

Table Teaching vs Didactic Lecture in Anatomy – A Comparative Analysis in Teaching – Learning process for I Year MBBS Students – A Pilot Study

Sivakumar Girija^{1,*}, M Sudagar²

¹Professor, ²Assistant Professor, Department of Anatomy, Karpaga Vinayaga Institute of Medical Sciences and Research Center, Maduranthagam

Email: girija_sivakumar@rediffmail.com

Abstract

A comparative analysis of lecture followed by dissection class against table teaching combing both the methods with the available teaching materials among I year MBBS Students. 20 Students of first year MBBS of Karpaga Vinayaga Institute of Medical Sciences & Research Center were selected for the present study. They were divided into two groups – A & B. Both type of lectures are conducted simultaneously to the groups. When group A is exposed to traditional method of didactic lecture followed by Practical dissection, Group B were exposed to table teaching along with didactic lecture with the available teaching aide. 10 subsequent lectures are conducted in this way so that both groups are exposed equally to both type of lectures. Students were given with feedback forms and evaluation forms and collected from them. Results were tabulated and analysed.

INTRODUCTION

Human Anatomy is being taught for I year MBBS⁽¹⁾ in the traditional way of didactic lectures followed by dissection and during practical hours histology and other practical syllabi are being completed for decades⁽²⁾. According to MCI, which insist on case based learning, Problem based learning and small group discussions are found to very difficult to implement due to shortage of time as MCI has reduced the I year duration from 18 months to 12 months. In this 12 months also, nearly 4 months are exploited with the following reasons: Sundays, Festival holidays, Natural hazard holidays, foundation program for I year students, unexpected government declared holidays etc.,⁽³⁾ Even though the duration has been reduced the portions to be completed in Anatomy for I year MBBS cannot be curtailed as it is the basic foundation to be laid on which only the students will be able to understand the other clinical subjects in the preceding years of course. Considering all these facts in mind, the present work has been carried out as a pilot study for I year MBBS students.

MATERIALS AND METHODS

Project was submitted to IEC and conducted after getting approval from IEC (IEC/KIMS/012/2015). 20 students of I year MBBS were selected for the present study. Students were divided into two groups. Lecture classes were done during dissection hours in both ways – Table teaching and didactic lectures. Group A was exposed to didactic lecture for 1 hour and then followed by dissection of the same region according to the dissection schedule which will fall few days later(2 hours). The total duration of one topic in this traditional method is about 3 hours. Simultaneously Group B is exposed to table teaching. In this method the total

duration taken is 2 hours. In this lecture is being conducted in the small group teaching method where we have small black board attached to dissection table. Laptop was used to project ppt. prospected specimen relevant to the topic was used to do demonstrate then and there. Wherever needed, charts and models also were used to teach the students. Along with this dissection also carried out whenever and wherever possible. Both A & B group students were exposed to both type of teaching alternately and the lectures were done simultaneously. Dissection hour was utilized for table teaching. Traditional method was done as per regular time table.(Time Table Enclosed) Same topic was taken simultaneously to both the batches in the form of Table teaching and didactic lecture and the specimen relevant to the topic. 10 lectures were done on this pattern.(Table 1)⁽⁴⁾ Feedback forms were collected from both the groups at the end of every lecture.

PATTERN OF LECTURE CLASSES CONDUCTED

TOPIC	DAY	GROUP A	GROUP B	TOTAL DURATION CONSUMED
Blood supply of Heart	DAY 1	Didactic Lecture (1 hour) Dissection (2 hours - as per dissection schedule on another day)	Table teaching (2 hours – Dissection time slot)	3 HOURS (on 2 different days)
Conducting system of Heart	DAY 2	Table teaching (2 hours – Dissection time slot)	Didactic Lecture (1 hour) Dissection (2 hours - as per dissection schedule on another day)	2 HOURS (on the same day)

At the end of the project, evaluation forms were also collected from both the groups duly filled. Both the feedback and evaluation forms were analysed, tabulated and discussed.

OBSERVATION

Students of both the groups were observed by the teacher carrying out the lecture class. Lecture class was done in an interactive manner using CBL, PBL, questioning session etc., Students of the project group even though they found to be participating they had hesitations in asking doubts, express their views and answers. Few of them as they have come from their regional medium of study, they found very difficult to participate in group discussions. The time consumed for the lecture varies depending on the lecture topic. Few topics took little extra time so that at the end of the class the teacher found it very difficult to complete the topic. As a result of which the teacher had to hurry with few points with regard to topic.⁽⁵⁾

On the other hand, during table teaching, the students found to be very comfortable and fearless in participating in group discussions. They found relaxed and free to ask any sort of doubts whether it is worthy or silly they didn't hesitate to ask. Students who had difficult in following English mode of teaching at the end of the class had time to ask doubts with the teacher. As the lecture was taken with the specimen and other models suitable for the topic the teacher found easy to explain the students then and there virtually along with the lecture. In first few lectures, though the students had little hesitance to participate in group discussions, they slowly became active and motivated in such a way when they were given with a problem during the session, they were enthusiastically involve themselves in group discussion and came out with answers. Also, as the lecture and the demonstration were combined it was an easy task to explain the structure using specimen and show the students the structures then and there as soon as we finish the topic. Nearing the end of the project the students found to be more interactive. It improved their inquisitiveness in asking questions where it is right or wrong they did not hesitate to ask. They found to be actively participating in group discussions. Feedbacks and evaluation forms duly filled by students were collected and analysed. The analysis revealed the broad acceptance of the table teaching better than the didactic lectures. (Fig.1)

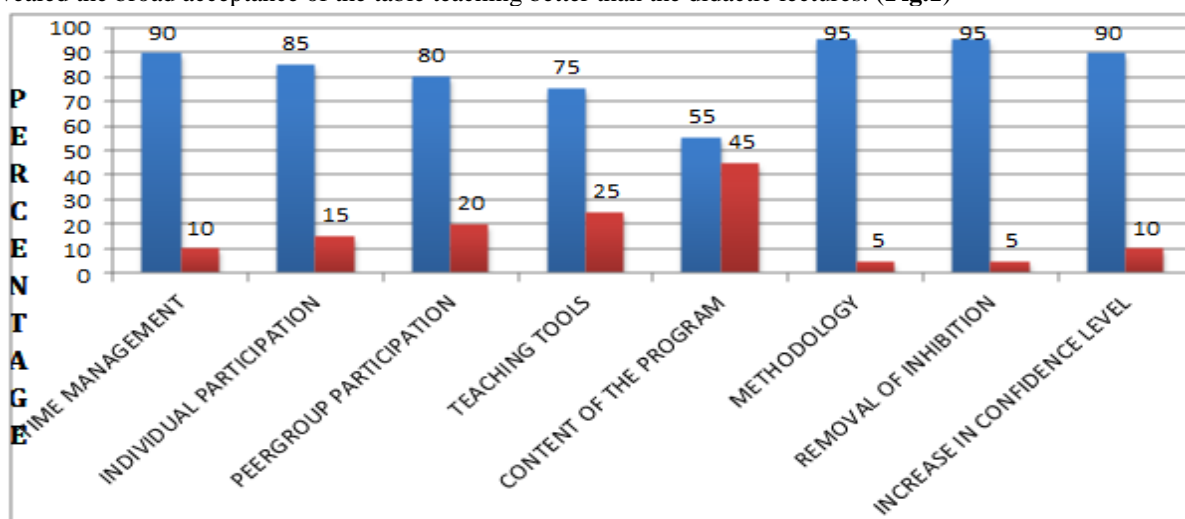


Fig. 1: Comparative Result On Various Parameters On Didactic Lecture And Table Teaching
■ TABLE TEACHING ■ DIDACTIC LECTURE

The above picture shows the wide acceptance of table teaching when compared with didactic lecture. There is a great difference in percentage of students admiring the table teaching than a monotonous didactic lecture. When the overall program feedback was analysed it showed the knowledge gained by the students found to be good comparing to didactic lectures. It was observed in the way the students interacted with the faculty. The recommendation of the students to follow the table teaching method when compare to didactic lecture is found to be stronger than the didactic lecture which was depicted in the following picture.(Fig.2) Out of all participants, who attended both type of lectures, 90% of them preferred didactic lectures accompanied by table teaching along with teaching aids and 10% remained neutral.

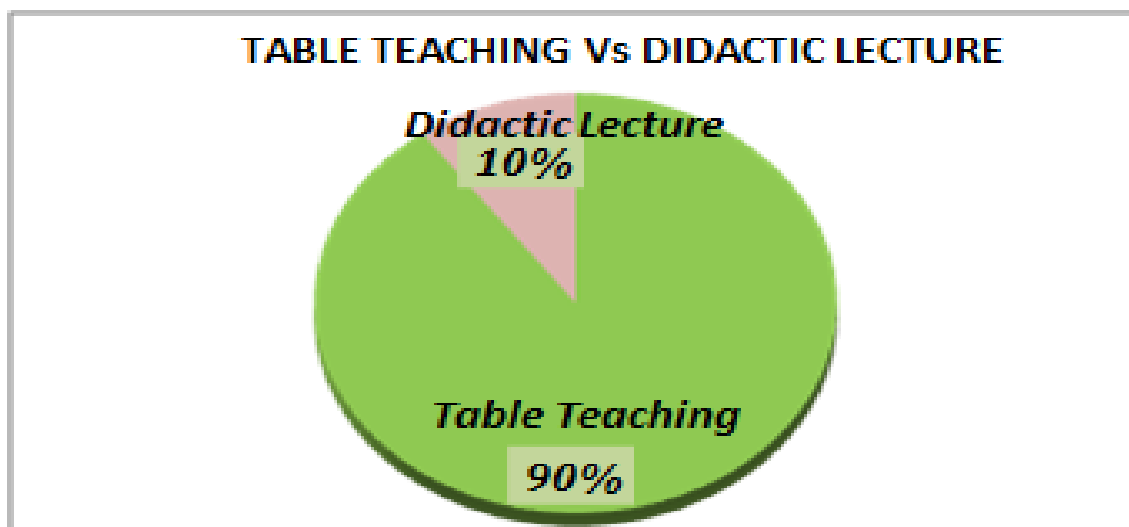


Fig. 2: Students Recommendation on Didactic Lecture

DISCUSSION

From the above findings and observations, it is clear that table teaching found to be more effective than didactic lectures. By following the method of table teaching, the following difficulties can be avoided as far as the Anatomy teaching is concerned.

1. Time shortage in completing the syllabus due to shortage of time.
2. Due to dearth of cadavers, nowadays in most of the medical institutions, only demonstrations on prospected specimen is being done. For demonstrations there is no need for 2 hours to spend on it. Instead the two hours can be utilized for both lectures and demonstrations combined together so that the specimen can be demonstrated hand on hand along with the theory.
3. One hour theory class which is being utilized to teach a topic which will be demonstrated later can be utilized for teaching certain other topics which cannot be demonstrated with the specimen or models (E.g. Neuronal pathways, developmental anatomy, lymphatic's, General anatomy classes etc.,)

CONCLUSION

From the above findings and discussion, it can be concluded that the table teaching found to be more effective in motivating the students⁽⁶⁾ on various aspects

like understanding, coming out with questioning, answering to the questions, group discussions etc., The shortage in time allotted for 1 year shall be avoided for completing the syllabus. The classes can be made more clear and understandable as the specimen is being demonstrated side by side along with the lecture class. The classes can be made more lively using PBL, CBL and group discussions.⁽⁷⁾ Monotony in didactic lectures can be avoided as much as possible. If it is followed the anatomy teachers need not worry about the shortage of time in completing the syllabus.

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