



Preferred Teaching methods in Anatomy -- Students Perspective.

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Abstract

With the introduction of modern teaching modalities in gross anatomy a need has arisen to know the students perspective for the preferred teaching method . Increased access to recent technologies coupled with the traditional ones like didacted lectures have prompted many Teachers and students to search for the best among the teaching modalities. Universities and colleges have to redefine the teaching methods thus effectively to impart the knowledge of gross anatomy.

Aim: To take a note on students perspective on modern teaching methods and evaluate their preference and effectiveness in learning gross anatomy.

To assess the degree of student's satisfaction of learning with the above said methods.

Material and Methods: A study was carried out among the undergraduate medical students of Dubai medical college, Skims medical college Jammu and Kashmir and Saveetha Medical College Chennai.

The students of the were given questionnaire on different teaching modalities in Anatomy.. Student's preference was evaluated by grading the feedback questionnaire,

Key words: Students perspective, Teaching modalities.

INTRODUCTION.

With the introduction of modern teaching modalities in gross anatomy a need has arisen to know the students perspective . Increased access to recent technologies coupled with the traditional ones like didacted lectures have prompted many Teachers and students find the best among the teaching modalities. Universities and colleges have to redefine the teaching methods thus effectively to impart the knowledge of gross anatomy



Aim: To take a note on students perspective on modern teaching methods and evaluate their preference and effectiveness in learning gross anatomy. To assess the degree of student's satisfaction of learning with the above said methods.

Material and Methods: A prospective study was carried out among the undergraduate medical students of 1. Dubai medical college, 2. Skims medical college Jammu and Kashmir and 3. Saveetha Medical College Chennai.

The students were given questionnaires on different teaching modalities in Anatomy..

A total number of 260 undergraduate students gave their feed back.

The questionnaire included different methods of teaching against which the students had to choose and vote for the best preferred method of teaching of Anatomy.

The modalities included were

1. Powerpoint presentations.
2. Case stimulated interactive learning followed by Simultaneous assisted sketching
3. Demonstration on prosected parts , plastinate or on table teaching on cadavers.
4. Self directed learning
5. Computer assisted learning
6. Virtual dissection and 3D animations.
7. Small group discussions.
8. Learning by doing
9. Any other mode which students want to innovate.

Case stimulated interactive Lectures (CSIL): -A case scenario is distributed to all students with the reference material. The case is analyzed in the classroom through the discussion and the whole lecture is built up in order to cover the objectives of the topic.

At the end of the session, students will be asked to answer the questions given at the end of the case & send answers .In the next lecture a session of 10 minutes will be done to cover the week points as shown in the students answers.

SAS : Simultaneous assisted sketching includes drawing on a white board by the teaching which needs students participation.

Small group discussion SGD: Students are divided into two main groups. Each group is given one hour for discussion. each student will be given time to clear the doubts. The same is done in practical session in dissection hall.

Self directed learning (SDL) : The students are given the learning objectives, reference material and reference websites. Students study the material and discuss the topic amongst themselves.

Computer assisted learning : followed by a quiz or MCQ pattern exam .

Learning by doing : Students form a group of 5 -6 per group. A topic is given and a body region/part is constructed by arts and crafts material eg craft paper or clay dough .A model is made by the students which increases their knowledge about the part or region.

Virtual dissection and 3D animations: a variety of apps are available for android and apple gadgets which students download and learn from.

Demonstration on cadavers, plastinate and Prosected parts.

Results were noted and compiled in the form of a bar chart.

Observation and result





SP = Student preference, Ppt = Powerpoint, CSIL/SAS= Case stimulated interactive learning / simultaneous assisted sketching, SDI= Self directed learning, SGD = Small group discussion, CAL=Computer assisted learning, LBD =Learning by doing.

The data collected shows that students prefer a case based interactive learning followed by Simultaneous assisted sketching as the best preferred (96%) .Second preference was given to dissection demonstration (84.6%), Others included Powerpoint (76%), Small group discussion (69.2%), Virtual dissection and 3D animations (53.8%), Computer assisted Learning (31%), Self directed learning (30%). Least preferred was Learning by doing (23%).

Conclusion:

This study shows that worldwide the students have almost same preference as far as teaching of anatomy is concerned. As the learning and teaching has changed a lot over the years ,both students and teachers can choose the best suited method to enrich and deliver knowledge effectively.

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