

A Comparative Study on teaching methodologies at AkhtarSaeed Medical and Dental College

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ABSTRACT

The research was conducted to determine whether students prefer new method of teaching in comparison to traditional lectures. The aim of study was creating a comparison between lectures using white board, multimedia or both multimedia along with white board. Students of 3rd Year MBBS of AkhtarSaeed Medical Colleges participated in this activity. The questionnaire was filled by students of three classes. Each class lecturer used different methods to teach the topic and after the class the feedback was taken through questionnaire. Later on the feedback was taken and assessed on SPSS software and analyzed. It was seen that students who took the class where multimedia and white board was used, proved to be more effective as compare to only multimedia and white board.

Keywords: teaching methodology, lectures, white board

INTRODUCTION

Teaching is considered one of the noble professions throughout the world. Teachers around the world are working on the different methodologies related to how to teach students, how to guide them and how to use of modern technologies. Two decade back, we only had black boards only but now teaching methods have changed dramatically, from white board to multimedia PowerPoint slides and videos. Didactic lectures are still the most commonly used methodology of teaching by medicine. The use of PowerPoint presentation along with advanced multimedia technologies has seen tremendous increased in medical education teaching in the recent era. PowerPoint improves learning, invokes audience interest and aids explanation of complex illustrations, while the opposition of using multimedia stems from charges that it lacks presenter-audience interaction and limits the amount of detail that can be presented. The third way of teaching which uses both multimedia and white board invoke audience interest and explanation of complex topic but it is time consuming and lecturer cannot summaries the topic in the end.

SUBJECT AND METHODS

The study was conducted by taking the feedback of the student through a questionnaire. The questionnaire comprises of questions which take a response from the students, that how much they agree, or partially agree or simply disagree. The

student were directed to fill up the questionnaire within the stipulated time, independently and in unbiased manner i.e., without mentioning their name or roll numbers. The complete response sheets were collected and data which was collected was analyzed with the help of the SPSS software v 23.

RESULTS

The results of this study are shown in the table below. The result shows the cumulative percentage of the feedback which analyzed the frequency of agree answered given by the students. Majority of the student find lectures well prepared and organized by using multimedia and both multimedia and white board. 90% of the student who were taught by using multimedia and white board, agree that lecturer does not simply read the topic, found topic were well explained and their answers were explained as well. Most of students also appreciated that they recall the lecture and that it was full of interest. The student found out that the summation of topic was best in case of multimedia alone, flowed by multimedia and white board together, with white board alone standing in the last place. Lastly data shows great difference in discipline of class between different teaching methodologies used, the highest discipline was observed in class using both multimedia and white board and the least discipline was observed in class using only multimedia

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Questions	White board	Only Multimedia	Both white board and Multimedia
lecture well prepared	75%	100 %	94 %
presented in organized	75%	100 %	77.8 %
does not read only	81%	45%	88.9 %
contents were well explained	50 %	50 %	90 %
answers were explained	56%	56 %	83 %
student recall the lecture	44 %	37.5 %	63 %
lectures were full of interest	18 %	81 %	94 %
teacher fully utilized the time	62.5 %	93.8 %	90 %
teacher maintained the discipline	62.5 %	50 %	88 %
lecture aroused interest in the student	31 %	81 %	83 %
lecture improved the understanding of topic	56 %	87 %	100 %
summation at the end of lecture	62%	81 %	72 %

DISCUSSION

From the results we can clearly see that the teaching methodology which employees both white board and multimedia emergences as a clear winner, among student as the preferred teaching methodology at AkhtarSaeed Medical College, Lahore. The reason behind this can be explained by the fact that this particular teaching methodology uses the best attributes of both white board and multimedia.. However they are a few instances in which superiority of white board and multimedia methodology seems to be weaker. Such is the case with "lectures well prepared", "lecture well organized", "teacher utilized time" and "summation of lecture". In these specific categories multimedia performed better than the rest. The reason could be attributed to user friendly MS PowerPoint slides, the teacher being able to skip through slides easily in order to summarize the topic to utilize the time. White board seems to be preferred to be better than multimedia alone in cases, "teacher does not read only topic", "student recall the lecture" and "teacher maintained the discipline". The reason of this preference might be because teacher is fully active in class and in controlled of the student's attention. One anomalous finding of the data is that students find white board to be related to lack of interest, this seems to go against our intuitive thinking that actively participating teacher involves in delivering topics through white board should be receipt of higher student attention. However data claims student become quickly disinterested when teacher uses white board. Further

research might help in thronging more light into this matter.

CONCLUSION

1. Overall white board and multimedia together seems to be preferred teaching methodology among student at AkhtarSaeed Medical College, Lahore.
2. Technology based teaching methodology is preferred a lot more than traditional methodology.

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