

Improvisation in Lectures as a Teaching Method to Develop Interest in Medical Students

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Abstract

This paper introduces different teaching aids to enhance the interest in students pursuing medical education. Two hundred subjects are presented with different forms of teaching and their feedback is recorded. The subjects are surveyed on multiple parameters such as duration of the lecture, interaction between students and teachers, using audio-visual aids, emphasis on practical knowledge, concentration and interest generated by the teacher towards the topic. Finally, it is concluded that to maximize the learning potential among the students, the duration of the lecture should be between 45 to 60 minutes with ample audio-visual aids and regular interaction between the teacher and student.

Keywords: Lectures; Teaching Aids; Lecture Duration.

Introduction

Despite the latest advances in technology, classroom lectures as teaching methods to a group of students is mainstream and globally accepted form of imparting knowledge [1]. In recent times, with the help of technology, education can be imparted online and need not be restricted to classrooms only [2]. Many education portals provide complete training for various subjects and topics. Some portals are also providing personalized methods of education.

However, irrespective of the modes of education available, the globally accepted norm across universities and classrooms is the same, i.e. transmitting knowledge to a group of students pursuing the same subject [3]. However, learning through lectures depends on student factors such as listening, observation, and concentration skills. The attitude of students while attending lectures also influences on the teaching- learning outcomes. Consequently, it is important to understand the

feedback of the students on various parameters such as the duration of the lecture, use of teaching aids, and interaction between lectures and so on.

This study aims to improvise the efficiency of lectures by surveying the students on various such parameters.

Materials and Method

Two hundred students pursuing M.B.B.S admitted in two consecutive years were presented with a survey questionnaire consisting of objective as well as subjective questions. The results were analyzed and the outcomes were documented.

The following questions were presented to the students as a part of the survey:

1. What should be the duration of the lecture
 - A. One hour
 - B. One to Two Hours
 - C. 45 Minutes or less
2. Overall, are you able to concentrate on the lecture? If no, please describe the reasons for distraction.
3. Do you prefer interactive lectures?
4. For how long can you concentrate during the lecture?
5. Do teaching aids (presentations, slides, images,

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Received | 10.06.2017, Accepted | 19.06.2017

- multimedia, etc) enhance your focus and help you concentrate?
6. Which of the following teaching aids do you prefer:
- A. Black Board
 - B. OHP
 - C. Multimedia Slides
 - D. A combination of above
7. Do you take down notes during the lecture? Does this affect your concentration?
8. Would you prefer being handed over the notes at the end of the lecture?
9. While studying, which of the following do you refer to:
- A. Textbook
 - B. Notes
 - C. Combination of above
 - D. Other
10. While attending the lecture, you give maximum emphasis on:

- A. Understanding the topic
 - B. Taking down lecture notes
 - C. Fulfilling the attendance criteria
11. Please state some other factors that stimulate you to attend the lectures
12. Do you think it is necessary to know the topic before attending the lectures?
- The survey results were then analyzed and studied.

Results

Based on the survey results, we derive the following results:

- *Lecture Duration*

Only 2.8% students are in the favor of keeping lecture duration of two hours.

56.4% of the students recommend lectures of one hour and

40.73% of the students prefer lectures to be of only forty-five minutes.

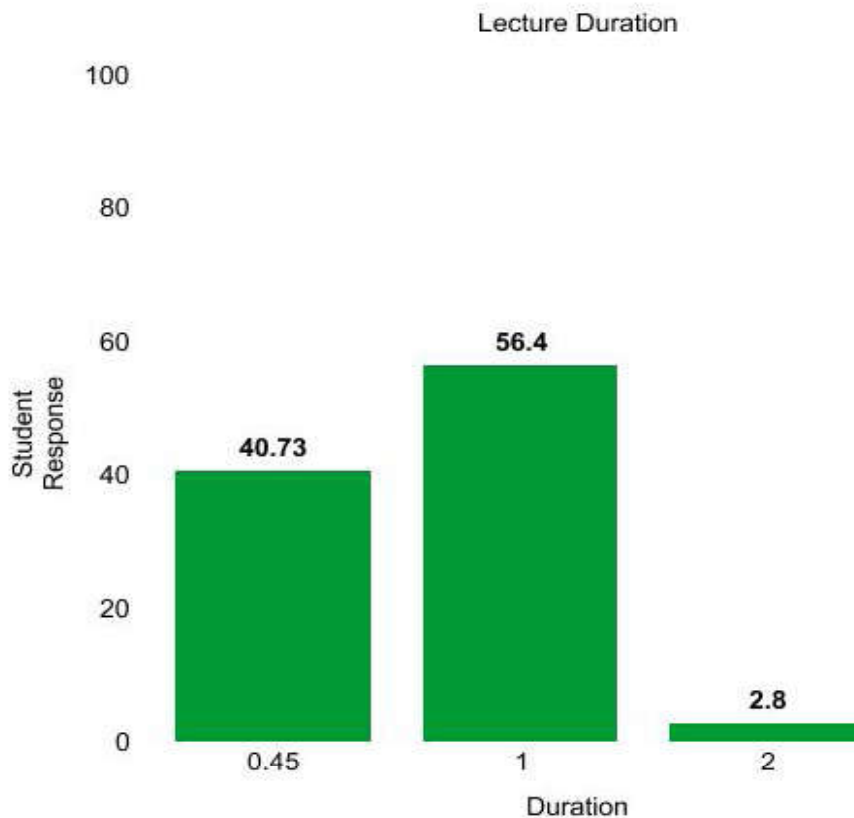


Fig. 1: Graph depicting student response against lecture duration

- *Concentration during Lecture*

55.9% students are unable to concentrate throughout the lecture.

As their concentration level decreases, thoughts about studies, exam, home, hostel, friends come into their mind. However, slide projection, change in tone of lecturer's voice, class interaction draws their attention back to the lecture.

- *Use of Teaching Aids*

100% of the students feel that using teaching aids during a lecture is beneficial.

Black board and overhead projector is preferred by 13.3% and 11.3% of the students respectively. Slide projector is preferred by 26.3% of the students while 49.3% students believe a combination of all teaching aids will provide maximum benefit.

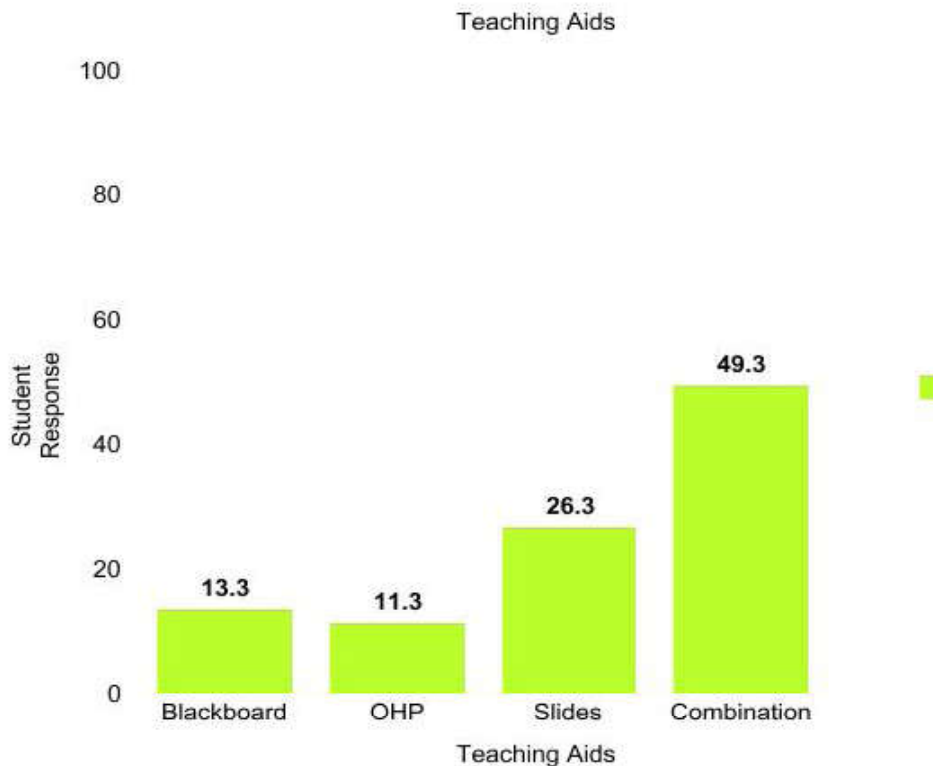


Fig. 2: Graph depicting student Response against various teaching aids

- *Lecture Notes*

80.89% of students take down notes and 91.6% students refer to the notes while studying.

96% students believe notes should be handed out at the end of the lecture. This will allow them to focus completely on the lecture and no distractions will happen while taking down the notes.

- *Student Attitude during Lecture*

66% students give emphasis on understanding the topic, whereas 18% of the students simply focus on taking down the notes. Remaining 16% of the students attend the lectures only to fulfill the attendance criteria.

Moreover, 93.28% students believe it is necessary to know the topic beforehand.

- *Factors attracting students to attend the lecture*

- Teaching skills
- Questions that are asked during the lecture
- To understand the important topics emphasized during the lecture
- Learning with friends
- Develop interest in a topic

Discussion

After analyzing the above results, it is understandable that without attending the lecture, it becomes difficult for students to get a basic idea of the topic. Consequently, students should study the topic with reference of the topic notes after the lecture

concludes.

Moreover, in order to generate interest, the teacher must take effort and innovate ideas to keep the topic interesting throughout the lecture. Regular feedback from the students can help teachers inculcate interest from the students during lecture.

Teachers should keep various factors that affect the students level of interest, concentration and attitude during the lecture. Therefore, it is important to keep these factors in mind while planning and preparing for the lecture.

Conclusion

Based on the above study, we can conclude that the topic of the lecture should be announced before hand.

Duration of the lecture should be sixty minutes or less to keep the focus and concentration levels of the students high. Moreover, the lecture should be

interactive and ample teaching aids should be used by the teacher.

Finally, teaching skills and preparation of the teacher toward the lecture is the prime factor that attracts students to the lecture.

References

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