

**PREFERENCES OF MEDICAL STUDENTS REGARDING TEACHING METHODS IN A
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ABSTRACT

In developing countries like India, where there is an exponential increase of institutions catering to medical students, it becomes a challenge to teach to large number of students per class. Hence, research is needed to identify the needs of students in relation to their day to day learning activities. Aim is to understand the preferences and perception of medical students about the current methods of teaching. A questionnaire was used to collect the information in relation to preferences and perceptions regarding teaching methods utilized for theory and clinical teaching. A Cross-sectional study was carried out at a tertiary care hospital and Medical college. The findings of the study suggest that a combination of traditional methods with other methods such as PBL, video lectures and mannequins could be an effective way of teaching theory and clinical skills. Teachers should be encouraged to use chalk and talk more frequently during teaching sessions.

KEYWORDS: Perceptions and Preferences, Medical Students, Teaching Methods.**INTRODUCTION**

In the complex setting of a medical school it becomes essential to utilize an approach to teaching and learning that is best suited to the needs of the students. In developing countries like India, where there is an exponential increase of institutions catering to medical students, it becomes a challenge to teach to large number of students per class. Hence, research is needed to identify the needs of students in relation to their day to day learning activities.^[1,2] In this era of evidence-based medicine, innovative teaching learning methods coupled with appropriate mentoring are required to make the undergraduate medical students interested in the speciality of Community Medicine.^[3] Teaching research methodology to medical students by a hands-on approach along with mentoring by involving them in small, feasible, sustainable, and replicable studies on a topic of interest clearly showed renewed interest among students toward the subject.^[4] At the same time, medical colleges have the responsibility to direct their education, research, and service activities toward addressing the priority health concerns of the community/region/nation. Socratic lecture means 2 way communication. Didactic lecture means teaching method that follow consistent scientific approach or educational style to engage student's mind. Bed side teaching means near the patient in ward or in O.P.D. Video lecture means teaching with help of video. Role play means teacher playing role of particular character in order to make understand students.^[5]

AIM AND OBJECTIVES

1. To understand the preferences and perception of medical students about the current methods of teaching.
2. Aids used for teaching.
3. To identify barriers in learning as perceived by the students.

MATERIALS AND METHODS

A questionnaire was used to collect the information in relation to preferences and perceptions regarding teaching methods utilized for theory and clinical teaching.

- a) Study design:** A Cross-sectional study was carried out at a tertiary care hospital and Medical college. with the sole objective to gather relevant information pertaining to the research topic of interest.
- b) Study Period:** 5 days.
- c) Inclusion criteria:** Study participants included undergraduate medical students.
- d) Exclusion criteria:** Those who don't like to participate or having participated and not answered the question(s) will be rejected.
- e) Sample Size:** 150 Students.
- f) Data collection procedure:** With help of formed questionnaire.
- g) Instruments:** No instruments was used.
- h) Plan of analysis / Statistical tools:** Expert statistical guidance was obtained to analyze the data gathered in this study.

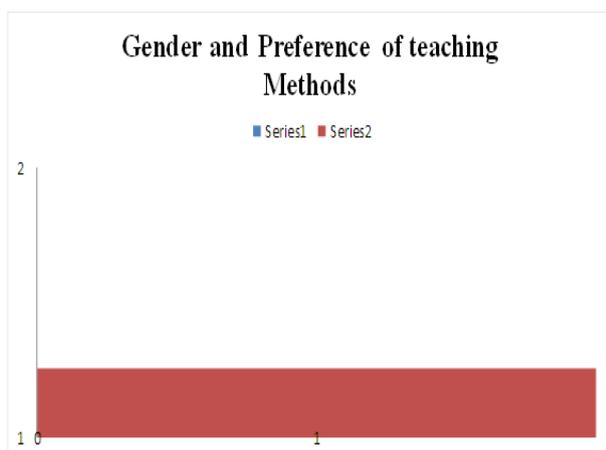
i) **Amendment of protocol:** No change in the study procedure was made.

j) **Confidentiality:** The identity of patient generated in the study was bounded in strict confidence. The data was available only to the investigator involved in the study and to the regulatory authorities. Break in the confidentiality was never done.

RESULT

Table 1: Gender and preference of teaching methods.

Teaching method	Male (n=76) n(%)	Female (n=74) n(%)
Socratic Lectures	13	7
Didactic Lectures	35	19
Bed-Side Teaching	40	32
Video Lectures	10	14
Role Play	5	9



In Table 1 & 2, As per study carried we have seen that in Socratic Lectures, there was 13% Male & 7% Female, in Didactic Lectures, there was 35% Male & 19% Female, in Bed-Side Teaching, there was 40% Male & 32% Female, in Video Lectures, there was 10% Male & 14% Female, in Role Play there was 5% Male & 9% Female.

DISCUSSION

The study identified some of the areas of current teaching which could be improvised for effective teaching. Our study had a slightly higher representation of females as compared to males which was similar to the study conducted by.^[5,6] Adib-Hajbaghery M.et al in another study conducted by Carpenter JM et al female representation was. The reason for this difference in our study was because the proportion of female students gaining admission at our institution is higher when compared to males.

Students in our study preferred Socratic lectures as they felt it could improve students' thinking, gives them the freedom to voice their opinion, a better platform for student-teacher interaction and a positive competitive spirit. A study conducted by Jason M.C in South Carolina also showed that Socratic lectures was considered as the most valuable method and the students

stated that it forces them to be alert, allows them to contribute and ask questions and also not as boring as lectures.^[7] Hence, Socratic lectures could be considered as an effective alternative to the conventional Didactic lectures.

It was surprising to find that black board was the most preferred teaching aid followed by Power point Presentation in our study, these findings were different from the findings of the study conducted by Lalit Mohan et al which found that both the methods were almost equally preferred thought mix of aids were the most preferred.^[8] The preference for black board in our study could be because Power point Presentation have replaced the traditional chalk and talk method which needs in-depth understanding of the subject and confidence.

As expected majority of students preferred Bed Side teaching, for the reasons that it was the most efficient way for them to develop clinical and communication skills, learn bedside procedure and correlate better with the knowledge acquired during classrooms.^[9,10]

The students also suggested video lectures as another method which could be included as part of teaching methods. A statistically significant difference was found between the male and female students. The reasons for this could be identified by conducting a focused group discussion to gain a better understanding about the differences in preferences across the genders.^[11,12] Disinterest among the students to participate and subjective nature of some of the questions could be the limitations of our study.

CONCLUSION

The findings of the study suggest that a combination of traditional methods with other methods such as PBL, video lectures and mannequins could be an effective way of teaching theory and clinical skills. The authors would like make these recommendations which include the following. The classes could be made more interesting and interactive by giving Multiple Choice Questions related to the topic at the beginning or giving clinical scenarios. Teachers should be encouraged to use chalk and talk more frequently during teaching sessions. The teaching methods such as PBL, video lectures and Mannequins should be used in combination for effective teaching. Orientation classes to students fresh to clinics could help the students in understanding the bedside clinics better and the other barriers identified by the students needs to be addressed by the management.

CONFLICT OF INTEREST

No conflict of interest.

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