

## EVALUATION OF TEACHING/LEARNING METHODS AFTER TAKING THEORY CLASSES OF FIRST YEAR MBBS STUDENTS AT KONASEEMA INSTITUTE OF MEDICAL SCIENCES, AMALAPURAM

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### ABSTRACT

#### BACKGROUND

With the growing awareness of the importance of teaching & learning in universities & colleges and the need to move towards evidence-based teaching it behoves the professions to re-examine their educational research methodology. While the what, how & why of student learning has become more explicit, the professions still struggle to find valid methods of evaluating the explosion of new innovation in teaching / learning strategies.

This study discusses the problems inherent in applying traditional experimental design techniques to advances in educational practice.

#### MATERIALS AND METHODS

A short questionnaire was prepared and was handed out to the 150 first year MBBS students at Konaseema Institute of Medical Sciences, Amalapuram at the end of anatomy theory class towards the end of their first year curriculum. They were asked to fill it up without disclosing their name and submit it back. This was done after taking theory classes (10 theory classes as allotted by the Head of the Department in accordance with the existing department curriculum) for one month.

#### RESULTS

In our present study, Black board and chalk still remains the favourite mode of teaching for the students. However, power point slides are the best tool as far as showing anatomy diagrams are concerned because they are not time taking and are easy to understand.

#### CONCLUSION

A good and judicious mixture of all the available Teaching and learning aids should be made to make the class more interesting so the students are able to grasp and understand the subject in a better way.

#### KEYWORDS

Medical education; Teaching and learning aids; Power point slides.

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#### BACKGROUND

Medical schools worldwide use different methodologies in teaching which have been mainly in the form of lectures with laboratory practical and tutorials to reinforce what has been learnt.<sup>1</sup> Teaching medical students is a big investment of institutes and the government and it is considered as a personal investment of time and money for an enrolled student.<sup>2</sup> Jacob and Lefgren concluded as assessments of teachers' measures and the quality of their teaching. The quality of teachers is assumed by their effectiveness and

ineffectiveness in classroom teaching which is reflected through students' academic achievement.<sup>3</sup> The quality of education is assumed by their effectiveness of transfer the knowledge and ineffectiveness in classroom teaching which is reflected through students' academic achievement.<sup>4</sup> The role of the teacher in medical science is to be the bridge between the student and the subject. He or she should help the student to understand, provide constructive criticism and encourage students to develop professional skills and discipline. Hence in doing so the teacher should also develop and evaluate his teaching skills from time to time so that he can impart knowledge in the best possible way.

A number of teaching methods are employed at the undergraduate level to appeal to students with different learning styles. It includes didactic lectures, role playing, case studies, demonstrations through videotapes, problem-based learning (PBL) and several others to address specific learning styles of students by providing them contextual opportunities. But whether and how these things are appealing to the students need to be answered. Also, yet

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another challenge in medical education is the planning a lesson which make the student to gain maximum knowledge in short span of time.<sup>5</sup> It is very important for any medical teacher to meet the educational need of the students regarding the knowledge, attitude, and the skill. At the same time it is necessary to note here that the students represent the population which differs in age, place, ethnicity, level of preparedness, learning styles and preferences.<sup>6</sup>

Though there are so many teaching/learning methods which are available to the teachers, the commonly used methods to take a theory class are chalkboard, over-head projector or power-point presentation.

*Aims and Objectives*

The aim of the present study is to take feedback from the students about which T/L method they find the best and also about the teaching skills of the concerned teacher in a constructive manner.

**MATERIALS AND METHODS**

A short questionnaire was prepared and was handed out to the 150 first year MBBS students at Konaseema Institute of Medical Sciences, Amalapuram (batch 2016-17) the end of anatomy theory class towards the end of their first-year curriculum. They were asked to fill it up without disclosing their name and submit it back. This was done after taking theory classes (10 theory classes as allotted by the Head of the Department in accordance with the existing department curriculum) for one month.

Sample copy of questionnaire is as mentioned below-

**Q. 1)** Which teaching method do you find best suitable for you?

- a) Chalk board
- b) OHP
- c) power point

**Q. 2)** Which T/L method helps you to understand the anatomical diagrams better?

- a) Chalk board
- b) OHP
- c) power point

**Q. 3)** Teaching skill evaluation –

Please assess the teaching skill by rating the below mentioned points on a scale of 1 to 10.

Teaching Skills	Points (1-10)
Introduction to the topic	
Voice modulation (audibility and clarity)	
Cracking jokes	
Judicious use of T/L methods	
Asking questions	
Time management	
Knowledge of the subject	

**RESULTS**

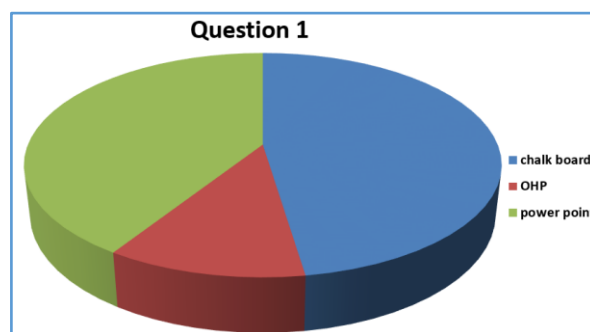
After collection of filled in 150 questionnaire forms the result were analysed in a tabulated manner as mentioned below (Table 1).

Which teaching method do you find best suitable for you?		
Chalk board	OHP	Power point
70	20	60
Which T/L method helps you to understand the anatomical diagrams better?		
Chalk board	OHP	Power point
50	30	70
<b>Table 1. Teaching Assessment Skill Used</b>		

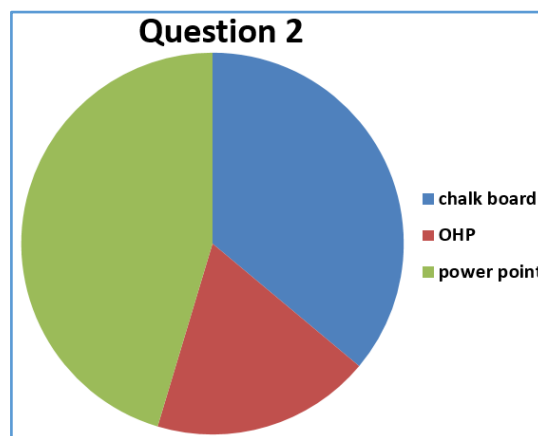
- Results are in the form of total number of students out of 150

The results are also explained in the form of pie charts –

1. Which teaching method do you find best suitable for you?



2. Which T/L method helps you to understand the anatomical diagrams better?



3. Teaching assessment skills-

Teaching skills	Points (1-10)
Introduction to the topic	5
Voice modulation (audibility and clarity)	7
Cracking jokes	7
Judicious use of T/L methods	7
Asking questions	7
Time management (finishing the topic in time)	5
Knowledge of the subject	8
<b>Table 2. Teaching Assessment Skills</b>	

- The results mentioned here are average of the points given by all 150 students (Table-2).

## DISCUSSION

The teaching aid most of the students like was the chalk and board method. It may be due to while explaining the concepts with chalk and board the teacher-student co-ordination is good. The interaction between the student and the teacher is much more and also students get time to note down the points and are able to understand the content which is to be taught which do not happen in power-point presentations. It also indicates that the use of teaching aid is to assist the teacher to avoid the monotony in the lecture and not to replace the teacher. Similar results are shown in other studies.<sup>7,8</sup> So students still find the chalk board to be a valuable T/ L aid as can be observed from the above-mentioned results.

However as far as diagrams are concerned they find power point useful because visual concept is best with the actual diagrams which can be displayed very easily with the power point.

As far as the teaching skills are concerned more stress has to be given on the introduction to the topic and time management because the time period for first year is limited and the syllabus is huge. The students are also easily influenced by the knowledge and teaching ability of the teacher as shown by the results and hence all the teachers should strive hard to hone their teaching skills to make the subject lucid and easy to understand.

## CONCLUSION

There is an increasing number of teaching methods for medical students. The various methods of teaching doesn't improve the quality of producing doctors in this nation. Medical schools and staff should strive to enhance the quality and quantity should be maintained by selecting the best teaching methods. Therefore, we would like to encourage medical schools to ensure proper information to be given and to conduct teaching according to the tailor-made system that matches with students' needs.

In conclusion a good and judicious mixture of all the available T/L aids should be made to make the class more

interesting so the students are able to grasp and understand the subject in a better way.

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