

Perceptions and Preferences of Medical Students Regarding Teaching Methods in a Medical College, Mangalore

Kriti Lohia

Kasturba Medical College, Mangalore (Manipal University)

E-mail: lohia.kriti@gmail.com

Objective

In the complex setting of a medical school it becomes essential to utilize an approach to teaching and learning that is best suited to the needs of the students. Hence, we conducted a survey to study the perceptions and preferences of medical students regarding teaching methods in a medical college which also identified the barriers in learning as perceived by the students.

Methodology

A Cross-sectional study was carried out at Kasturba Medical College, Mangalore during May 2012. Study participants included 2nd and 3rd year medical students. A semi-structured questionnaire was used to collect the data, which included two parts. Part 1-to assess preferences and parts 2-To assess Perceptions regarding teaching methods utilized for theory and clinical teaching. SPSS version 11.5 was used for analysis of data. The association between variables of interest was tested using Chi-square test.

Results

A total of 286 students (56.6 % females and 43.4% males) participated with a dropout rate of 10.6%. The study revealed that 71.3% of the students had an attendance above 75%. The most preferred teaching method was Problem Based Learning (71.4%) as students felt that it enhanced lateral thinking while Didactic Lectures was the least preferred (32.8%). The most preferred modality of classroom teaching was found to be Chalk and talk method (51.4%). Video lectures were preferred by 46.9% students in learning rare signs and cases and mannequins (75.9%) in learning clinical skills. The main barrier in theory learning identified was inappropriate teaching methods (15%) and being new to clinical posting (38.5%) in case of learning clinical skills.

Conclusion

The findings of the study suggest that a combination of traditional methods with other methods such as PBL, video lectures and mannequins could be an effective way of teaching theory and clinical skills.