

Evaluation of teaching methods and its benefit in medical college: A pilot study

Prachi Shelke^{1*}, M S Phatak²

¹Assistant Professor, ²Professor and HOD, Department of Physiology, IGGMC Nagpur, Maharashtra, INDIA.

Email: prchshlk1@gmail.com

Abstract

The study was undertaken to evaluate the prevailing system of teaching methods to elicit its benefit and to obtain the views and suggestions of MBBS students about recent teaching methods. So as to provide a good feedback to teachers. 100 students were selected randomly of 1st MBBS students. A set of questionnaire was made and students were directed to choose the appropriate option as per the instructions. The response were calculated and analysed. The results shows that teaching one system at a time is better option preferred by most of the students (n=100). In case of teaching aids, 60 opinions in favour of combined blackboard and powerpoint followed by blackboard only. Students preferred the use of PowerPoint only for videos and animation.

Keywords: Teaching methods, feedback.

*Address for Correspondence:

Dr. Prachi Shelke, Assistant Professor, Department of Physiology, IGGMC Nagpur, Maharashtra, INDIA.

Email: prchshlk1@gmail.com

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INTRODUCTION

In the last two decades, the importance of evaluation of teaching methods has been emphasized in higher education. Many medical colleges have searched for ways to evaluate teachers' efficiency of their faculty members¹⁻³. Teaching evaluation has been used as diagnostic tool for teachers to help them improve their performance. The teaching evaluation system primarily depends on evaluation done by students and peer faculty reviews. Indian medical education system has seen rapid growth in the last two decades. Private medical colleges have grown to account for more than half of the all medical colleges of India in 2011. Medical teachers are using learning media to enhance their successful communication with students. It is a fact that practical approach gives more benefits to students than only theoretical approach⁴. Various learning approaches are nowadays

designed to target visual learners through discussion, debates, role play etc. But the effectiveness of these media are not yet documented. There has been a growing concern about the quality of medical graduates trained in medical colleges in our country. Several committees have been working on restructuring the undergraduates curriculum according to the health needs of the community and the country. Unfortunately, significant changes are not taking place for various reasons⁶.

MATERIAL AND METHODS

The first year MBBS students 2015 batch were selected for the study after their informed consent. The study is approved by local ethical committee. The questionnaire devised for the study consisted of 5 questions with multiple options. The students were instructed to tick against option preferred by them. The students were encouraged to give their opinion freely /unbiased by not revealing their identity on the questionnaire sheet. The participants were instructed to give any specific comments about the departmental its teaching methodology in last question. The completed response sheets were collected and statistically analyzed the results using Tally bar method.

OBSERVATION AND RESULT

100 students participated in the evaluation process. Few students didn't attempt some of the questions while some

have given multiple own suggestions in the last column. So common suggestions of last question by many students were analyzed by Tally bar method. It is found that 75 opinions (n=100) in favor of teaching one system at a time than multiple system simultaneously. When asked about the preferred method of teaching 60 opinion (n=100) in favour of teaching combined by blackboard and PowerPoint followed by 17 opinion in favour of only blackboard and then 6 opinion in favour of only PowerPoint. In response to whether they want lectures more or not, 16 opinions (n= 100) in favour of point i. lectures should be less as compared to practical's. When asked about practical teaching, 37 opinions (n= 100) in favour

of more practical's than lectures and practical's should consist of demonstrations and group discussions. When their specific suggestions were organised, it was found that 14 students want more revision on experimental physiology. 12 students want part completion test after completion of each system. Some of them want tutorials instead of lectures. Few of them suggested faculty members to avoid excess use of PowerPoint during teaching and further added that it should be used only for showing videos and animation. Many students suggested to have a mike system during teaching so backbenchers can hear properly.

Table 1

S r N o	Teaching pattern	One system at a time	multiple systems simultaneously
1		IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII	0
2	Teaching aids	Blackboard IIII IIII IIII II	P P T IIII I Combined IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII IIII
3	Hours of theory teaching	Increased IIII IIII	Decreased IIII IIII IIII I
4	Hours of Practical teaching	IIII IIII IIII IIII IIII IIII IIII IIII II	I
5	Any specific comment / suggestions		
	1. part completion test should be taken IIII IIII IIII		
	2. Demonstration should be there instead of lectures. IIII IIII		
	3. Tutorials should be there. IIII		
	4. more revision on experimental physiology. IIII IIII IIII		

DISCUSSION

An evaluation made by students can provide the teachers with useful feedback regarding teaching methodology. The present study indicates that more than half of the total participants expressed that one system at a time is the best for study as compared to multiple system simultaneously. Previously in the dept two or more system used to start by different lecturers and accordingly in a week, students have to learn two or more system. This year, the change was done in distribution of lectures

among Lecturers. One single system was taken by different lecturers. After its completion only next system will start. So that, student can focus on one system properly instead of studying two or more systems simultaneously. Most of the faculties are availing the facility of A-V aids for teaching. But the students felt that combined black board and power point teaching is a better mode of teaching which correlates with the study done by Kasushik Bhowmick *et al*⁷ followed by only blackboard teaching, which is same the finding in study Shreemanta K D *et al*⁸. It is suggested that PowerPoint

should be used only to show videos and animations. Reason behind this given by many students that theory shown on PowerPoint easily forgotten and not memorized properly as compared to lectures taught by black board. Regarding the teaching hours of theory and practical classes, most of the participants prefer for the more teaching hours for practical which matches with the study by Garg A *et al*⁹.

CONCLUSION

Thus, it may be concluded that such evaluation gives feedback to the teachers which helps in correction of current teaching methodology and proper use of available teaching aids according to the needs of situation.

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