MEDICAL TEACHING METHODOLOGIES: STUDENTS’ PERSPECTIVE

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ABSTRACT:
A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. This cross-sectional study was conducted among medical students at different medical colleges. All the students were given a predefined questionnaire proforma comprising of different teaching methodologies and way of teaching. All the data was entered and analyzed with SPSS Ver. 23.0. There were 90 medical students included in this study. The mean age of the students was 22.12±2.45 years. There were 45 (50%) males and 45 (50%) females in this study. Out of 90 medical students, 48 students told that they are not comfortable with current teaching methodologies and that there should be improvement in the current system.

KEYWORDS: TEACHING METHODOLOGIES

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INTRODUCTION:
A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's school the trend is that it encourages much creativity. It is a known fact that human advancement comes through reasoning.[citation needed] This reasoning and original thought enhances creativity.

The approaches for teaching can be broadly classified into teacher centered and student centered. In a teacher-centered approach to learning, teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. In Student-Centered Approach to Learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are
connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The most basic teaching method is explanation. Explanation is characterized by its function as "a tool that is used by a speaker for understanding or 'giving a sense' to the object of communication, of a debate, or a discussion ... The role of an explanation is to make clearer the meaning of an object (method, term, assignment) maintaining formally the necessary distance between the object of the action or study and the tools. In the learning/teaching process, explanation is a tool used by both, teacher and students. Its goal is to manifest comprehension.

Traditionally, explanation belongs to monological teaching methods where the information is transmitted from the teacher to the students (together with e.g. narrative, description or lecture). Skalková, 1999, says that in practice, individual forms of explanation often percolate. In this perspective, explanation is seen as the task fulfilled by the teacher with students passively receiving what is presented. Collecting feedback on students' perceptions of whether explanations are clearly identified whether students feel particular teaching assisted them in understanding the subject matter (1-3).

MATERIAL OF METHODS:
This cross-sectional study was conducted among medical students at different medical colleges. All the students were given a predefined questionnaire proforma comprising of different teaching methodologies and way of teaching. All the data was entered and analyzed with SPSS Ver. 23.0. The quantitative variables were presented as mean and standard deviation. The qualitative variables were presented as frequency and percentages.
RESULTS:
There were 90 medical students included in this study. The mean age of the students was 22.12±2.45 years. There were 45 (50%) males and 45 (50%) females in this study. Out of 90 medical students, 48 students told that they are not comfortable with current teaching methodologies and that there should be improvement in the current system.

DISCUSSION:
Howard Gardner identified a wide range of modalities in his Multiple Intelligences theories. The Myers-Briggs Type Indicator and Keirsey Temperament Sorter, based on the works of Jung, focus on understanding how people's personality affects the way they interact personally, and how this affects the way individuals respond to each other within the learning environment. The lecture method is just one of several teaching methods, though in schools it's usually considered the primary one. The lecture method is convenient for the institution and cost-efficient, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that they feel is most important, according to the lesson plan. While the lecture method gives the instructor or teacher chances to expose students to unpublished or not readily available material, the students plays a passive role which may hinder learning. While this method facilitates large-class communication, the lecturer must make constant and conscious effort to become aware of student problems and engage the students to give verbal feedback. It can be used to arouse interest in a subject provided the instructor has effective writing and speaking skills. Demonstrating,
which is also called the coaching style or the Lecture-cum-Demonstration method, is the process of teaching through examples or experiments. The framework mixes the instructional strategies of information imparting and showing how. For example, a science teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning.

One of the advantages of the demonstration method involves the capability to include different formats and instruction materials to make the learning process engaging. This leads to the activation of several of the learners’ senses, creating more opportunities for learning. The approach is also beneficial on the part of the teacher because it is adaptable to both group and individual teaching. While demonstration teaching, however, can be effective in teaching Math, Science, and Art, it can prove ineffective in a classroom setting that calls for the accommodation of the learners’ individual needs (4-6).

REFERENCES: