

A Study on preferences of I M.B.B.S Students about teaching –Learning Methods

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Abstract

Context: One of the most important ways to strengthen the medical education at content delivery level is to assess student perception about teaching- learning methodology. Numerous teaching-learning methods are practiced throughout MBBS course, to increase involvement, participation and interest of students, so that learning is facilitated and it appeal to students with different learning styles.

Aim: To study student preferences about teaching learning methods used in Physiology sessions during first year MBBS course.

Method: This is an observational study conducted in Shri Vasantrao Naik, Govt. Medical College, Yavatmal, from September 2015 to December 2015. After all permission and approval from Institutional ethical committee, the data was collected by administering a pre-designed & pre-validated questionnaire regarding open and close-ended questions pertaining to student (II semester) preferences about various teaching-learning methods practiced by Physiology faculty during teaching sessions conducted in I semester.

Results: O out of total 130 participants, 59(45.4%) students preferred Lecture, while Tutorial was preferred by 28 (21.5%), Group Discussion by 36(27.7%) and Symposium by 7(5.3%) students.

About the ideal duration of a lecture, out of 130 students, 76(58.4%) opined for 45 minutes. The best teaching-learning method, out of 130 students, 58 (44.6%) preferred blackboard.

The preferred time slot of lectures, most of the students 108 (83%) preferred lectures to be conducted between 9 to 11 am.

Conclusion: Students are more interested in conventional mode of learning through lectures with use of blackboard for about 45 minutes during morning hours. For better interpretation and results which could be applied at university, state or national level, we recommend a wide spread multi-centric study in medical colleges all over the country, having representation from all strata of students, faculty and policy makers.

Key Words: Preferences, teaching learning media, I MBBS students.

Introduction

The quality of Medical education depends upon various factors like curriculum, college administration, infrastructure, patient exposure, faculty expertise in the subject and their knowledge, exposure and training in teaching-learning methodology. Moreover medical education in the past decade is witnessing a paradigm shift and is now becoming student centric from teacher-centred mode.¹

Therefore, student opinion and preferences matter the most before introduction of any additions, deletions or modifications in the way the course is conducted. At the same time students differs in age, place, ethnicity, level of preparedness, learning styles and preferences etc.² Therefore it becomes a responsibility of any medical teacher to meet the individual educational need of the students regarding the knowledge, attitude, and the skill.

One of the most important ways to strengthen the medical education at content delivery level is to assess student perception about teaching- learning methodology.

Numerous teaching-learning methods are practiced throughout MBBS course, to increase involvement, participation and interest of students, so that learning is facilitated and it appeal to students with different learning styles. These methods include didactic

lectures, role plays, seminars, case studies, demonstrations through videotapes, problem based learning (PBL), tutorials etc. Considering all these issues, the present study was conducted on I MBBS students to know their preferences about teaching - learning methods practiced by their teachers.³

Aims & Objectives

Aim: To study I MBBS student preferences about teaching learning methods used in Physiology sessions

Objectives:

- To find out student preferences about the type of teaching methods and aids used for teaching human physiology.
- To know about student preferences regarding duration & timings of physiology lectures.

Material & Method

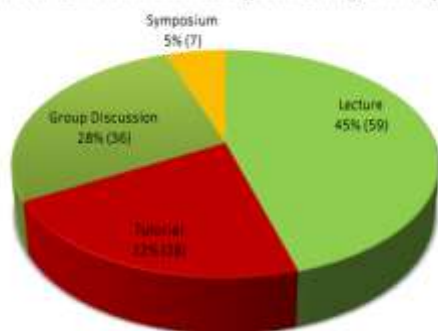
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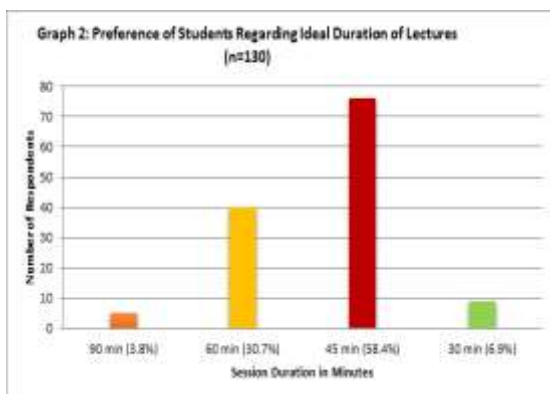
various teaching-learning methods practiced by Physiology faculty during teaching sessions conducted in I semester. Informed consent was taken from all the students included in the study, before their participation. The gathered data was analysed using percentages and was presented in a graphical format.

Results

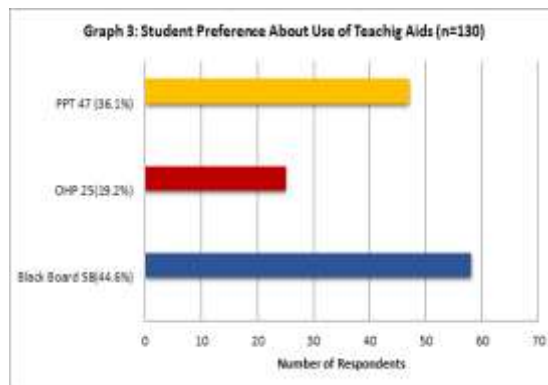
Graph 1: Student Preference About Type of Teaching Methods (n=130)



When students were asked regarding their preference about the teaching-learning method they liked the most, out of total 130 participants, 59(45.4%) students preferred Lecture, while Tutorial was preferred by 28 (21.5%), Group Discussion by 36(27.7%) and Symposium by 7(5.3%) students.

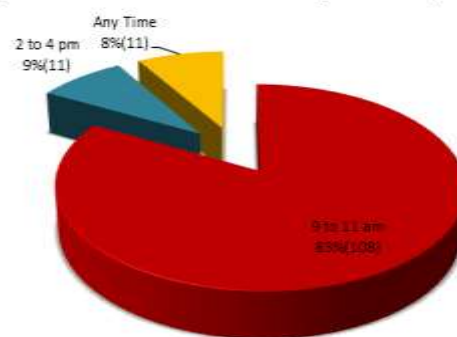


The participants when asked about the ideal duration of a lecture, out of 130 students, 76(58.4%) opined that a 45 minutes is as Ideal duration of lecture while 40 (30.7%) students preferred a 60 minutes class; a small number of students 9(6.9%) showed their inclination towards a 30 min class and 5(3.8%) towards a 90 minutes lecture.



The participating students when asked regarding their preferences about the best teaching-learning media, out of 130 students, 58 (44.6%) preferred blackboard as teaching aid followed by 47(36.1%) preferring the use of PPT and 25 (19.2%) opting for OHP.

Graph 4: Student Preference About Timings of Lectures (n=130)



The students when asked about the preferred time slot of lectures, most of the students 108 (83%) preferred lectures to be conducted between 9 to 11 am, while only 11 (8.4%) preferred the lecture schedule from 2 to 4 pm and 11(8.4%) students felt that any time slot is OK with them.

Discussion

In this study the most preferred teaching-learning method was Lectures, which was in contrast to numerous studies which found out that 76% student preferred tutorials and interactive small group teachings and almost all insisted that lectures should be more interactive and informative.⁴ Another study by Costa et al.⁵ also showed student preference towards interactive teaching as the mode of learning. A conventional lecture is often known for its didactic identity and as the least 'engaging' method of teaching if students are not actively involved by introduction of various interactive techniques, interspersed throughout the span of a lecture. These newer interactive methods are superior in terms of achievement of to the desired end-points of instruction, including improved problem solving skills and increased student retention of information after the course.

When asked about the ideal duration of a lecture, out of 130 students, 76(58.4%) opined that a 45 minutes is as Ideal duration of lecture. This finding is line with the findings of a study in Goa Medical College⁶, in which about 62% preferred the lecture duration to be 30-45 minutes and studies by Stuart et. al.⁷ and Arredonodo et. al.⁸ which also revealed that the lecture duration should be less than 60 minutes as concentration levels of students rose up to first 15 minutes and decreased later-on. In contrast to above studies, a study in Sri Lanka on Physiotherapy students, majority of the students preferred a 60 minutes duration.⁹

Out of 130 students, when asked regarding their preferences about the best teaching-learning media, 58 (44.6%) preferred conventional blackboard as teaching aid. (Topic 3) The findings are similar to a study conducted in Bangalore in which about 31% students preferred blackboard over other individual teaching-learning methods while Power point was preferred by 3.4% students only.¹⁰ A study conducted in GMC Kota, Rajasthan also found that about 54% of the students preferred black board as the preferred teaching aid.¹¹ In another study the most preferred modality of teaching aid was found to be Black board by 71% students followed by Over Head projector (OHP) and PowerPoint Presentation(PPT).¹² It may be because almost all the students from their childhood are adjusted to the use of black board, the teacher -student co-ordination is also better; students get time to take running notes and to understand the content, which does not happen in power point presentations.

Most of the students 108 (83%) preferred lectures to be conducted between 9 to 11 am which was similar to the findings shown by a study on Physiotherapy students in Sri Lanka.⁹ This probably could be because during morning hours, the concentration levels are higher and in post-lunch sessions students feel lethargic after their meals.

Conclusion

From our study it was found that students are more interested in conventional mode of learning through lectures with use of blackboard for about 45 minutes during morning hours.

This study was conducted on one batch size of students. For better interpretation and results which could be applied at university, state or national level, we recommend a wide spread multi-centric study in medical colleges all over the country, having representation from all strata of students, faculty and policy makers.

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