

Research Journal of Pharmaceutical, Biological and Chemical Sciences

Preference of Lecture Methodology.

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ABSTRACT

With increase in strength of 1st year medical students in recent years, one is quite confused as to which methodology has to be adopted for teaching such vast no. So a survey was done among 1st year students to know which method was best appreciated by them. It was derived, their preferred teaching type of majority of them was PPT only and almost all of them wanted only microteaching method (table teaching in dissection hall).

Keywords: pptlecture, chalk and talk, microteaching, didactic lectures

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INTRODUCTION

Lectures have been the most common form of teaching and learning since ancient times [1]. Although discussion methods in small groups appear to be a superior method of attaining higher-level intellectual learning [2], it is almost inevitable that the medical students will experience lectures, as the number of students attending is too large in comparison to the teaching staff available. Hence, as Walton [3] notes, the lecture is here to stay, so it is imperative that it should be as effective as possible. During lecture, both the visual and auditory senses are available to absorb information and assistance in the form of a visual aid is useful [4].

In the recent years with the advent of modern technological equipments, teaching methodology has undergone a tremendous change. Most of the institutes are adopting computerized digital teaching methods like ppt etc. But still most of the senior anatomists prefer to use black board, draw diagrams on the spot, label the parts & explain to students which they feel is the best method for educating the students. But off late with vast increase in students strength in many of the colleges, most of the black board diagrams are not visible to the students sitting in the rear side of lecture hall. Majority of them are finding it difficult to appreciate ,inspite of better efforts taken by the teacher. As we are adopting both types of teaching methodology in our institution ,we wanted to know which one the students appreciate better for learning anatomy. Hence this project is undertaken.

MATERIALS AND METHODS

A group of 150 students of SBMCH were taken up for the study. A questionnaire was prepared and students were asked to give their opinions, without their names,so that they will be free to express their views without any bias.

Questionnaire

1. COURSE: I YEAR MBBS
2. BATCH : 2013 – 14
3. STUDENTS PREFERING CHALK & TALK:
4. STUDENTS PREFERING POWER POINT LECTURE:
5. STUDENTS PREFERING BOTH PPT& CHALK&TALK :
6. STUDENTS PREFERINGOHP:
7. STUDENTS PREFERING TABLE TEACHING (SMALL GROUP):
8. STUDENTS PREFERING DIDACTIC LECTURES :
9. STUDENTS PREFERING BOTH TABLE &DIDACTIC LECTURE :
10. OPTION OF FRONT ROW STUDENTS:
11. OPTION OF REARROW STUDENTS:

OBSERVATION AND RESULTS

TABLE 1: STUDENT’S PREFERRED METHODOLOGY

NO. OF STUDENTS	STUDENTS PREFERING CHALK&TALK	STUDENTS PREFERING PPT	STUDENTS PREFERING OHP	STUDENTS PREFERING BOTH PPT&CHALK&TALK
ALL STUDENTS(150)	30	120	0	50
FRONT ROW STUDENTS (40)	-	-	-	40
REAR ROW STUDENTS (40)	-	40	-	-

TABLE 2: MICROTEACHING AND DIDACTIC LECTURE

NO.OF STUDENTS	STUDENTS PREFERING TABLE TEACHING (micro teaching)	STUDENTS PREFERING DIDACTIC LECTURES	STUDENTS PREFERING BOTH TABLE TEACHING &DIDACTIC LECTURE
ALL STUDENTS (150)	149	1	25

In the Department of Anatomy, SREE BALAJI MEDICAL COLLEGE & HOSPITAL, 150 first year MBBS students were given questionnaire and the following results were observed .

No .of students preferring chalk & talk were 30/150 (table .1)
No .of students preferring ppt lecture were 120/150 (table .1)
No .of students preferring OHP were 0/150 (table .1)
No .of students preferring both ppt&chalk & talk were 50/150 (table .1)
No .of students preferring micro teaching were 149/150 (table .2)
No .of students preferring didactic lecture was 1/150 (table .2)
No .of students preferring both micro teaching & didactic lecture were 25/150 (table .2)
No .of front row students preferred chalk & talk was 0/40
No of front row students preferred both chalk & talk & ppt were 40/40
No of rear row students preferred chalk & talk was 0/40
No of rear row students preferred ppt was 40/40

DISCUSSION

The observation that 80% of students preferred power point lecture in table 1 of this study is in accordance with the study conducted by Joshua E Susskind [5], Jason W. Lancaster [6], P Benly [7], ANG ENG-Tat et al [8]. However, student motivation did not increase after PowerPoint was added in the class, an observation not noted in this present study. The same observation is in controversy with the study conducted by Jyotichopra et al [9], P Manyanka Ma Nyemb [10]

The observation that 99 % of students preference towards micro teaching in table 2 of this study is similar with the study done by Kirston Greenop [11] and work done by Shankar P [12], Davis CR et al [13]. Microteaching sessions were successful in making the PGs more effective facilitators. We plan to continue the microteaching sessions for the future batches of PGs. We plan to encourage the PGs to be actively involved in teaching undergraduate medical students. In the Department Of Anatomy of SBMCH for every 15 students one staff member (both tutor & asst. prof) is allotted and table teaching is done. whatever may be the class that is taught in lecture is repeated to the students, demonstration is done in the cadaver. For every system, table rotation of staff's are done so that each and every student is exposed to all teachers and their teaching.

CONCLUSION

In this study we conclude that power point lecture & micro teaching are more preferred for 1st MBBS students of our institute. This gives a guideline for teachers, which methodology has to be adopted for teaching. While ppt has reduced the work load of staff and has the advantage of facing students and have eye contact. The chalk & talk has got the advantage of making students draw diagrams, which is the best practice for students. We prefer ppt as best method of teaching for students and staff than chalk and talk.

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