



COMBINED METHOD OF LEARNING ANATOMY E-LEARNING AND CLASS ROOM TEACHING IS THE BEST METHOD

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Abstract:

Anatomy is vast and most volatile subject in MBBS curriculum. Students remain in extreme confusion with the contents and information. They try to learn it from either class room teaching or from e-learning or from combined.

Present study is based on a spontaneous feedback filled by students after completion of final examination of Anatomy.

Marks obtained in theory and practical both for all the students were analyzed with their response on the feed back form.

It results the mode of method for learning anatomy was favoured to combined method of learning Class room as well as E- learning combination is the best method for learning anatomy, not to consider in any single method.

Key words: COMBINED LEARNING METHOD FOR ANATOMY THE BEST

Introduction:

Anatomy is a vast subject in MBBS curriculum. 1st year MBBS students enter in to the Subject and feel it is beyond the sky. Teachers are talking words in classes they never heard before. They return to hostel with big question in their mind. they try to imagine but fail. They try to recall but fail. They ask among friends but don't get the satisfactory information. This happens in majority of students. They are facing similar things everyday. They feel teacher is to stay with them 24 hours. but how is it possible in real life.

Black board teaching is adjunctured with audiovisual aids in class room. Vast syllabus couldnot be completed in short hours of span. Before getting idea clear classes end and next class starts.

A big list of question in mind is being enriched every day.

But they got a solution from internet access and involved in it when they need when they feel when mind is fresh at their own time even midnight, morning, noon, canteen hours or exhausted after seeing

gadgets on hand. They got recorded class to follow repeatedly or asking question and getting satisfactory answer at their hand. Peer teaching, a form of co-operative study is an upcoming way of teaching and learning Anatomy. The use of peer teaching has been an integral part of learning for centuries by now and in its literal sense incorporates participants of a more or less similar age. Within Anatomy, this modality has been widely accepted and recognized as a valuable tool for understanding and learning in a much better way than ever (Nnodim,1998; Youdas et al., 2008; Brueckner et al., 2004).

Finally the scheduled classes at early mornings reflects poor attendance. But students perform excellent in theory examination but poor in practical.

Aims and Objective:

Feed back form of structured questionnaire were filled by 1st year students after completion of examination .

Marks obtained in theory and practical Examination were tabulated accordingly.

Study design: Analytical study

Sample size: Fifty students were randomly selected for present study

Materials & method:

Students of 1st year MBBS who appeared for examination are considered as subject.

Feed back form and marks sheet table are considered as material.

Feed back form having formed questions were filled by students and their marks were tabulated in separate sheet .

Finally analysis was done and graphs are prepared.

Results:

| Roll No | 1 :Class room teaching 2: E-learning 3: Combined method | % of Marks obtained in theory | % of Marks obtained in practical |
|---------|---|-------------------------------|----------------------------------|
| 1 | 3 | 47.5 | 76 |
| 2 | 3 | 62 | 71 |
| 3 | 3 | 54.5 | 74 |
| 4 | 3 | 51 | 68 |
| 5 | 3 | 43.5 | 68 |
| 6 | 1 | 45 | 63 |
| 7 | 3 | 47 | 61 |
| 8 | 3 | 52 | 61 |
| 9 | 3 | 37.5 | 35 |
| 10 | 3 | 45.5 | 64 |
| 11 | 1 | 53.5 | 67 |
| 12 | 3 | 45 | 60 |
| 13 | 3 | 54 | 58 |
| 14 | 3 | 52 | 54 |
| 15 | 1 | 45.5 | 59 |
| 16 | 2 | 37.5 | 36 |
| 17 | 3 | 45 | 60 |
| 18 | 2 | 37 | 39 |

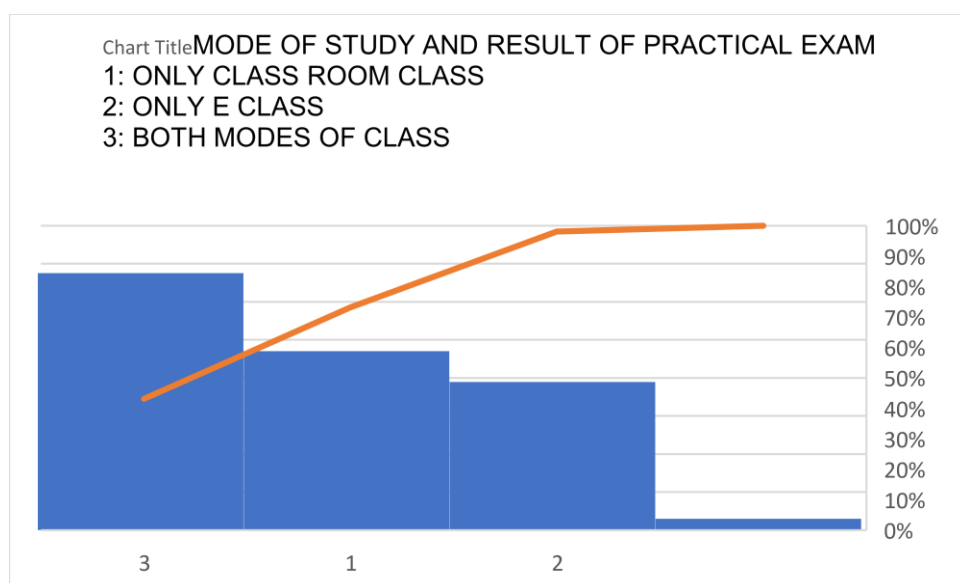
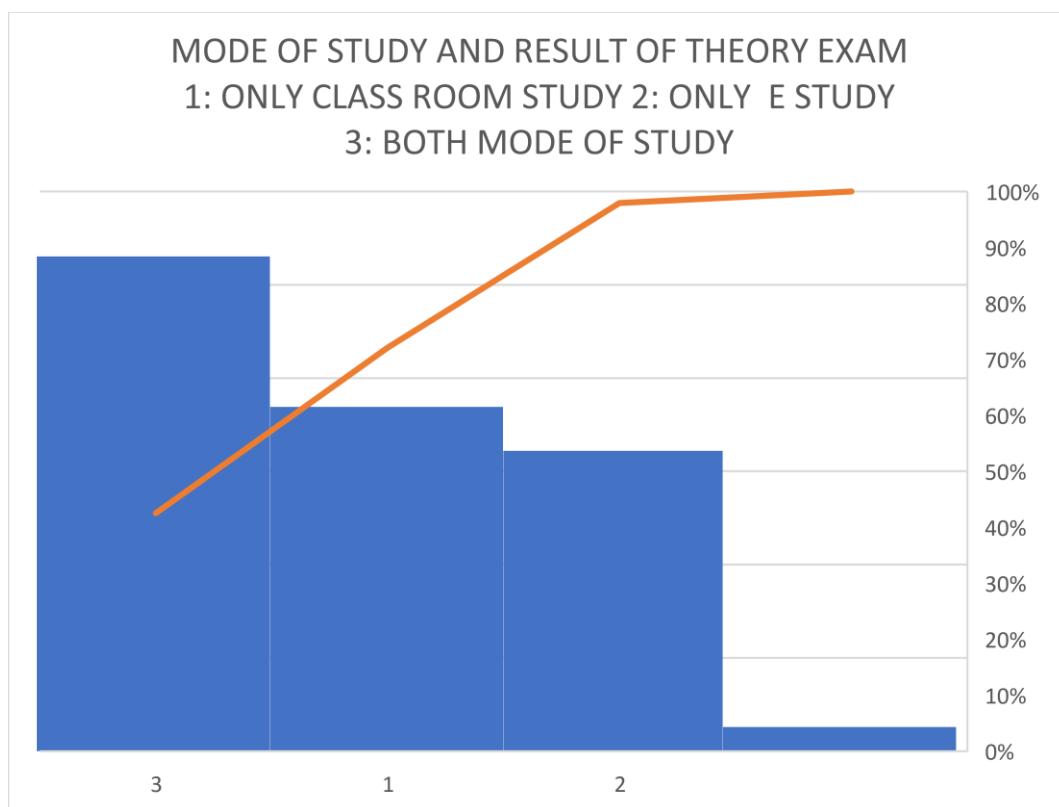
| | | | |
|----|---|------|----|
| 19 | 2 | 48.5 | 61 |
| 20 | 3 | 42.5 | 68 |
| 21 | 2 | 43 | 77 |
| 22 | 2 | 49.5 | 70 |
| 23 | 3 | 46.5 | 76 |
| 24 | 2 | 46.5 | 57 |
| 25 | 3 | 41.5 | 67 |
| 26 | 3 | 63.5 | 65 |
| 27 | 3 | 51 | 55 |
| 28 | 3 | 60.5 | 66 |
| 29 | 2 | 37 | 39 |
| 30 | 3 | 68 | 89 |
| 31 | 3 | 46.5 | 57 |
| 32 | 1 | 37 | 36 |
| 33 | 1 | 43.5 | 66 |
| 34 | 1 | 45.5 | 67 |
| 35 | 2 | 55 | 61 |
| 36 | 1 | 53 | 62 |
| 37 | 1 | 49.5 | 51 |
| 38 | 1 | 56 | 70 |
| 39 | 1 | 61 | 88 |
| 40 | 1 | 48.5 | 67 |
| 41 | 1 | 47 | 71 |
| 42 | 1 | 52.5 | 57 |
| 43 | 2 | 46.5 | 65 |
| 44 | 2 | 53 | 65 |
| 45 | 1 | 47.5 | 71 |
| 46 | 2 | 37 | 40 |
| 47 | 2 | 53.5 | 58 |
| 48 | 2 | 49.5 | 56 |
| 49 | 2 | 50.5 | 56 |
| 50 | 3 | 56.5 | 60 |

It is observed that the study reveals students of 1st year MBBS who used to follow the combined method of learning for the subject Anatomy (E learning as well as Class room Teaching) had done very very good in the Theory and Practical examination.

The students who just followed the only class room teaching had done well in both theory and practical examination.

The students who followed only E learning and minimum class room teaching had scored well in theory examination but not upto the mark in practical examination.

Table and graphs are showing above mentioned statements.



Discussion :

Students of any stream are supposed to learn the topic and will be comfortable with their examinations, will score a good marks and in the field of learning Anatomy students will be more comfortable at theory and practical classes with charts, models, specimen, viscera and cadaver after having clear cut knowledge from faculties.

Now a days after the covid era electronic gadgets are utilized very much in scientific way. Improper uses of the electronic media as learning tool may divert the students form their main path. They are killing their time with gadgets unconsciously for other things than study. Might be they are reading the topic at the unspecified time of a day when the brain was supposed to take rest for the next day. It makes a chaotic time table for the brains to store the information properly. They are reading but result is not remarkable .

Hence, need of the hour is to bring some change in our traditional teacher oriented teaching system (Krych et al., 2005).

The formal didactic lectures and similar teacher driven learning activities which do not guarantee learning for every student are the hallmarks of local education culture (Nnodim,1998; Armstrong 1991).

General Professional Education of the Physician (GPEP) Report (1984) of Association of American Medical Colleges pointed out that lectures are grossly passive activities for the students (Johnson, 2002).

Waghmare et al., (2010), where they had introduced reciprocal peer teaching (RPT) during dissection hours and reported that majority of students agreed the RPT exercise increased their understanding of the topics they taught.

Students who are following a structured time frame for learning Anatomy as per NMC and CBME guide line are using both the methods and do very very good result in the examination.

Conclusion : Combined method of learning , E learning as well as Class room teaching is the best method of learning anatomy.

Further study might be performed in future to establish the present conclusion in large scale of students not only in Anatomy it might include other subjects of professional courses.

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