

Study of Student's Feedback on Present Teaching and Learning Patterns

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Research Article

Abstract: Aim and Objectives: To study student's views on various teaching methods used at present and to make necessary improvements in teaching learning methods after analysis of feedback for better understanding of the subjects.

Introduction:

This work has been carried out because present 1st M.B.B.S. students are lacking lot of basic aspects of physiology as compared to previous students. 1st M.B.B.S. course has been reduced to one year instead of 1 ½ years so too much information is to be rushed in too little time. Same syllabus has to be completed in short period.

Present study was conducted to improve the subject knowledge & to develop good coordination between students & teacher & to understand difficulties faced by the students during preparation.

Material and methods:

200 students of 1st & 2nd M. B. B. S. class were given proforma having 30 questions. Questions included number of students in lecture hall, timing & duration of lectures. They were asked to express their views on the way of presentation during lectures, group discussion, seminars, tutorials, quiz etc. They were asked to give their suggestions about different methods used for teaching i.e. A –V aids, black board & so on. Also they were asked to express their views about departmental activities & suggest changes in teaching & learning techniques.

Their views were analyzed.

Results:

Students have very critically expressed their views & shown good interest in feedback. 100 % of the students have expressed that lectures should be for group of 50 students. All the students have suggested that to explain the topic on black board followed by LCD or OHP presentation. 80% students have opted for group discussions, quiz & written test after each system. 90%

of the students are interested in integrated teaching. Students are interested & keen to gain knowledge in depth & not only to pass the examination.

Discussion:

Physiology being the basis of medicine, if not well understood, students cannot perform well in clinical subjects as well as in practice. We have to rush faster in order to complete syllabus in stipulated time. The difference in present & previous students is great regarding the basic knowledge of physiology.

Different learning patterns suits different students, however irrespective of approach significant amount of learning should be active, there must be sufficient time for self directed learning. Education should be shifted towards more active, reflective students & requiring reduction in large group lecture & increase in small group teaching.

Teaching learning apparatus should be designed to ensure that students should acquire appropriate scientific & clinical knowledge. Teaching & learning should be relevant e.g. to record blood pressure accurately only lecture is not sufficient. It requires sufficient time for self directed learning.

The recent UK General Medical Council Recommendations in 'Tomorrow's Doctors' [1] structures learning around the three domain i.e. doctor as a scholar & scientist, doctor as practitioner & doctor as professional.

Feedback has to be analytical & to be suggestive. Students grow in self confidence as they experience success in learning, just as they lose confidence in the face of repeated failures. Thus teachers need to provide challenging but attainable learning tasks to the students & help them to succeed.

So the student's feedback has three objectives –

A. to provide channel to express views on the current method of learning by them

B. to access the success in their academics

C. to get feedback on teaching pattern in order to improve content or delivery of the lectures

From the student feedback it is seen that they require discussions, quiz, and problem solving after each topic completed so that their doubts can be cleared, i.e. teaching & learning has to be perfect. So other than lectures, games, case studies, quick PowerPoint quizzes etc. can be used to keep students actively learning.

All the students preferred blackboard teaching combined with L.C.D. It is very encouraging to us that they want knowledge oriented teaching & not exam oriented which is only to pass.

Students have preferred integrated teaching. In integrated teaching students also undertake early clinical experience. Movement towards integrated curriculum is in part a response to the realization that learning happens best when it is relevant, situated & contextualized within the development of professional practice.[2]

Students have expressed their wish to have good & friendly communication with teachers & expect more interaction between both.

Conclusions:

It is credible to us that students like physiology subject very much and found it interesting. They have intense desire to learn but they get confused due to short time & rapid teaching.

We have to change some traditional ways & introduce new methods of realistic teaching & learning like group discussions, PowerPoint quizzes, and group projects to have active learning. Increasing number of medical colleges increasingly need to ensure that they produce doctor who are safe competent practitioners and can practice professionally. So teaching learning and assessment methods need to stay update and adapt to the demands of patients and health care systems. This pattern of improved teaching will be continued whole year and assessment will be done by different tests, viva, seminars & also the traditional exams.

Appropriate learning activities and assessments will help the students get the most from their medical education.

Suggestions:

1. To revise 1st M.B.B.S. course in terms of duration, this should be 1 ½ years as before.
2. Do not forget traditional blackboard teaching.

References:

- [1] General Medical Council (U.K.), Tomorrow's Doctors, Samoa Medical Journal. October 2010
- [2] Implementation of integrated learning programme in neurosciences during 1st year of traditional medical course – perception of students & family – Sharmishta Ghosh, B.M.C. Medical education, Sept. 2008