

# 1<sup>st</sup> MBBS Students' Feedback on Teaching Learning Methods and Importance of Cadaveric Dissection

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## Abstract

Anatomy and Physiology taught in 1<sup>st</sup> MBBS, form the basic foundation to learn the art of medicine. The teaching learning methods followed in the present curriculum can be best judged by the feedback from the students. Good feedback is the key to improvement. 93 medical students (46 boys, 47 girls) participated in the study after taking an informed consent. A self developed questionnaire based on the previous studies and validated by experts was circulated. They were asked to fill it appropriately and to give their suggestions, if any. Questions were asked on teaching methods, teaching aids, timings regarding duration of theory class, dissection, duration of 1<sup>st</sup> MBBS course, teacher's qualities and question paper pattern. Questionnaire with a 5 point Likert scale was given which included interest to do dissection, advantages of dissection and replacement for dissection. The results were motivational as most of the students opted small group teaching as the best teaching method. A combination of the audio visual aids were preferred to single. Majority of the students selected 40 min duration for theory class and dissection timings from 9-11am. Large group of students were not interested in the study hours after the college hours. Many students preferred the option "ability to teach" for the teacher's qualities, though few opted for "personality of the teacher". Most of them preferred 1 essay+ 6shorts+5 very shorts pattern of question paper in their final examinations. Except 2, remaining students were interested to do cadaveric dissection which is an encouraging sign. Many students agreed for advantages of cadaveric dissection. On the other hand, many disagreed for the dissection to be replaced by prosections or anatomage or 3d models. To conclude, students' feedback is encouraging for the small group teaching using a combination of audio visual aids. They preferred to learn the art of medicine through cadaveric dissection rather than replacing it with artificial methods.

**Keywords:** Teaching learning methods, medical students, feedback, dissection.

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## INTRODUCTION

The graduate medical curriculum has been proposed by MCI in 1997 and is oriented to train the students to be able to meet internationally accepted standards [1]. The 1<sup>st</sup> phase MBBS deals with the basic principles and applied aspects in the preclinical subjects. The teaching methods comprise of didactic lectures, demonstrations, practical sessions, seminars using all types of audio visual aids. Anatomy and Physiology deal with the structure and functions of the human body where the student should learn and understand thoroughly to master the pathologic basis of the disease. Phase 1 of the MBBS program comprises of two semesters. By the time the student adjusts to the new atmosphere of the professional course and the new terminologies, he or she enters the second semester. Anatomy, the language of Medicine, is very vast and volatile in particular. Hence a meticulous curriculum should be designed and amended from time to time to

achieve perfection. MCI is introducing new curriculum, the competency based learning [2] which is to be implemented from August 2019. Student's evaluation form one of the best ways to identify the pitfalls and mould the methodologies so that the teaching programmes can be implemented effectively. Feedback is important in the development of expertise [3]. Preferences and perceptions of teaching learning activities can be determined through questionnaire [4]. The present study is conducted to check the effectiveness of the teaching program for the 1<sup>st</sup> MBBS students through their feedback.

## MATERIALS & METHODS

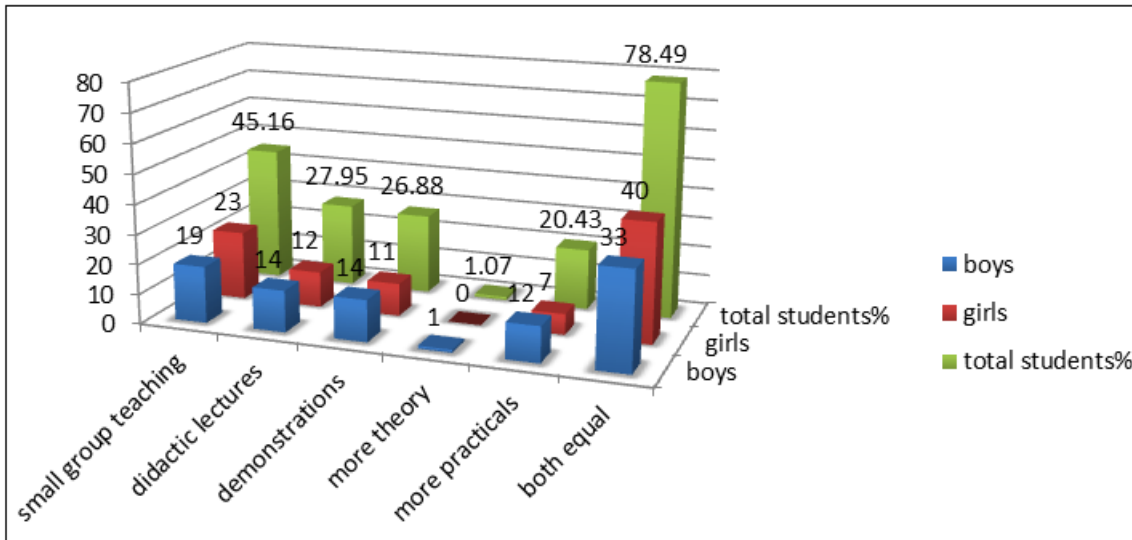
The importance of feedback in executing the teaching programme was explained to the 1<sup>st</sup> MBBS students who were in their end of 2<sup>nd</sup> semester. 93 students (46 boys; 47 girls) gave their consent and participated in the study. A self developed

questionnaire approved by experts was circulated among them. A questionnaire with 5 point Likert scale regarding the cadaveric dissection, its advantages and need for replacement of dissection was also distributed. They were asked to mark their preferred choice and

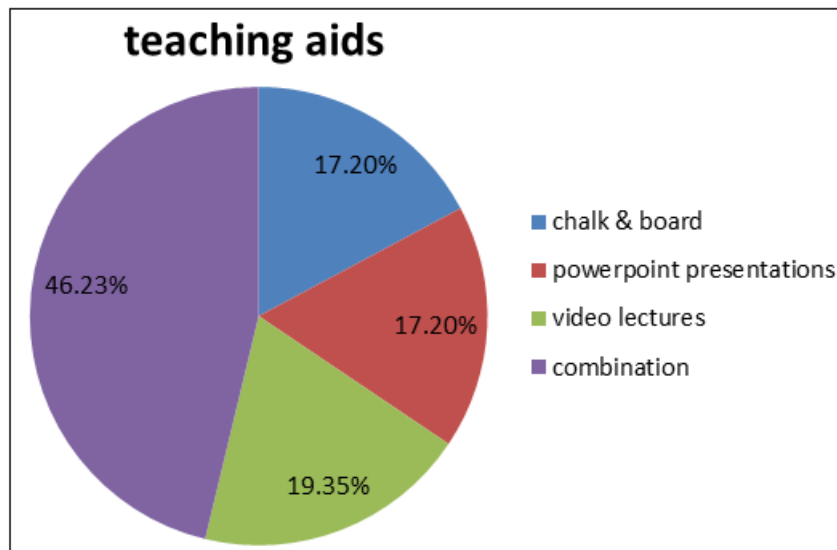
give suggestions if any. The answers were evaluated statistically and compared with other studies.

**RESULTS**

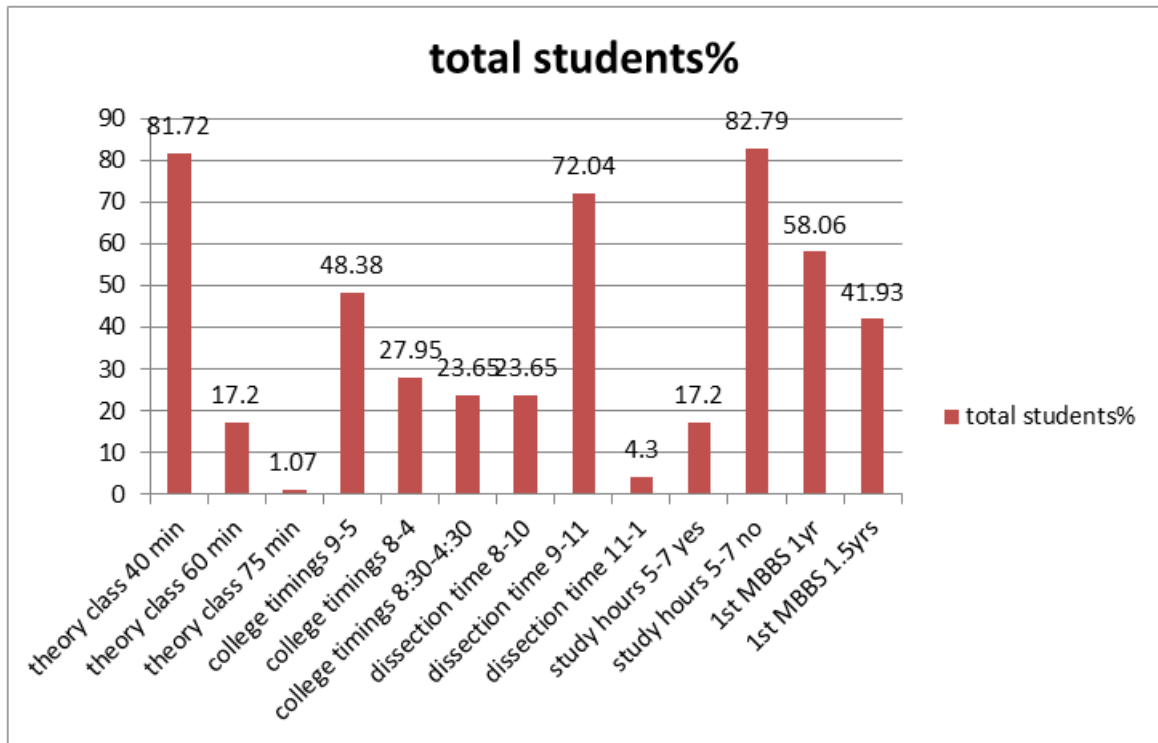
The following results were obtained from the study.



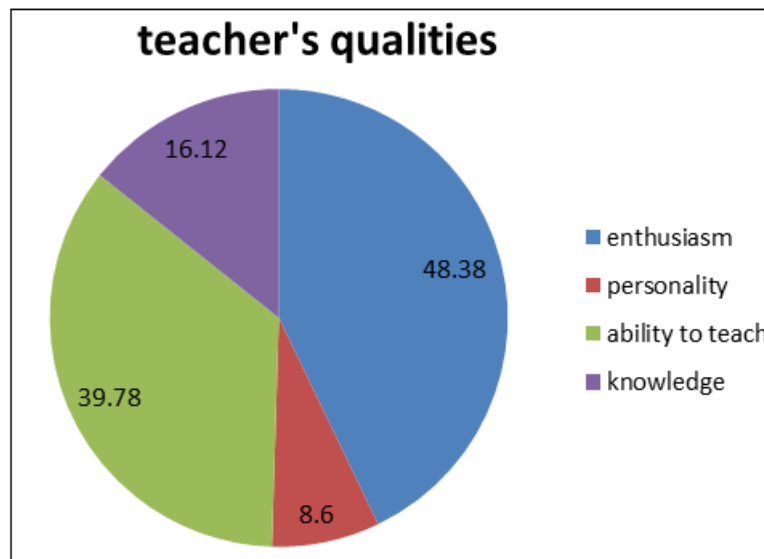
**Graph-1: Teaching methods preferred by the students**



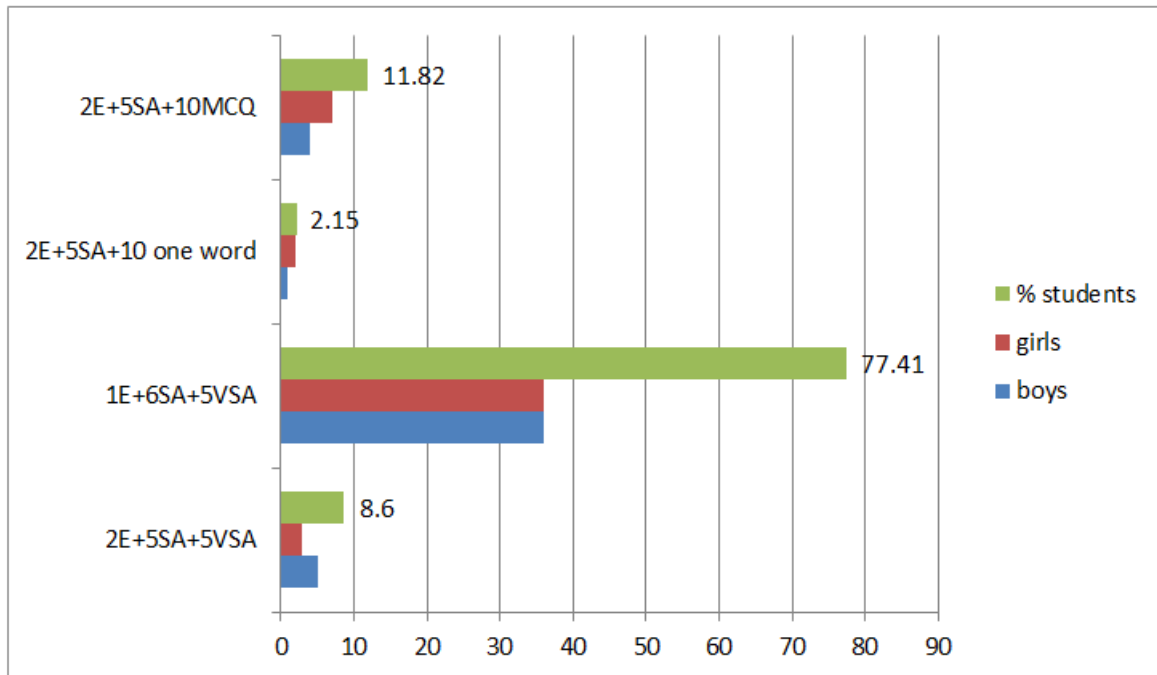
**Graph-2: Teaching Aids Opted By the Students**



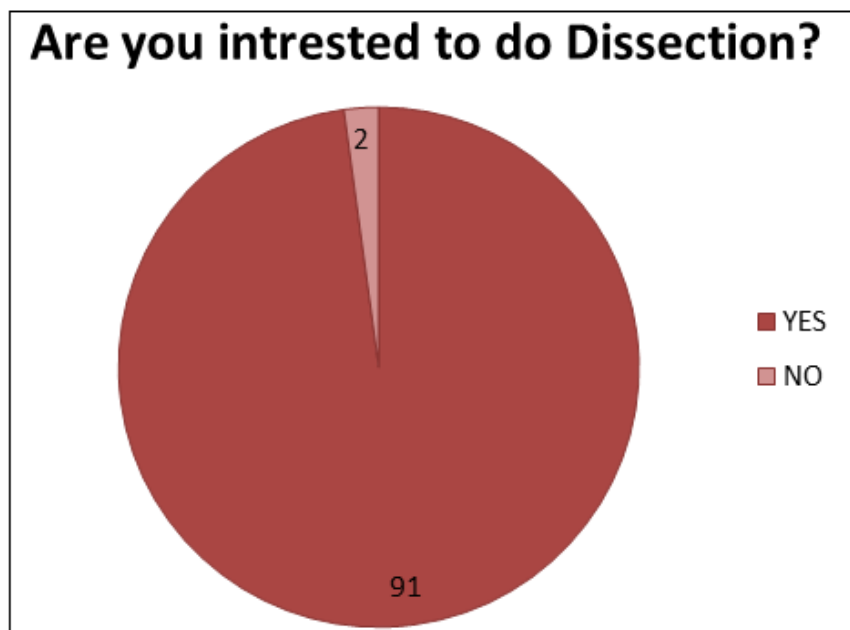
Graph-3: Timings Selected By the Students



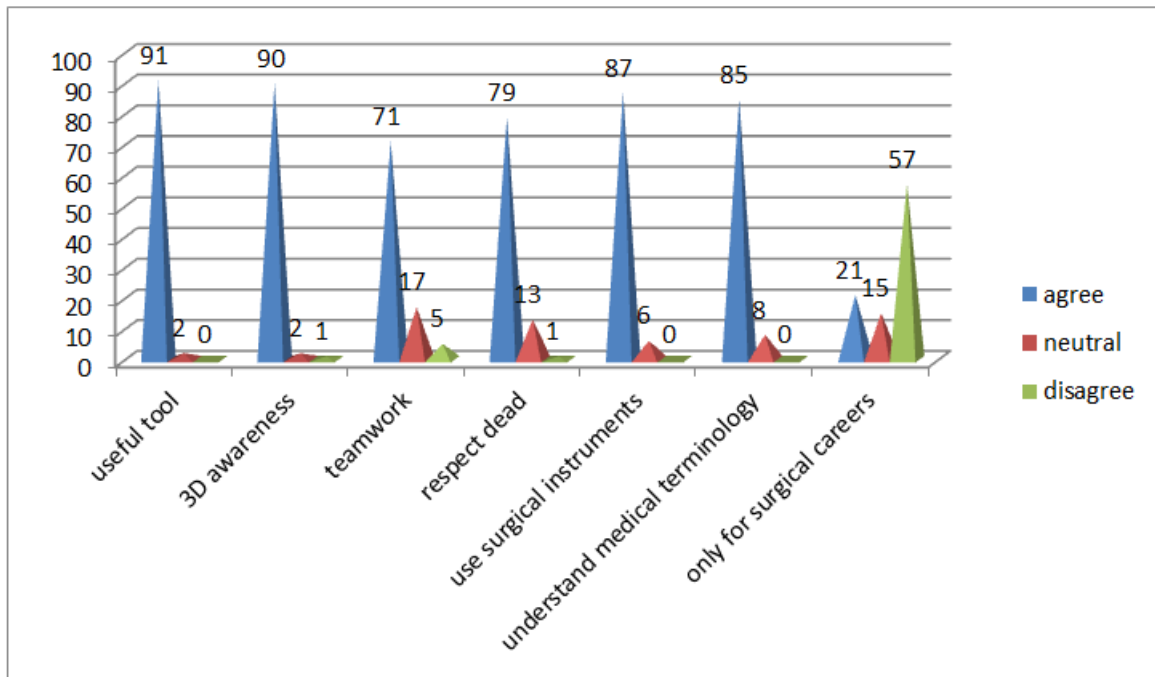
Graph-4: Qualities of the Teacher Most Liked By the Students in %



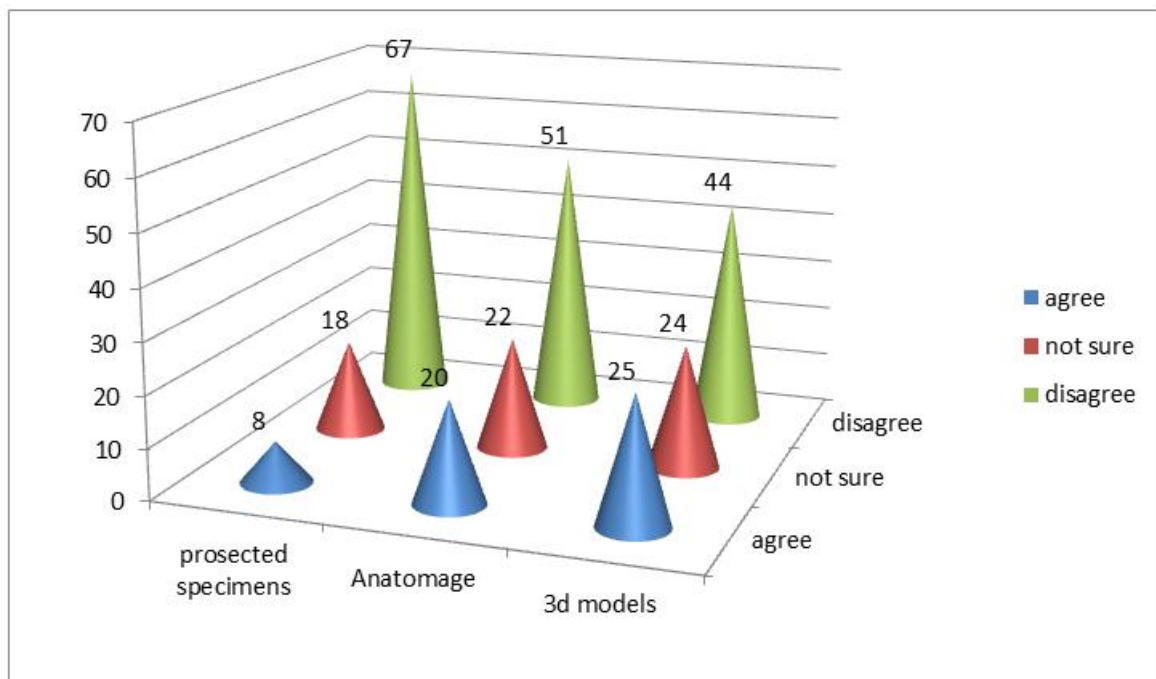
Graph-5: Question Paper Pattern Preferences



Graph-6: Reply by the Students for the Question



**Graph-7: Different Advantages of the Cadaveric Dissection**



**Graph-8: Students' Views for Alternative to Dissection**

**DISCUSSION**

Didactic lectures occupy a major portion in teaching modules implemented in medical colleges. Responsibility lies both on teacher and student for the lecture to be effective. High student teacher ratio, improper audio visual aids, ever-changing schedules are some of the important issues which hinder effective teaching. The present pattern of teaching staff structure allotted by MCI to the medical colleges is inadequate to implement effective teaching curriculum in MBBS. In addition, the same staff should look after the other

courses like dental, homeo, ayurveda, paramedical, physiotherapy and nursing. This greatly affects the quality of lecture delivered. On the other hand, college timings, irregular attendance, lack of attention and concentration, homesickness, negligent behaviour etc form the student factors that handicap the learning process. Apart from didactic lectures, there are other methods of teaching and learning as done in the study. Success of any teaching programme lies in planning a curriculum which allows the students to gain maximum meaningful knowledge in the short span of time [5].

Effective feedback can become part of the learning cycle that is not only a learning opportunity for the student but can also be used to inform the teacher and ongoing curriculum development [6]. The present study was done to get effective feedback from students for improving the curriculum for the future batches. It can be observed that small group teaching method was the best teaching method as opted by 45.16% of the students. It correlates with the study made by Dr. R. S. Khane & Dr. A. A. Joshi [7]. 78.49% of students preferred equal distribution of both theory and practicals. 46.23% students opted for a combination of audiovisual aids which is similar to the study of Priyadarshini *et al.*, [8]. 81.72% students were interested in 40 min theory class. As many as 82.79% students were not interested in extra study hours after the college time. 72.09% students preferred dissection from 9-11 am. Majority opted 9-5pm as their college timings with 1 year duration of 1<sup>st</sup> MBBS. Though more number of students (48.38%) liked the knowledge as teacher's preferred quality, few (8.6%) opted for the personality of the teacher as well. 77.41% students preferred 1 essay+ 6 shorts+5 very shorts pattern of question paper in their final examinations. Most encouraging part of the study was 91 students were interested to do the cadaveric dissection and majority agreed for its advantages rather than replacing the dissection with prosections or anatomage or 3d models.

## CONCLUSION

Encouraging reports were observed from students' point of view in the form of their valuable feedbacks. This can be helpful to bring positive changes for effective implementation of the curriculum.

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