

Perception of second MBBS students regarding giving Community Medicine power point slides before General Lecture

Pulluri Sadanandam¹, Shabana Sultana^{2*}, Amrutha Roopa Ramagalla³, K. Aparna Vedapriya⁴, Mohd Fazal⁵

¹Assistant Professor, Department of Community Medicine, Siddipet, Telangana, India

²Assistant Professor, Department of Anatomy, Siddipet, Telangana, India

³Assistant Professor, Department of Anatomy, Siddipet, Telangana, India

⁴Professor & HOD, Department of Anatomy, Siddipet, Telangana, India

⁵Assistant Professor, Department of Anatomy, Government Medical College, Siddipet, Telangana, India

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Abstract

Traditionally and conventionally, Community Medicine is taught by lectures and field visits and the lectures are taken preferably by power point in India. But there is always a hidden desire of the student to get the power point of the teacher as usually students feel the understanding of the subject better if they have the power point which the teacher has used during the Lecture class. **Aim:** The aim of the study was to give power point presentation for Community Medicine to the students' by sending it through whatsapp group prior to the lecture class which helps them to go through the slides before lecture is explained and also they can understand it better during the class, moreover revise it later as per their convenience. **Methods:** This was a questionnaire based study where 175 first professional MBBS students of Government Medical College, Siddipet, were asked to fill anonymously a questionnaire about their perceptions of these lecture delivery method. The results were analyzed to see if there was any preference of students for this particular method. **Results:** The majority of the medical students (99.7%) preferred PPT presentations very useful prior to lecture class, while only 0.3% of students never opened power point slides to view the lectures. **Conclusion:** Most of the students clearly preferred and accepted the use of PPT presentations sent to them prior to lecture class. Weaker students can take it as tutorial several times from their mobile phone which is handy always. So teaching Community Medicine should be carefully amalgamated with use of power point in lecture hall.

Keywords: Medical education, lecture delivery methods, PowerPoint presentations (PPT), Community Medicine lectures.

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Introduction

Power point is an amazing tool for any teacher to use because it helps the students who fall under the 3 types of learning styles: auditory, visual, and kinesthetic. PowerPoint presentations enable teachers to increase the quality of written material and visuals they present to the students in the class. Studying Community Medicine involves many concepts that need to be understood and memorized in a relatively short period of time. Moreover, students from second year find it difficult to acquire basic concepts due to large material. Thus, the learning process must be student-centered and must always come to students' aid[1]. The role of the Community Medicine teacher is to facilitate the learning process of the student both through active involvement and also by developing students' interest in the subject matter. Community Medicine provides the complete knowledge to understand and implement all other medical subjects during rural practice[2]. Therefore the Community Medicine teacher has to overcome this possible inconvenience and must transmit students the information by means of modern communication. Appropriate use of PowerPoint can enhance the teaching and learning experience for

PowerPoint can enhance the teaching and learning experience for both teacher and students'. It provides encouragement and support to teacher by facilitating the structuring of a presentation in a professional manner[3,4]. The templates provided have been designed to default to good presentation criteria such as the number of lines of information per slide and appropriate font sizes and types, etc: By careful mixing of media, a presentation can appeal to a number of different learning styles and be made more stimulating for the learner. Availability of powerpoint to the student raises the thorny issue of whether or not students should have access to the PowerPoint files that are used in teaching sessions and if so, when should they have the access. Therefore to understand this better we conducted the study in Government Medical College, Siddipet, Telangana State, India, to assess the students' perceptions and preferences about having PPT presentations before the gross lecture class is taken. The second year MBBS professional students were asked anonymous questionnaire to give their opinions, and then results were analysed and compiled accordingly.

Materials and Methods

Students of second year MBBS Government Medical College, Siddipet, Telangana State in India, in the department of Community Medicine were selected for study. They were given power point presentation by posting in 175 students whatsapp group, 1-3 days before the general lecture was taken. Structured questionnaire-based study was conducted after first internal assessment exam, so as to know the overall effectiveness of possessing power point.

*Correspondence

Dr. Shabana Sultana

Assistant Professor, Department of Anatomy, Government Medical College, Siddipet, Telangana, India

E-mail: shabanasultana.m@gmail.com

After a short briefing in the class about the study, verbal consent was obtained from students to ensure their volunteer participation and then the questionnaire was circulated to all the students of that particular batch[5]. These questions were pertaining to sharing of PPT before lecture and different aspects of lecture. Overall satisfaction of the students with this method of lecture delivery was assessed.

Students were asked to answer the following questionnaire, to know their preference for this type of teaching methodology. The student were given following questionnaire to rank the following with Likert scale where the scale could be augmented by written comments given below.

Table 1: Questionnaire

Questions	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. When I have a copy of the presentation before class, I find it easier for my mind to understand since I have already seen the material					
2. It has helped in Brainstorming (technique which stretches the mind, promotes deep thinking and recall of prior knowledge).					
3. This method helped to keep me more attentive?					
4. This method allow for a better student-teacher interaction?					
5. Did you notice any differences in your learning process between topics that were shared PPT vs not shared PPT ?					
6. Did you notice any differences in your learning process between subjects that were shared PPT vs not shared PPT?					
7. Do you find it useful to have the possibility to access PPT topics from other Anatomy teachers and other subjects as well ?					
8. Did it increase your revisions as it was handy in your mobile phone.					
9. Did it waste your time in an act of studying you started using mobile phone for other purposes.					
10. Did this method increase your understanding and better pronunciation?					
11. Did it increase the visibility of lecture?					
12. Did this method had better continuity of lecture?					
13. I find it helpful when information is revealed line by line to go along with the lecture					
14. When I have a copy of the presentation, I am less likely to attend class since I already have the material					
15. My lecture needs were met					
16. Do you find the lecture delivery interesting and engaging					
17. Would you recommend this method to other department teachers					
18. Do you find flexibility to amplify a particular point					
19. Did it help in your first Internal assessment exams					
20. Overall satisfaction and effectiveness of the lecture by this method?					

Additional Comments:

A total of 175 medical students participated voluntarily in the study and completed the questionnaire. The result was tabulated. The above parameters were analyzed and the overall preference of the students is assessed after compilation of these parameters by summing up the marks for each method. Also it was analyzed whether there is a preference of any particular aspect of PPT.

Results

The majority of the medical students (99.7%) preferred PPT presentations very useful prior to lecture class, while only 0.3% of students never opened power point slides to view the lectures. The

students' overall preferences are given as follows in students' own words choosing all different types of opinions and pasting the ones which summarizes all students' opinions at the best.

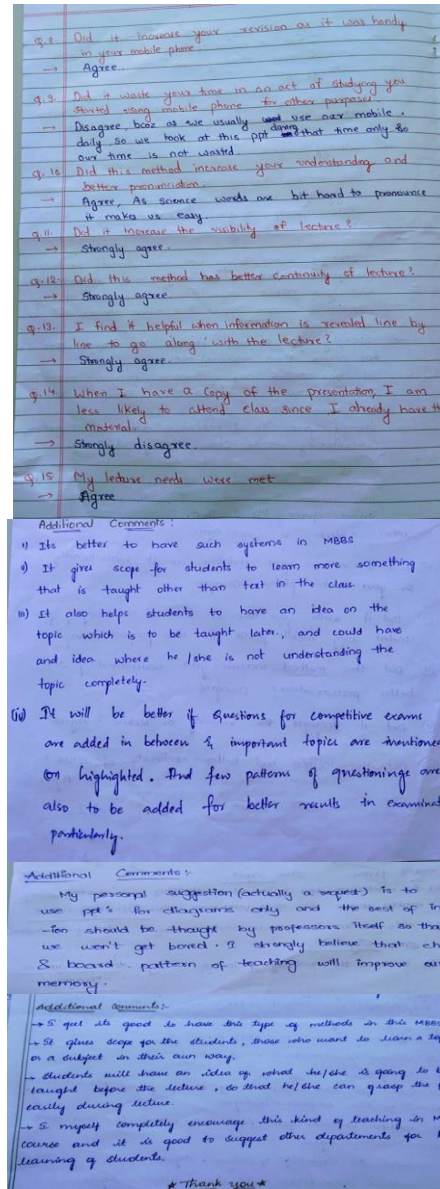
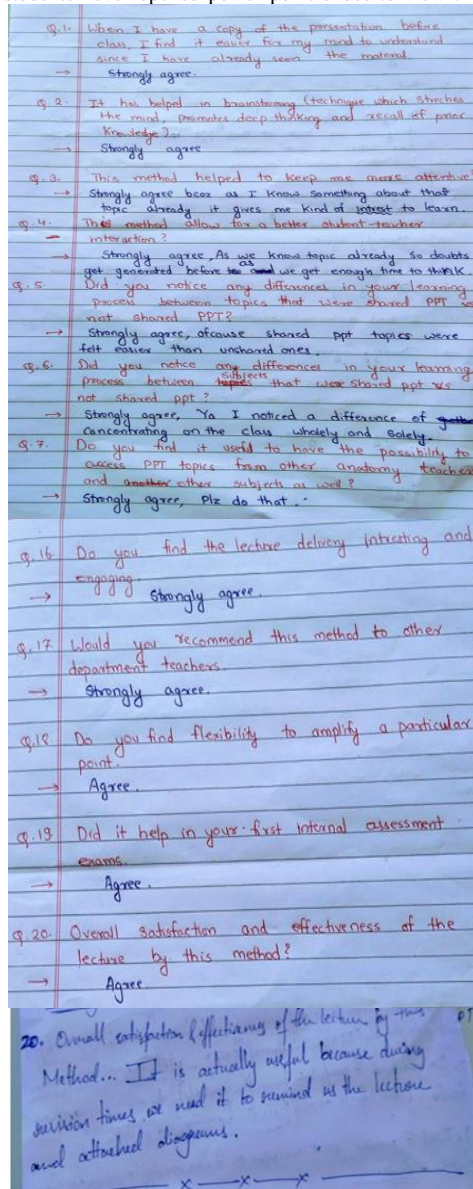


Fig 1: Questionnaire sheet

Discussion

Community Medicine has been the basic backbone of medical education for hundreds of years. Good knowledge of Community Medicine plays a vital role in proper understanding of any other branch of Medicine and for their effective use in during medical practice[6]. Various methods, of teaching Community Medicine include lectures through chalk and board method, then the field trip method, power point presentation etc. During recent times there has been a major change in terms of methodology of teaching Community Medicine, due to time constrain and also due to rapid advances in information technology and change in the demand of

medical professionals. Moreover there has also been shift in medical education from passive didactic and teacher control approach to active clinical based and student centred teaching[7-9]. Microsoft PowerPoint (PPT) is now the most popular method used electronic presentations. PPT uses a well prepared, where a brief lecture is delivered and conveyed to the students in the best possible way by inserting 3D images and videos where required. Hence today's advancing technology can be exploited to the advantage of both teachers as well as students. Recently use of power point presentation has been increased tremendously for classroom teachings in medical education. But, there remains controversy and debate over teaching

methods like if PPT slides can be given before general lecture and if this mode of teaching Community Medicine will be preferred by students. The drawback that student will not be able to take notes easily through PPT is easily overcome by this method of teaching. The technology has been proved to be a boon because transmission of visual information has a remarkable role in medical education. Lecture can be delivered in more useful and constructive way. 175 students per year is a large number, and voice of every teacher may not reach effectively/audible to all the students, hence visualization along with lecture can be more effective and will help to expand the teaching methodology. If the students have PPT beforehand this would definitely help their understanding and learning. Many difficulties like few terms which are not easily transmitted to the students because of pronunciation or spelling problem and because of poor visibility can be easily overcome with this technique.

Disadvantages of this method

It may also lead to absenteeism in students as they already possess the PPT. In an act of reviewing PPT they can start misusing their mobile phones for unlimited time. With PPT method the students may become a passive observer rather than an active participant. Also PPT system can get adversely affected by power loss. This is important, especially in developing countries like India where factors such as limited infrastructure and an irregular power supply need to be taken into account (in contrast to the studies carried out in developed countries).

Advantages of this method

Possessing the power point before lecture helped the students understand the topic easily as the brainstorming session started when they read the power point received on Whatsapp 1-3 days prior to lecture. It increased the student teacher's interaction to clarify the difficult points. It has helped the students to revise the topic as often they needed. They found it convenient because all PPT's had text along with flow charts, it helped them learn the topic easily with as many revisions as they wanted. It has also helped them perform well during internal assessment examinations. Moreover students feel it convenient to use the study material what the teacher has used during lecture session which improves their learning outcome. The difficulty to take down the point during lecture session was also overcome as they already had PPT[10]. In fact many students felt that all subject teachers from first year to final year should share their PPT s before general lectures for easy and effective learning of the subject. They can easily clarify their doubts by having active interaction with teacher during or after class by this technique because of brainstorming. The diagrams in the PPT were clearly seen .Use of various animation and other properties of PPT made lectures more interesting for students. Hence students can be more attentive with such methods of teaching. It becomes more eyes catching. There are various well developed softwares available these days which can be easily used for teaching various aspects of Community Medicine. It can leave a lasting impression on students mind. A study has pointed out that in PPT the ability to integrate text, pictures, and images is a great advantage which improves the educative value of the subject. PPT encourages an active learning environment, increase the effectiveness of lectures, and lend clarity to the subject. By integrating text, pictures, videos and animation especially 3-D will be as close to the real life scenario as possible, which is almost impossible with the conventional method. Hence the educational value of the class can be enhanced by proper and intelligent use of PPT. It will certainly lead to better understanding of Community Medicine and will eventually improve students' performance. Hence the advanced teaching methodologies help in learning Community Medicine in a better and an easier way[11-13].

Conclusion

Community Medicine is the basic backbone of any medical branch as it's related to implementation of the subject at rural level especially.

Conflict of Interest: Nil Source of support:Nil

Hence learning Community Medicine in a proper and effective way is very important to build the basic block for any medical students. In present study we studied the benefits of sharing PPT presentations with the students before general lecture and studied it's effectiveness. The present study, as well as many previous studies, does support the superiority of this method. Hence there is a need to share PPT's by teachers before general lecture to increase the efficacy of learning by students, which makes the lectures more effective. Most of the students clearly preferred and accepted the use of PPT presentations sent to them prior to lecture class. Weaker students can take it as tutorial several times from their mobile phone which is handy always. So teaching Community Medicine should be carefully amalgamated with use of power point in lecture hall

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