

Perception of First Year MBBS Students Regarding Various Teaching-Learning Strategies Adopted at Melaka Manipal Medical College

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Introduction

Learning is an active process in which the student and teacher have to work mutually to make the knowledge-sharing process enjoyable and easier for comprehension. For effective learning, teaching should facilitate development of analytical approaches to a problem and generate interest in students. 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.

Objectives

To determine the teaching methodology most preferred by MMMC students for effective learning.

Materials and methods

The subjects for the study were first year MBBS students of MMMC. The cross sectional study involved a validated questionnaire which had both closed and open ended questions. The subjects were informed briefly about the work and their consent was taken prior to the distribution of the questionnaire. The questionnaire consisted of 10 questions: The first question requested participants to rate each method by providing a score range from 0 to 5 in a Likert scale. The second to ninth questions were on those teaching methods which benefited the students in their learning in terms of various criteria. In the last question students were asked to suggest freely any other method that they thought to be effective for their learning. The duly filled questionnaires were collected from the subjects and data were analyzed.

Results

A total of 246 students participated in the study. The result showed that blackboard & practical/demonstration with scores of 4.06 and 4.15 on Likert scale were the most preferred methods among MMMC students despite being the most traditional teaching methods. Use of video presentation/diagrams (4.0) was also very much favoured by the students. 73% students agreed that blackboard teaching helps in better understanding of the topics and improved their alertness and learning. 47.96% students felt that practical and dissection classes helped them to recollect and improve their long term memory, where as 41.86% students opined power point presentations (PPT) only helped them to understand the topic and remember for a short period of time. 57.72% of students agreed that videos and diagrams generated their interest in the subject. 60.97% students felt that handouts given by teachers during class, guided them



during self-study and revision. The blackboard and power point presentation were preferred for note taking by 65% students. Majority of students (70.32%) believed that Problem Based Learning (PBL) enhances their critical thinking.

Conclusion

The study suggests that a combination of traditional teaching methods using blackboards with other methods such as PPT, PBL, video lectures and demonstrations are an effective way of teaching for the better learning.