



“EFFECTIVENESS OF PRACTICAL AS TEACHING LEARNING METHOD FOR THE IMPROVEMENT OF INTERPRETATION.”

Biochemistry

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ABSTRACT

Many within the Medical science education community and beyond see practical work carried out by students as an essential feature of medical science education. Questions have, however, been raised by some medical educators about its effectiveness as a teaching learning strategy. This study explored the effectiveness of practical work by analyzing a “typical” medical science lessons involving practical work in PGDMLT class. The teachers focus in these lessons was predominantly on developing student’s substantive medical knowledge and practical skill. The framework used in this study offers a means of assessing the learning demand of practical tasks, and identifying those that require specific support for students thinking and self learning in order to be effective.

KEYWORDS

practical, interpretation

INTRODUCTION

Practical work was generally effective in getting students to do what is intended with physical objects, but much less effective in getting them to use the intended scientific ideas to guide their actions and reflect upon the data they collect. There was little evidence that the cognitive challenge of linking observation to ideas is recognized by those who design practical activities for medical science lessons. Tasks rarely incorporated explicit strategies to help students to make such links, or were presented in class in ways that reflected the size of the learning demand.[1] The practical training offers a variety of benefits to students both for improving performance while in college and for increasing job opportunities. The practical training experience should help students to focus their career choices, own job skills, personally focus their work values and decrease their anxiety about the search. The main purpose of technical and vocational education is to cultivate personnel who had both theoretical knowledge and practical experience. The practical training experience should help students to focus on their career choices [2].

PGDMLT students are trained to do the investigations of the patient’s advice by the clinicians as per the requirement so their practical knowledge should be very perfect and very good. In recent years, the vast change has take place in technology used in the laboratories. Now a days, automation has become an integral part of the clinical laboratories, lot of new techniques are introduced in this field. So the actual working hands like technicians who are mostly DMLT students should know the recent techniques. Keeping this in mind new techniques should be included in their syllabus and they should be trained accordingly. This practical knowledge will help them to improve self learning skills in them and they can also interpret the result well.

In view of the above a study was designed under medical education technology in department of Biochemistry, R.C.S.M. Govt. medical College, Kolhapur. Use of this project can make it easy to understand and remember the practical which can be useful to them while doing actual work in the laboratories independently.

MATERIALS AND METHODS

Total 16 students studying I n PGDMLT were included in this study. They were taught on the topic Electrophoresis in brief, followed by Demonstration. Then a separate individual practical program was arranged immediately after the lecture. Each student performed the practical on electrophoresis technique till he/she got perfect result. As the each student performed the practical by its own, the self learning process got enhanced in them. They could interpret the result very well.

Evaluation: - Single line fill in the blank and student feedback in the study questionnaire.

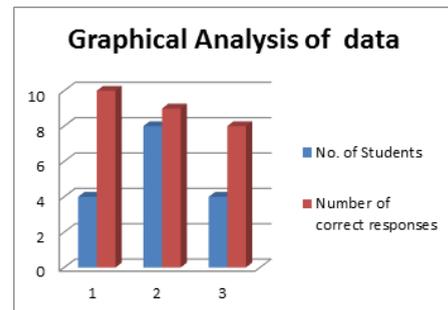
- Analysis of data for effectiveness of learning method.

OBSERVATION AND DISCUSSION:

Table No. 01: Analysis of data for effectiveness of learning method

Sr. No.	No. of Students	Number of correct responses	%
1	04	10	100
2	08	09	90
3	04	08	80

Graph 01: Graphical presentation of analysis of data for effectiveness of learning method



All students were asked to write the answer of questionnaire that aim to assess subject according to the following variables: teaching ability, teaching quality, student’s improvement and commitment to the subject, test evaluation, stimulus given to discussion and clinical reasoning, guidance on practical activities, emphasis on the self learning, clinical correlation between the subject taught and general impression. The questionnaire was rated by the students as poor, fair, average, good or excellent [6].

CONCLUSION AND RESULT:

Total 16 participants consisted of 13 female (81.25%) and 03 male (18.75%), who were PGDMLT students. There was no significant difference between their ages as they were from same class. The present data from the study proves the usefulness of practical as self learning method for better interpretation. In the present study, the intention was to highlight the importance of practical knowledge for better interpretation of result. Students responded well, as shown by the positive rating. It gives the participant the self confidence to do the practical alone.

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