

SHORT ARTICLE

STUDENTS' PERCEPTION ON ANATOMY TEACHING METHODOLOGIES

S K Nagar¹, Ojaswini Malukar², Dharti Kubavat³, Vipul Prajapati⁴, Dimple Ganatra⁵, Ajay Rathwa⁶

¹Professor and Head, ²Associate Professor, ⁶Assistant Professor, Department of Anatomy, GMERS Medical College, Gotri, Vadodara, ³Assistant Professor, M.P.Shah Medical College Jamnagar, ⁴Assistant Professor, GMERS Sola, ⁵Assistant Professor B J Medical College, Ahmedabad. Gujarat

ABSTRACT

An opinion regarding curriculum, teaching methodology & assessment techniques in anatomy was taken from the First MBBS students at Medical college Baroda with specially designed questionnaire. Majority of the students feel the curriculum can be taught in present one year duration with present system lecture timetables. The best method of learning is the dissection hall teaching & the students should be shown the structures and their relations rather than discussing these things in lectures. Majority of the students feel that the subject related books in library are not enough but they are aware of internet as an effective learning tool. Majority students opined that the best method of assessment is tests e.g. viva & part ending tests. This study show that the planning about the curriculum, teaching methodology & assessment techniques is decided by the senior faculty members but the opinion of the students is reasonable & justifiable and needs to be heard in deciding this aspect.

Keywords: Anatomy learning, Students view, Teaching Method

INTRODUCTION

Anatomy has been always recognized as an essential foundation for clinical sciences. Focus of medical education is to equip medical students with knowledge, skill and attitudes expected from a basic doctor-either in private practice or in government service. Students acquire fundamental skills and learning techniques that will serve them during their lifelong medical training.

The role of the faculty member in the modern concept of medical education is to facilitate the learning process. It is important to use multiple techniques in order to reach as many different types of learners as possible.

It is observed that curriculum review, teaching methodology, evaluation at institutional level is done by the senior faculty members at institutional level & at the medical college council of India.

The students are usually never involved in the planning or revising of the curriculum.

Majority of the students joining the MBBS course undergo a prior "spoon feeding" type of coaching by their parents and teachers. In the new unfamiliar environment of a medical college they are exposed to a totally new scenario of teaching/learning process. They develop problems like difficulty in studying and understanding of the heavy volumes of the pre-clinical subjects (especially Anatomy), problems related to adjusting and adapting to the new college and hostel life and odour related to the dissection of cadavers. As a result, learning becomes very unpleasant, leading to

frustrations, corroding of the morale and self confidence of the students, with consequent poor performance in the first term examination disturbing even their mental equilibrium.

It is necessary to know the views of the students while revising the curriculum and to know the best teaching methodology which will facilitate the learning process. It is also important to know the opinion of the students regarding the best assessment (formative and summative) techniques to measure their knowledge and skills.

MATERIAL & METHODS

Input from the students are collected from the 140 MBBS students who completed first MBBS by using a specially designed questionnaire comprising of points relating to the curriculum, teaching methodology and assessment techniques in institute at Baroda medical college, Gujarat, India.

The students are briefed about the questionnaire & asked to respond freely and fearlessly. They were informed that the information furnished by them is for the research and evaluation purpose only and will be confidential.

The faculty participation while filling up the questionnaire by the students was avoided to get a fair opinion of the students.

The questions in the questionnaire were explained and students are free to respond to all or any question they

wanted to respond without any sort of compulsion. The questionnaire was collected back from the students and analysis was done considering each question of the questionnaire.

DISCUSSION

Most students ranked the teaching on dissection table as best method of understanding the topic taught but the conventional lecture method of teaching was not liked by most of the students. 56.12% of the students feel that the time in dissection hall is more than enough, though most of the students (66.91%) do not follow dissection manuals in the dissection Lab. 79.71% of the students believe that the “small batch lectures “are important guide to learning anatomy i.e. batch lectures were found to be popular amongst the students.

54.68% of the students felt that the structures mentioned in lectures are not always found at the dissection.

The opinion of the student seems to be divided about the duration of curriculum. 38.41 % believed that previous scheme of one and half year was better, another 21.41% believed that the present duration of one year is not enough and 37.68% are in favour of present one year curriculum. 53.03% mentioned that the material in Audio-visual room (Interactive methodology) is accessible to the students but they are felt to be of average (by 48.46% of students) to good quality (by 28.46% of the students). 54.61% of the students would like to get a handout of material before the lecture but 26.95% wanted the material before the beginning of lecture. 79.86% of the students are of the opinion of short revision of a region.

Majority of students liked to have viva, quiz and question – answer sessions but the symposium & chart model competition were not popular in students. Student’s opinion were divided for learning through CME . 40.34% of the students felt that is a useful tool. 40.44% students did not accept the spotting as a method of self learning only 21.32% of the students believe that it is a very good method of learning. Majority students (70.80%) think that the integrated teaching programs are useful to them & welcome such attempts.

As for the teaching methodology majority of students feel that dissection hall teaching is the best method followed by slide projector /AV projection / Multimedia, conventional chalk & board methods. None of the students liked see by your self in the museum method. 46.72% students are aware of internet as a tool to learning and judge it as an effective source of self learning. 42.34% of students felt that subject related books & reference books are not adequate in the library. But the timings of library & reading room in library is adequate.

Majority of the students (80.29%) believe that the timetable & number of lectures and tutorial as well as practicals are adequate to cover the topics & teachers concerned with lectures and tutorials are knowledgeable. Majority of the students are in favour of weekly test (70.80%) and part ending tests (63.50% - Theory & 59.85 – Practicals). Journal writing is the least favoured method of assessment.

SUMMARY & CONCLUSION

An opinion regarding curriculum, teaching methodology & assessment techniques in anatomy was taken from the first MBBS students at Medical college Baroda with specially framed questionnaire.

Majority of the students feel the curriculum can be taught in present one year duration with present system of lecture, practical timetable.

The best method of learning is the dissection hall teaching on the cadavers. Many of them used internet for self study. Majority students opined that the best method of assessment is weekly test e.g. viva & part ending tests.

This study shows that the planning about the curriculum, teaching methodology & assessment techniques can be modified considering the opinion of the students to bring out the best in them and how teaching can address their contemporary learning needs. As courses become shorter and curriculum more crowded, the resources of teaching methods must maximize the effectiveness of Anatomy learning and most importantly to recall and apply anatomy knowledge in medical practice.

REFERENCES

1. Cahill DR, Dalley AF. A course in gross anatomy notes and comments. *Clinical Anatomy* 1990; 3:227-236.
2. Etenildo Dantas Cabral & Joanna Martins Novais Barbosa Students’ Opinions on the Use of Computer Rooms for Teaching Anatomy *Int. J. Morphol.*, 23(3):267-270, 2005.
3. Undergraduate medical anatomy teaching. *Anat.* (1992) 180, pp. 203-209
4. Lauren De Meester, MSc Learning Anatomy for Use Beyond the Classroom *MUMJ*
5. Yeager VL. Learning gross anatomy dissection and prosection. *Clinical Anatomy* 1996;9: 57-9.