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Students' preference towards use of different teaching methods for medical microbiology

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ABSTRACT

The present study was undertaken to understand the MBBS student's preference in teaching Medical Microbiology to provide them better teaching to improve their performance in examinations. The study was conducted in the Department of Microbiology, Bidar Institute of Medical sciences, Bidar. 60 male (n=20) and female (n=40) second year MBBS students were included in the study. Students were asked to give their preference regarding five types of teaching methods followed at our institute (Black board alone, OHP (Over Head Projector) alone, Power Point presentation (PPT) alone, Over Head Projector (OHP) + Black board, PowerPoint presentation (PPT) + Black board) and also provided opportunity to write additional comments or suggestions for improving the teaching. In the present study, most of the students preferred combination of black board and power point presentation to teach Medical Microbiology. Hence, we recommend combination of both black board and power point presentation in teaching Medical Microbiology in our institute.

Key words: Different teaching methods, Medical Microbiology, Students' preference.

INTRODUCTION

Lecture is the simple method by which the individual can present in a personalized and continuous argument, the general frame work for understanding the fundamentals of particular subjects and involving the audience [1]. However some teachers argue that lecturer is only one way communication and it doesn't give opportunity to students to participate actively. In our previous study about teaching Medical Microbiology, we have observed that most of the students reported that the combination of black

board and PPT was most helpful to understand, remember and reproduce. Most of the students reported that teaching followed by assessment/test was most useful to understand, remember and reproduce [2]. Students enrolled for the MBBS course under Rajeev Gandhi University of Health Sciences, Bangalore, Karnataka are required to take Microbiology course during the second year of their studies. The present study was undertaken to understand the student's preference in teaching Medical Microbiology to provide them better

teaching to improve their performance in the examinations.

MATERIAL AND METHODS

PARTICIPANTS AND INCLUSION AND EXCLUSION CRITERIA

The study was conducted in the Department of Microbiology, Bidar Institute of Medical sciences, Bidar. 60 male (n=20) and female (n=40) second year MBBS students were included in the study. The study was approved by institutional ethical committee and free, voluntary, written informed consent was taken from all the students prior to the study. Students who are regular to the classes and willing were included in the study.

INCLUSION CRITERIA

Students of both sex and age group between 18-24. Willing students who are regular.

EXCLUSION CRITERIA

Unwilling and irregular students.

METHODS

Students asked to give their preference regarding five types of teaching methods followed in our institute. (Black board alone, OHP (Over Head Projector) alone, Power Point presentation (PPT) alone, Over Head Projector (OHP) + Black board, PowerPoint presentation (PPT) + Black board) and also provided opportunity to write additional comments or suggestions for improving the teaching. [3].

DATA ANALYSIS

Data was analyzed by SPSS 20.0. Statistical methods used are frequency and percentage.

RESULTS

Results are presented in figure no: 1. in this study, we have observed that most of the students preferred combination of black board and power point presentation to teach Medical Microbiology.

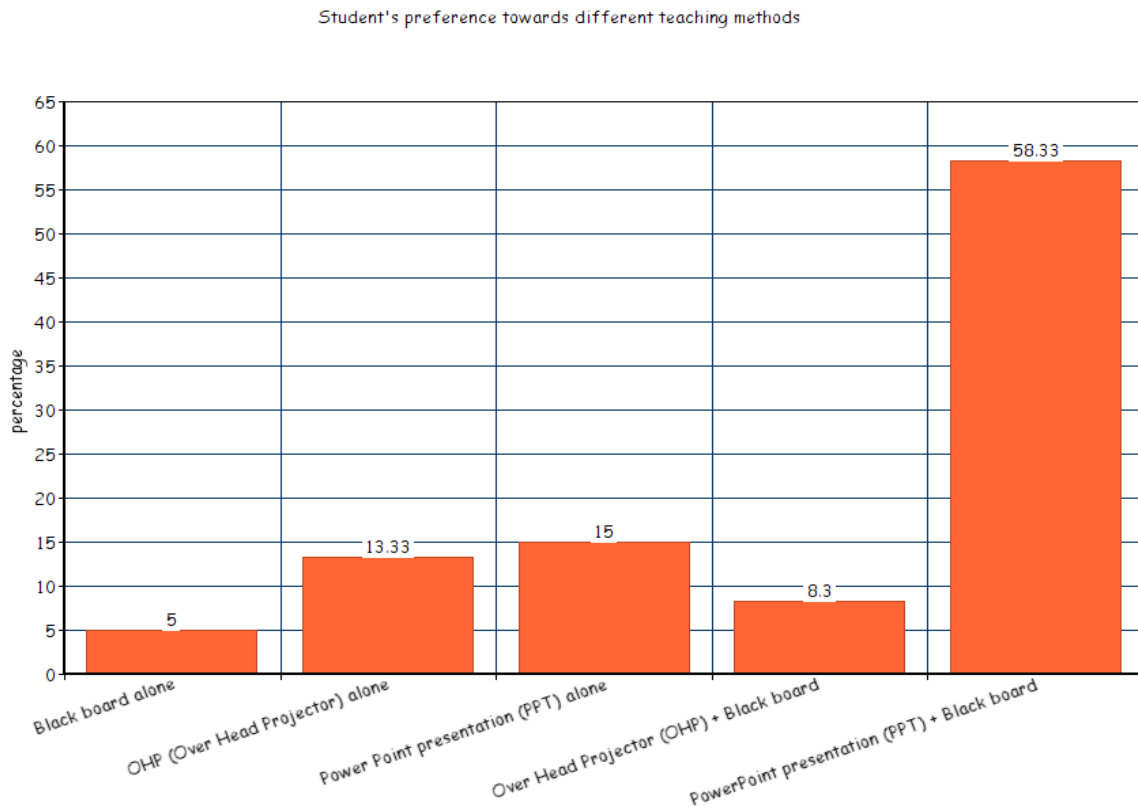


Fig no: 1 students preference towards different teaching methods (Values presented was in percentage (n=60))

DISCUSSION

Teaching plays a crucial role in health sciences; hence it is the responsibility of the teacher to provide efficient teaching to the students according to their preferences. Subjects like Medical Microbiology needs more detailed teaching to make the student to understand the subject. Because in health sciences each and every point they learn in the class room, is going to be applied in their profession. Hence to make today's health sciences students a better doctors, they must be taught the subjects in a detailed manner, according to their own preferences. It was reported that audiovisual aids should be included along with discussions. Seth et al have concluded that the traditional chalk and board and power point better than OHP for better performance [4, 5, 6, and 7]. In the present study most of the students preferred combination of black board and power point presentation to teach Medical Microbiology.

CONCLUSION

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We recommend combination of black board and power point presentation in teaching Medical Microbiology.

LIMITATIONS

The major limitation of our study is low sample size and we did not compare opinions of male and female students.

RECOMMENDATIONS

We recommend that the student's feedback regarding the teaching methods must be taken for each subject separately and teachers must upgrade themselves and institutes should also adopt to latest teaching methods to make teaching more interesting and for better academic performance of students.

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