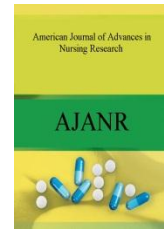




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### A SURVEY AND FEEDBACK ANALYSIS ON UNDERGRADUATE MEDICAL STUDENTS TEACHING METHODS

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#### ABSTRACT

Medical education in India due to increase in student strength and decreasing teacher student ratio, regular modification of goals and strategic targets has to be set at regular academic intervals. By the end of each academic year the only measurement on achieved goals, available to instructors is batch percentage. The students view and feedback on teaching methods will greatly improve to modify goals and targets of teaching and influence students centered learning rather curriculum completion targets. The present study is aimed to collect a questionnaire based survey on I<sup>st</sup> M.B.B.S Students in department of Physiology at the end of academic year 2011-12. The questionnaire was filled by 96 students voluntarily out of 150 during one of the practical sessions at Physiology Lab. The results were the majority of students favored group discussion 70% versus didactic lectures. 50% student's favored didactic lectures with multimedia, pretest followed by post test. To conclude new teaching methods, research with feedback and implementation may enhance the learning process.

#### INTRODUCTION

Medical education unit is becoming an important aspect of medical colleges in India. An essential mission of MEUs across institutions is to conduct research and provide scientifically sound information that advances and promotes medical education [1]. The areas of research may include problem-based learning, student and teacher learning, learning environments, assessment and evaluation of learning and teaching [2]. To meet out growing population and demand for more doctors in India, there is recently and increase in quantity of M.B.B.S seats with minimal teaching staff. The medical education unit now has a greater role to play in delivering

quality doctors and not just quantity. The student's surveys as a means of evaluating teaching help to focus on the need of changing teaching pattern [3]. On the contrary spending time on research at the expense of service it might come into conflict with the administration of the medical school whose interest lies in solving immediate institutional needs and problems rather achieving long term goals [4]. Finding the right balance between the research and service functions of the medical education unit is important for faculty motivation [5]. The present prospective observational study on I<sup>st</sup> M.B.B.S Students in department of Physiology of Mahatma Gandhi Medical College and Research Institute was an effort to understand the effects of changing trends in teaching on medical school learners with an objective to evaluate the change and difference experienced from school teaching and college teaching. To understand the strengths and

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Research Article



weakness of teaching methods from students perspective and to redefine teaching learning methods for future batches.

## MATERIALS AND METHODS

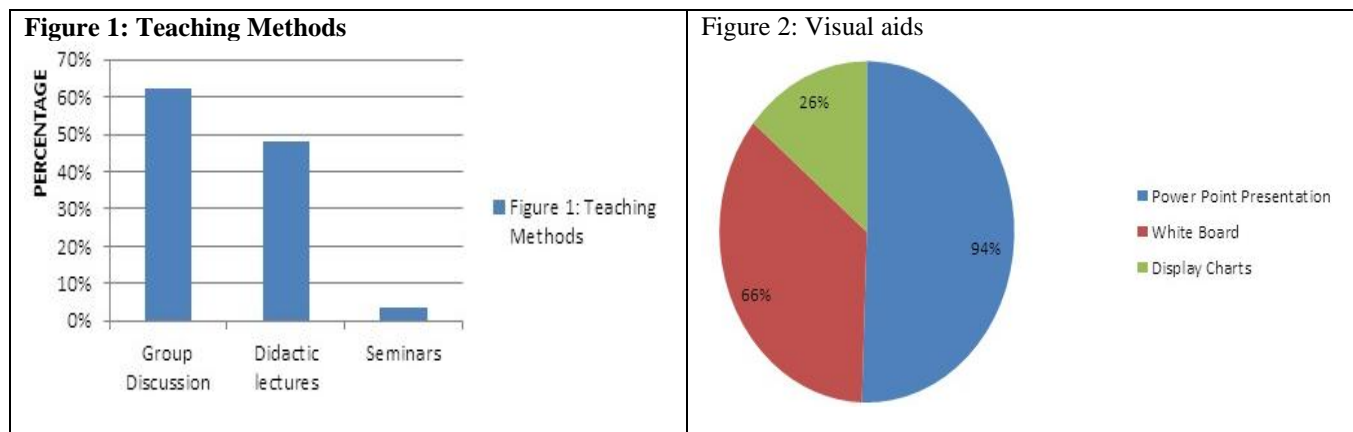
At the end of the academic year 2011-12 after completing all lecture module and permission from appropriate authority in department and approval from medical education unit ethics committee, the 150 I<sup>st</sup> M.B.B.S students are asked to assemble in department of Physiology during the lab hours. The students were explained about the study objective with questionnaire and informed that the participation is purely voluntary and the participants were instructed not to provide any personal information, nor to reveal their identity in the questionnaire.

The students are given 2hrs practical hours to complete the questionnaire, instructed to select an option to each question with some questions having options to scale ranging 1 to 5 with 1 strongly disagree and 5 being strongly agree. A column was provided for any other remarks to student to freely express and was not encouraged to comment about faculty members.

The completed forms were collected and statistically analyzed for results using Microsoft Excel.

## RESULTS

123 students self volunteered for the study out of which 96 were selected to analyze rest 23 were rejected due to incomplete, and comments on faculty etc. Among various teaching methods 62% of students opted group discussion as their favorite teaching and learning mode followed by 48% voted didactic lectures (fig:1) and 30 % felt seminars helped them in learning process. 88% felt topics covered correlates with chapters in text books. The results on application of Audio Visual aids utilized 94% of students were for big screen projection by power point presentation than conventional overhead projection. Among small group discussion 66% preferred white board over chalk and black board. 26 % voted self explanatory charts in department were helpful (Fig: 2). The evaluation methods followed by faculties, 72% of student felt one to one evaluation by viva voce increased confidence and communication skill. 65% preferred evaluation by multiple choice questions (MCQ) rather Question and Answer type. Questionnaire on learning environment column revealed 65% preferred Active learning center with internet access than classical library. 68% preferred staying in library study room for learning, 100% required wireless internet access, 82% felt the lecture halls are overcrowded and only 33% were interested in group study



## DISCUSSION

A medical education unit (MEU) or similar bodies in response to various reforms in medical education has become an integral part of most medical schools. Their major activities though include faculty development program but it should also motivate faculty in conducting educational research [6]. The present study though had participants strength of 123 only 96 completed questionnaire, among the rest 23 who appeared for the study few did not submit the forms, few deviated the instructions and few questionnaires had few positive and as well as criticizing comments on faculty. Among the

teaching methods majority of the students (62%) revealed their interest in group discussions but again it was interesting to know only few students showed (33%) interest in group study. The second best teaching method was didactic lectures 48% which is better preferred (94%) via PowerPoint presentation rather white/black board teaching.

It was interesting to observe (72%) students were comfortable attending viva and felt it is giving them an opportunity to express their communication skills. 65% Students felt the need of more MCQ's as evaluation method rather than Essay and Short Notes and it has to be



seriously considered because most of the competitive exams are evaluated by MCQ's pattern. When all the students questioned about the learning environment, they had unanimous suggestion that internet access and active learning center creates an interesting platform to learn.

To conclude from the feedback of students we had an opportunity to understand that teaching modules

with more of group discussion and lectures via power point presentation will have a better reach to students and it is better to have evaluation process with more MCQ pattern at par with international standards which would benefit students in future competitive entrance examinations.

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