

Comparative study of effectiveness of group discussion and didactic lecture for Medical UG students

Netra H Gadre¹, Pallavi A Kulkarni^{2*}

¹Professor, ²Associate Professor, Department of Anatomy, S. K. N. Medical College and Hospital, Pune, Maharashtra, INDIA.

Email: pakulkarni57@gmail.com, netra_gadre@rediffmail.com

Abstract

Didactic lecture is commonly used teaching technique addressing to large group but it is kind of passive method. Group discussion is supposed to be an effective tool for all round development of medical student. In this study one group of 1st MBBS students were subjected to didactic lecture and second group was exposed to group discussion on same topic. Test was conducted on both groups of students and the results were analyzed statistically. Mean score for group I (didactic lecture) was 10.367 and for group II (group discussion) was 14.467. Statistical analysis is done using unpaired t-test. Difference between two groups was found to be statistically significant (P value less than 0.05). It is observed that group discussion method is more effective method of teaching learning than didactic lecture.

Key Words: Group discussion, didactic lecture, effective tool.

*Address for Correspondence:

Dr. Pallavi A Kulkarni, Associate Professor, Department of Anatomy, S. K. N. Medical College and Hospital, Pune, Maharashtra, INDIA.

Email: netra_gadre@rediffmail.com

Received Date: 21/04/2018 Revised Date: 12/05/2018 Accepted Date: 10/06/2018

DOI: <https://doi.org/10.26611/1001632>

Access this article online

Quick Response Code:



Website:

www.medpulse.in

Accessed Date:
18 June 2018

INTRODUCTION

Medical teachers are required to promote active learning for which small group methods are essential. Though small group teaching methods have their own limitations they also have their advantages. Small group teaching requires a higher teacher student ratio which may not be always feasible, whereas a small group work establishes a type of communication which a didactic lecture cannot offer¹⁻². Group discussion is a valuable tool in all round education of a medical student. It helps the student to understand the topic, express themselves and allows a closer student teacher interaction. It also helps the students to develop skills of listening skills, presenting

ideas, express their own understanding self-direction and work as a part of a team. In the present study first MBBS students were subjected to two different teaching methodologies. Results were summarized after statistical evaluation and conclusion was drawn.

MATERIALS AND METHODS

Thirty students from first year M.B.B.S. at S.K.N. Medical College and Hospital, Pune were randomly selected for group discussion. They were divided into three groups of 10 students each. Topic for discussion was "Bronchopulmonary segments". The criteria for selection of topic: several clinical application, correlation of basic Anatomy with clinical application and importance from exam point of view. Three groups of 10 students each were asked to study and prepare topic for group discussion three days prior. Group discussions were carried out at three different places by three different teachers who acted as facilitators. Time allotted for discussion was 50 minutes. The facilitator initiated the discussion and ensured that every member of group participated actively during discussion. The topic was discussed on following protocol: Introduction; Definition; characteristic features; gross Anatomy and applied aspect. The facilitator filled the lacunae and summarized the

topic at the end. The assessment of the discussion was done based on the structured SAQ test. Time allotted for test was 30 minutes. The random selection of thirty students was done for didactic lecture of 50 minutes. The similar test of structured SAQ of same duration was conducted for the second group at different venue. After evaluating the answers from both groups (Group 1 - Didactic lecture, Group 2 – Group Discussion) the results were discussed and statistically analyzed.

RESULTS

Unpaired t-test was used to analyze data in which it compares two means and predict the difference of each other (Group 1 and 2). The results of it are given in Table 1. Knowledge score of Group 2 was more than Group 1. Difference was found to be statistically significant. t-value was found to be 3.396 and P value was 0.002. P-value is less than 0.005 hence the result are significant for small group discussion method.

Table 1: Comparison of result

	Group 1 – Didactic Lecture	Group 2- Small Group Discussion
Mean	10.367	14.467
SD	2.525	2.251
t-Value		3.396
P-Value		0.002

DISCUSSION

Several studies have proved that group discussion is an effective and reliable teaching tool^{5-7, 9}. Small group discussion is not simply lectures with a smaller number of students. Facilitators make key differences in lecturing and facilitating⁷⁻⁸. Group discussion required imaginative management in setting of task and organizing purposeful activities. Well organize and purposeful group discussion can create a firm foundation for quality such as openness, networking and proactive communication³⁻⁴. Small group discussion is commonly used teaching methods in health profession. Small group teaching offers students an opportunity to discuss and refine their understanding on complex issues, to problem solved and apply their knowledge to new situation to reflect on their attitudes and feelings¹⁻². Small group meeting can be lively constructive interacting among students and teachers^{6,9}. Group sessions are profoundly effective basis for learning and decision making⁵. Yvonne¹⁰ has outlined ways in which small group teaching can become more effective and enjoyable and also recommended strategies for enhancing small group teaching. Although several studies has been conducted, group discussion as a small group teaching method, statistical analysis has not been done to see its effectiveness to the best of our knowledge. In

present study, effectiveness of group discussion with didactic lectures has been compared. Further it has been statistically evaluated to see its significance. It has been observed during group discussion that each student was actively involved in the conversation. Most of the time, different points were added in the discussion by different students. It showed that the students understand the topic with proper justification. Lot of enthusiasm was observed amongst the student. Their involvement shows the development of linguistic, analytical and memorizing skills. However, only short memorizing skills are associated with didactic lecture technique. Students reported, didactic lecture was found to be a monotonous because there was no active involvement of the students. In the present study it was concluded that the group discussion method is the more effective method than didactic lecture and it has certainly improved the performance of the student.

CONCLUSION

Effectiveness of teaching methods Didactic lecture and group discussion was evaluated in the present study. It is observed that group discussion method is more effective method of teaching learning than didactic lecture for the medical students. It was well supported by statistical test having P value less than 0.005. It can be included in the regular teaching practice to improve learning ability of the students

REFERENCE

1. Barrows H. S.: The tutorial Process: Southern Illinois University School of Medicine, Springfield Ill: 1988
2. Barrows H. S.: Practice based Learning: Southern Illinois University School of Medicine, Springfield Ill: 1994
3. Davis B.: Tools for Teaching: San Francisco CA: Jossey-Bass Publishers: 1993
4. David J.: Teaching Small Groups: British Medical Journal: 2003: 326(7387): 492-494
5. Henry W.: Small group methods in medical teaching: Medical Education: 1997: 31: 459-464
6. Jason H., Westberg J.: Teachers and Teaching in US Medical Schools: New York, Appleton Century Crofts: 1982
7. Ralph A. G.: Small Group Discussions with Medical Students: The MCG Medical Teacher's Handbook: Medical College of Georgia School of Medicine
8. Walton H. J.: The medical teacher as a facilitator: Medical Education: 1990: 24: 99-100
9. Westberg J., Jason H.: Fostering learning in Small Groups: A practical guide: New York, NY: Springer Publishing Co, 1996
10. Yvonne S.: Twelve tips for effective small-group teaching in the health professions: Medical Teacher: 1996: 18(3): 203-207

Source of Support: None Declared
Conflict of Interest: None Declared