



TEACHING, LEARNING AND EVALUATION; STUDENT PERCEPTION: AN ANALYTICAL SURVEY STUDY.

Pharmacology

Dr Bhagya Manoj Sattigeri*	Prof & Head, Department of Pharmacology SBKS MI&RC, Sumandeep Vidyapeeth an institution deemed to be university, Piparia, Vadodara, Gujarat, India. *Corresponding Author
Dr Shruti Brahmhatt	Assistant Professor, Department of Pharmacology SBKS MI&RC, Sumandeep Vidyapeeth, an institution deemed to be university, Piparia, Vadodara, Gujarat, India.
Dr Jayant Patharkar	Tutor, Department of Pharmacology SBKS MI&RC, Sumandeep Vidyapeeth, an institution deemed to be university, Piparia, Vadodara, Gujarat, India.

ABSTRACT

Students find educational environment unheeding at Professional colleges. A questionnaire-based survey study was conducted among the II MBBS students to evaluate their perception on teaching, learning, evaluative methods and the educational environment. The educational environment was perceived good with the practice of mentorship programme added by approachable attitude of teachers. With the different methodologies practiced PowerPoint presentation was most adapted method along with other innovative methods. Bridge Remedial & Enrichment Programme (BRE) (55%), was liked the most as compared to the rest. About 84% of them liked the practice of Continuous Cumulative Evaluation System which is another innovative practice of the institution. Educational environment, the teaching methods equally play important role in progress of student. Medical education unit has pivotal role in training the teachers

KEYWORDS

Bridge Remedial Enrichment Programme, Continuous Cumulative Evaluation System, Educational Environment, Power Point

Introduction:

Since learning is a continual process, both the teacher and the taught needs to update themselves. Over years efforts are put in to train the teachers who join the Medical colleges to have better impact on imparting the subject knowledge to the students. With the induction of the Medical Education Unit (MEU) in the medical colleges most of them have adapted newer teaching and learning methodologies as mentioned by Koh. et al (2007)¹.

However, the attitude of the student matters a lot in the process of learning. His/her interest, involvement, attitude, skill development ability directly contributes to his/her learning and performance. It is rightly suggested by Dunn et. al., (1990)² that the learning style is unique to every individual and is reflected in their performances. Peer, and Johnston (1994)³ have shown that indepth learning of the subject, logic application and essential analytical ability is very much essential for the student at any university level education which widely differs from the school days learning.

Every student following his/her admission to the professional college definitely puts in all efforts to meet the requirements & may adapt one or more learning styles. However, it is observed that the habit cultivated during the school days continues as rote learning and reproducing the information. Some may prefer deep learning, while others prefer superficial and some exam oriented as demonstrated by Leite et. al., (2010)⁴.

Intelligence seen in the candidate before joining the professional college does not continue to be stable for various reasons. Dweck (2007)⁵ has shown a link between the individual performance and the Educational Environment (EE). Students find the educational environment unheeding at professional colleges. Thus, find it difficult to adjust with the new environment, scared with the huge volumes of textbooks and the teacher's attitudes/threats about the subjects. Lokuhetty MDS et. al., (2010), Montazeri H. et. al, (2012) along with Aghamolaei T, Fazel I. (2010)^{6,7,8} have shown that unpleasant atmospheres at times make the students frustrated and lead to the erosion of their self-confidence, which may result in deviation of their performance.

Exposure to traditional method of didactic lecturing, students conceptualise knowledge as the information that is directed to them from the teachers. Generally, the didactic lectures are more teachers centred. Zhenhui R. (2012), Adib Hajbaghery M and Aghajani M. (2011) and Johnston JM et. al., (2009)^{9,10,11} in their observations have

shown that the newer methodologies in the form of the problem-based learning (PBL), peer teaching and role play are adapted by many of the teachers following the evolution in the teaching methodologies.

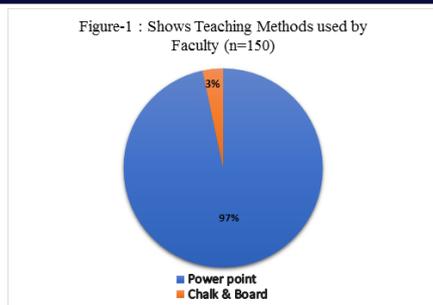
Since, the student's perception comprises a mixture of teaching learning methodologies, it can be best learnt from the student community, the method of teaching they prefer to improve their performance, to understand their problems, to identify the teacher's deficits, to improve or make changes in the curriculum and to plan for the future benefits. Taking all these into consideration the study was planned to evaluate the student's perception on the teaching learning methodologies at Sumandeep Vidyapeeth Deemed to be University's, SBKS Medical Institute & Research centre.

Material & Methods: The cross-sectional questionnaire-based survey study was conducted at SBKS MI& Research Centre, Sumandeep Vidyapeeth, among 150 students who belonged to II MBBS. The study was initiated after obtaining the No Objection Certificate (NOC) from Dean SBKS MI&RC, and after obtaining the approval from Sumandeep Vidyapeeth, Institution Ethics Committee (SVIEC). Those students who filled the written Informed Consent Form (ICF) after they were explained about the study through the Participant Information Sheet (PIS) were included in the study. The questions were based on the educational environment, Teaching learning and evaluation methods.

RESULTS:

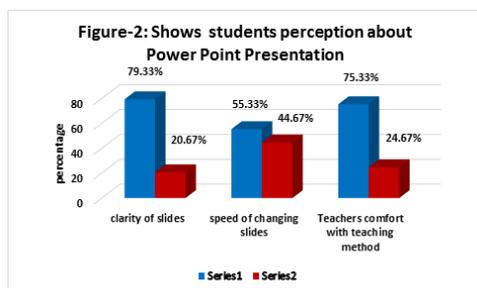
We have observed that the participants had joined the profession by choice. Despite coming from English, Gujarati and Marathi medium of instruction before joining the Medical college they felt the educational environment to be good due to the practice of the mentorship programme. They found that this gave them the space for sharing and caring the major role played by the teachers in the form of mentors. About 85.33 found that the teachers were approachable and about 90.67% of the participants were of the opinion that the teachers at the college were helpful in clearing the subject doubts of the students. Thus, the educational environment was good to help them perform better.

Audio visual aids were made use for the teaching purpose in the form of Power Point presentations(PPT), Chalk and black board, White Board etc. It was perceived that 96.67% of the faculty made use of PPT to teach while the remaining 3.33 used the black board method for teaching as indicated in figure no 1.

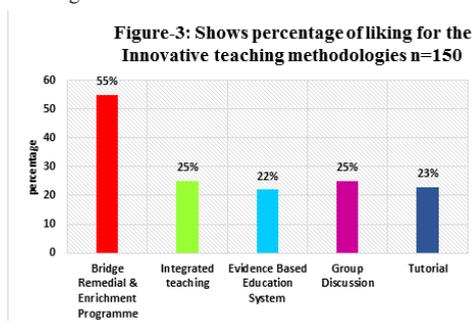


Further, 86.67% found the sessions to be interactive while, 13.33% did not find them so. About 88.67% felt that the teachers simplified the subject they taught with the adapted teaching methodology while 11.33% did not agree to this.

However, we could observe that 79.33% found that the power point presentation slides used for teaching were clear with the content, font and the subject while, 20.67% did not feel so. The speed of slide display and change was ok for 55.33% and not ok for 44.67%. About 75.33% of the students found that the teachers were comfortable with the teaching aids and the methods they adapted to teach during the sessions as indicated in figure no 2.



We have observed that the 62% of them liked the innovative practices of the institution practiced in teaching methodologies in order to emphasise on the skill and knowledge development among the students. Of the different methods that were adapted, the Bridge Remedial and Enrichment programme was like the most (55%), followed by Tutorials (28%), Integrated teaching (25%), Group Discussion (25%) and the Evidence Based Education System (22%) as indicated in Figure no 3.



Interestingly, we have observed that 86.67% of the students interacted with their friends from other medical colleges to find out about the system of evaluation. It was found that as a part of formative and summative evaluation the practice adapted by the institution was liked by 84% while 16% did not like. However, the practice of the Continuous Cumulative Evaluative System (CCES), a unique method of evaluation practiced by the institution and the university was liked by 93% of the students.

Further, to add on the observations on the evaluation system 15% of them had expressed that the monthly class test could benefit their overall performance.

DISCUSSION:

The learning environment is very important for every student for his or her performance. However intelligent they may be during their school days if there exists no good environment at colleges then their

performances come down. Our observations concur with those of Lokuhetty MDS et al (2010)⁶. Generally, the new environment, volumes of Textbooks, teachers attitude or threats about the subjects makes the student get frustrated about the educational environment as explained by several studies.

The observations made in the present study indicate that the practice of the mentorship programme by the institution made the educational environment very comfortable since, they could find opportunity to share their problems with the teachers. They also get the doubts cleared since they found that teachers were approachable and helped them in clearing their doubts.

Although, majority of the teachers made use of power point presentation for teaching purpose, the students perceived that only about 75.33% were comfortable in using this method for teaching. However, the method of teaching was liked since, the subject was simplified with clear slides. Apart from this the practice of innovative methods to emphasise on the skill and knowledge development practiced in our institution was unique in its own way to impart the knowledge. The Bridge Remedial and Enrichment (BRE) programme and the evidence-based teaching, being unique methods adapted for teaching have made good impact as per the student's perception. These innovative methods to improve the skill and knowledge is in support of studies conducted by Kela AK & Mehta VL (1993)¹² which indicate that clinical cases or bed side teaching would improve the learning. Students have been interacting about the different evaluative methods practiced by different colleges or universities and found that, the formative and summative methods of evaluation practiced by many other colleges differed from what was practiced in our institution. The Innovative and the unique Continuous Cumulative Evaluative System (CCES), practiced by the institution was liked by 93% of students although, about 15% of them have expressed that the monthly test could help them improve with their performances.

CONCLUSION:

Educational environment plays an important role in the progress and performance of the student in professional colleges. This was evident through the student's perception in the present study. Teaching learning and evaluative methods do make an impact on skill development and gaining of the knowledge.

Teaching is a skill that has to be practiced and improvised in incomparable manner. Establishment of the Medical Education Units at all Medical Colleges has been instrumental in training the teachers at induction and updating them with the newer methodologies through the faculty development programmes.

REFERENCES:

- Koh GC, Khoo HE, Wong ML, Koh D. The effects of problem-based learning during medical school on physician competency: a systematic review. *CMAJ*. 2007; 178: 34-41.
- Dunn R, Granniti MC, Murray JB, Rossi I, Gaisent G, Quinn P. Grouping students for instructions; effect of learning style on achievement of attitude. *J. Soc. Psychol.* 1990; 130: 485-494.
- Peer IS, Johnston M. Influence of learning context on the relationship between A level attainment and final degree performance: a meta-analytic review. *Br J Educ. Psychol.* 1944. 64: 1-17.
- Leite WL, Svinicki M, Shi Y. Attempted validation of the scores of the VARK: Learning styles inventory with multitrait multimethod confirmatory factor analysis models. *Ed and Psych measure.* 2010.70:323-339.
- Dweck, C. S. (2007). The perils and promises of praise. *ASCD*, 65(2), 34-39.
- Lokuhetty MDS, Warnakulasuriya SP, Perera RIR, De Silva HTR, Wijesinghe HD. Students perception of the educational environment in a medical faculty with an innovative curriculum in Sri Lanka, *South East Asian Journal of Medical Education.* 2010; 4(1): 9-16.
- Montazeri H, Beigzadeh A, Shokoohi M, Bazrafshan A, Esmaili M. Perceptions of students and clinical instructors of academic learning environments at Yazd University of Medical Sciences. *Res Dev Med Educ.* 2012;1(2):65-70
- Aghamolaei T, Fazel I. Medical student's perceptions of the educational environment at an Iranian Medical Sciences University. *BMC Medical Education.* 2010; 10:87
- Zhenhui R. Matching teaching styles with learning styles in East Asian Contexts, *The Internet TESL Journal.* 2012; 7(7).72
- Adib Hajbagheri M, Aghajani M. Traditional lectures, Socratic Method and student lectures: which one do the students prefer? *Web Med Central Medical Education.* 2011; 2(3).
- Johnston JM, Schooling CM, Leung GM. A randomised control trial of two educational modes for undergraduate evidence-based medicine learning in Asia. *BMC Med Educ.* 2009. Sep 29; 9:63.
- Kela AK & Mehta VL. Impact of inclusion of clinical projects in undergraduate teaching. *Indian J Pharmacol.* 1993; 25:249-50.