	3	7	10

RESULTS OF OBSERVERS FEEDBACK

TABLE-IV

Sr No	Characterstics	Disagree	Neutral	Agree	Strongly Agree
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1	Students were enjoying class-room activity	0	0	2	2
2	Groups work better	0	1	1	2
3	Students got confused while working	2	1	1	0
4	Incorporation of this new method for future 1 st MBBS class	0	0	2	2

DISCUSSION

Small group discussion fulfils several important goals of higher education. It encourages students to organise their thinking by comparing ideas and interpretations with each other and to give expression, and hence form, to their understanding of a subject. It is therefore immensely important as a vehicle for learning. Small group discussion has extrinsic value too. There is an increasing need for professionals to demonstrate oral skills in committees and in more general communication with clients and colleagues. Cooperation and teamwork have become essential features of most work situations, as have skills in listening, drawing out information, and persuading. But perhaps most importantly, small group discussion can or should give students the chance to monitor their own learning and thus gain a degree of self-direction and independence of the tutors, in their studies.

Brookfield and preskill (1999) suggest that discussion topics are always more interesting when framed as a question rather than a statement. In this study students were enjoyed the Group discussion & Group leader presents the topics confidently. Groups work friendly & share their ideas. Everyone takes responsibility for working of group process. The effective outcome of the study was evaluated by significant results obtained from comparison test between the groups. & feedback Questionnaire. Feedback received at the end of Group discussion was positive .

CONCLUSION:-The present study shows that Group Discussion Groups perform better in exam than other groups. Discussion provides motivation for self directed learning & offers an opportunity to work in groups & develop problem solving skills