

STUDENTS FEEDBACK AS A TOOL FOR TEACHERS EVALUATION

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Abstract:

Aims: Understanding the student's perception towards the teaching methods and lecture in particular and the necessary changes to be done in order to make lectures more effective and beneficial for the students.

Methodology: This is a cross sectional study conducted on 100 first year undergraduate students and is based on a prevalidated questionnaire. The study was conducted at department of physiology, SKIMS medical college, Bemina. Students were given 30 minutes to fill the questionnaire. Anonymity was maintained.

Results: The data was analyzed and the results were expressed in terms of percentage. 80 % of students preferred chalk and talk, 90 % wanted the lecture to be of 45 minutes duration and all of them (100 %) did not want the lecture to exceed the given duration. 77 % wanted the teacher to dictate the lecture to them and 37 % opinioned that the copy of power point should be given to them. 85 % said lectures are not boring, 10 % said that it depends on the teacher and the topic. 40 % of the students said the best way to keep the students alert and engaged in the class is by asking questions, 25% say by cracking jokes in between, 29 % believe that it can be done by engaging the students in group. All the students want the lecture to begin with a quick revision of the previous topic and 98% want the lecture to end with a quick summary of the topic taught. 73 % want the teacher to equally emphasize on concept clarity and exam oriented topics, 100 % want that the topics should be made more interesting by their clinical correlation and students should be encouraged to ask questions and clear doubts. 92 % want frequent tests, viva voce and MCQS to be conducted and only 8 % of the students are against it.

Conclusion: Feedbacks from the students can help teachers deliver better and should be considered before formulating their time tables. A multi modality approach should be used for teaching the undergraduate medical students. Didactic lectures need not be written off, but need of the hour is to make them more interesting and clinically oriented.

Key words: medical students, feedback, chalk and talk

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Introduction: The aim of imparting medical education is to produce good doctors of tomorrow. Medical students need to cover up huge portions in limited time and because of the vast ocean of knowledge available students often find it difficult to cope. Due to the technological advancements in

the present age, both teaching and learning attitudes of teachers and students have changed. It's the need of the hour to take into consideration the feedback of the students so as to have a better understanding of their difficulties and address them accordingly. Time to time reviewing of the teaching curriculum and appropriate reforms in the undergraduate teaching are needed.^{1, 2} Attempts should be made at making the students more competent and teaching them to correlate knowledge acquired from different subjects

Different teaching modalities like didactic lecture, integrated teaching (IT), seminars, use of audio visual aids ,case presentations, problem based learning(PBL) etc. are used for teaching the undergraduate medical students but by and large lecture remains the main medium for transfer of knowledge.^{1,3,4} Lecture helps in communicating with a large group of students at a time and transferring vast information in short span of time but Lecture alone cannot be considered adequate enough for undergraduate teaching .

Since not many student feedback studies have been done in our set up we decided to make an attempt in the present study at understanding the students perception towards the teaching methods and lecture in particular and the necessary changes to be done in order to make lectures more effective and beneficial for the students. Our aim is to bridge the gap between the students and the teachers in order to make lectures more useful for the students.

Materials and methods: This is a cross sectional study conducted on 100 first year undergraduate students and is based on a prevalidated questionnaire. The study was conducted at department of physiology, SKIMS medical college, bemina. It was undertaken after acquiring permission from the institution ethical committee and oral consent from the students. The questionnaire had a set of 15 questions. Each question had multiple options given and students were asked to tick mark the most appropriate option as per them. Students were given 30 minutes to fill the questionnaire. Each question was read out loud by the staff member and was explained to them in order to clear their doubts. Students were asked not to write their names or roll numbers on the questionnaire so as to maintain anonymity. They were also encouraged to write down their suggestions. The questionnaire is shown in annexure 1.

Results: The data was analyzed and the results were expressed in terms of percentage .95% of the students were present on the day of data collection. Remaining 5 % who were absent were contacted later (absentees were detected through class attendance) and were asked to fill in the questionnaire. Table number 1 shows the preferable method of teaching, with 80 % of students preferring chalk and talk and not a single student was in favor of seminars.

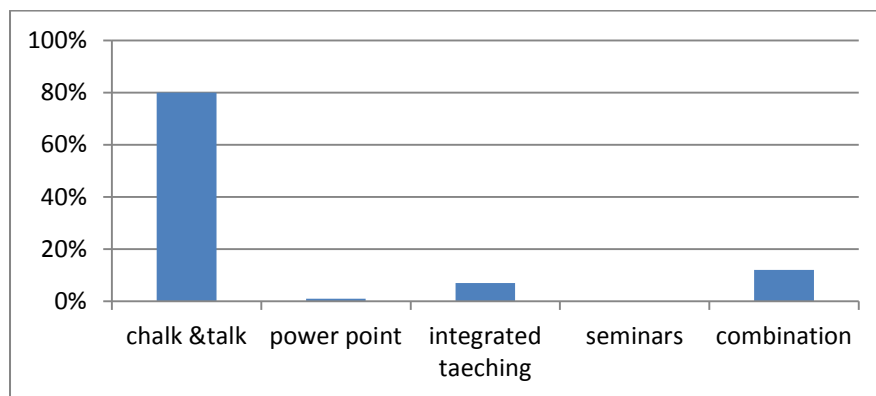


Table 1: student's preferable method of teaching

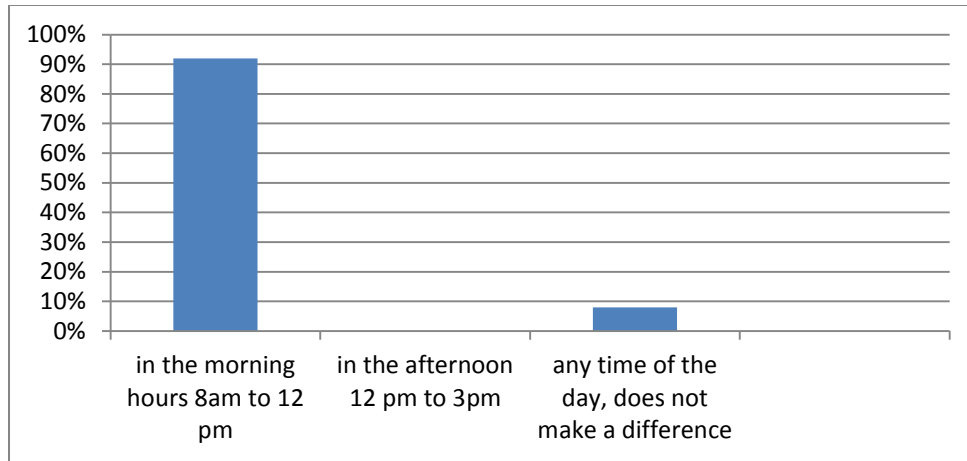


Table 2: Showing the most preferred time, when lectures should be conducted

90 % of the students wanted the lecture to be of 45 minutes duration and all of them (100 %) did not want the lecture to exceed the given duration. 77 % prefer the lecture to be dictated to them, 37 % want a copy of power point to be given , whereas 10 % do not want either.

As per a majority of the students (85 %) lectures are not boring but 10 % said that it depends on the teacher and the topic. Students feedback also

suggests that the best way to keep the students alert and engaged in the class is by asking questions(as opinioned by 40 % of the students), 25% say by cracking jokes in between, 29 % believe that it can be done by engaging the students in group activities and 6 % say a combination of methods should be tried.

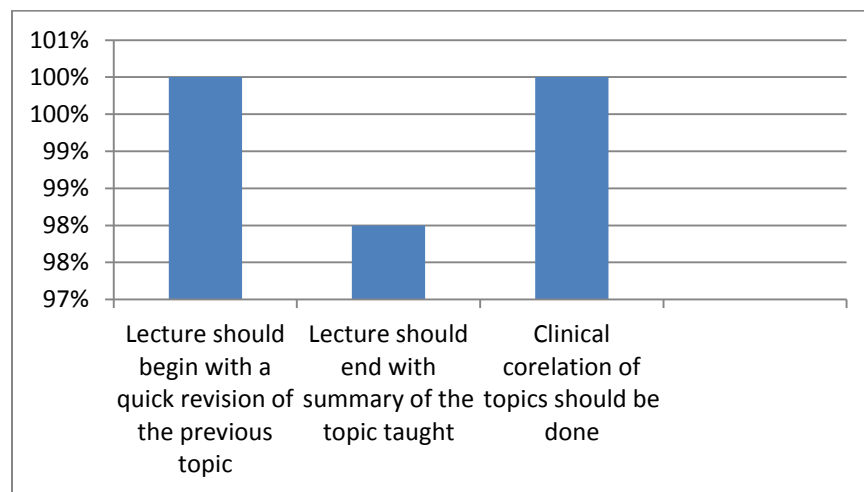


Table number 3: Shows what the students want from the lecture

27 % want the teacher to clear their concepts of the subject and 73 % want the teacher to equally emphasize on concept clarity and exam oriented

topics. 100 % students want that they should be encouraged to ask questions and clear doubts.

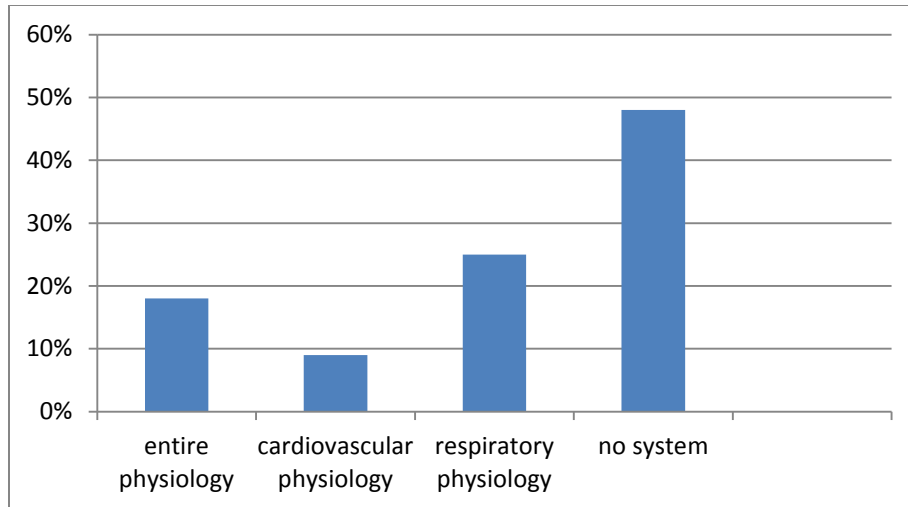


Table 4: Showing the topic which students find most difficult.

Discussion: Many studies suggest that the conventional chalk and talk module of teaching is losing its importance and newer reforms like IT, PBL etc should be incorporated at an early stage in the medical curriculum^{5,6}. MCI strongly recommends incorporation of IT in the undergraduate medical curriculum.⁷ lectures are criticized to be passive, monotonous, repetitive and overflowing with information^{8,9,4}. But our study shows that despite of the newer technologies available, 80% of the students still prefer chalk and talk as the best teaching method. As per them it keeps them alert. With power point, student say that they tend to blindly copy whatever is being shown on the projector and they tend to sleep as power point presentations tend to be monotonous. Though we could not conduct an IT but students were briefly explained about it and 7 % of them wanted IT to be included in the curriculum. Not a single student was in favor of seminars and similar result were reported by Prasad SR¹.

For good and meaningful learning of the students, it's important that they should be active and alert. Their participation should be encouraged. We as basic science teachers should remember not to overburden the students with the information that is not needed at that stage (which can be learnt later). Active participation of the students can be ensured by engaging them in some group activity (29 % of the students recommended this), or PBL.

Repetitions should be avoided and efforts should be made to prevent the lecture appear dull and boring. Engaging them in some physical exercise like raising hands, promptly standing up and sitting down are ways in which monotony can be broken. Cracking jokes is recommended by 25% of students.

Our study also shows that students find it difficult to concentrate if the class exceeds 45 minutes duration and all the students in the present study wanted the class to end with a summary of what was taught as it's a quick revision of the topic. This is in accordance with the previous studies.³

MCQs, regular tests and viva voce are opined by the students to be very useful for the them and also help them prepare for post graduate exams.^{1, 3,10,11,12}

18 % of the students thought that entire physiology is difficult and 48 % said they do not find any topic difficult in physiology. But this could be because, the study was conducted at mid term, when all the topics were not covered yet, so the students can said to be oblivious.

Conclusion: From our study we conclude that for imparting medical education a multimodality approach should be used. Didactic lectures need not be written off, but need of the hour is to make

them more interesting and clinically oriented. Feedback from the students should be considered before formulating their time tables and topics which they find difficult should be given more emphasis. Students should be briefed at the beginning of the class about what is expected from them at the end of the lecture. Take home message should be given. Feedbacks from the students can definitely help teachers deliver better.

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Annexure 1: Questionnaire

1. Preferable method of teaching
 - A. Chalk & talk
 - B. Power point
 - C. Integrated teaching
 - D. Seminars
 - E. Combination
2. Lectures should be delivered
 - a. in the morning hours (8am -12 pm)
 - b. in the afternoon (12 pm -3pm)
 - c. any time of the day, does not make a difference
3. Lecture duration should be
 - a. 30 minutes
 - b. 45 minutes
 - c. 1 hour
4. Lecture should not exceed the given duration
 - a. Yes
 - b. No
5. Topics taught during lecture
 - a. Should be dictated by the teacher
 - b. Copy of the power point should be given
 - c. Not needed
6. Lectures are boring & monotonous
 - a. Yes
 - b. No
7. Best way to keep students alert & engaged in the class
 - a. By asking questions
 - b. By cracking jokes in between
 - c. By engaging students in group activities
8. Teacher should begin the lecture with a quick revision of the previous topic
 - a. Yes
 - b. No
9. Teacher should summarize the topic at the end of class
 - a. Yes
 - b. No
10. Emphasis should be given on
 - a. Concept clearing
 - b. Exam oriented topics
 - c. Both
11. Topics should be made more interesting by their clinical correlation
 - a. Yes
 - b. No
12. Students should be encouraged to ask questions / clear doubts
 - a. Yes
 - b. No
13. Tests & viva voce should be conducted more frequently
 - a. Yes
 - b. No
14. MCQs should be conducted after topic completion
 - a. Yes
 - b. No
15. Most difficult topic in physiology is