

To improve fish bowl dynamics: A technique student's learning capacity

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Abstract

Introduction: The fish bowl dynamics wherein one group of students were allowed for group discussion after which one student of this group is chosen out to explain the already taught lesson while the other group remains as spectators without the group discussion. **Material and Methods:** The students were randomly assigned to two groups, each group having 20 students. After the routine classes each group was assigned selected topics for group discussion. Group 1 were allowed for group discussion and fish, while group 2 was not allowed for discussion. They were just made observers and did not participate in fish bowl technique. Later group 2 was also allowed to participate in fishbowl technique and post test scores taken. **Results and Conclusion:** Fish bowl technique is a simple technique to evaluate the improvement of listening and interaction capacity of students. Earlier this technique was used by researchers in different parts of the world.

Key Word: fish bowl dynamics.

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Received Date: 10/09/2015 Revised Date: 16/10/2015 Accepted Date: 20/11/2015

Access this article online

Quick Response Code:



Website:

www.medpulse.in

DOI: 14 December
2015

INTRODUCTION

In a classroom we always have a mixed group of students with different learning capacity. It may not be able to learn, understand and express the lessons thought by the teacher by all students. There are many teaching methods universally available as remedial measures to receive and reciprocate the teaching.¹ one such method is the fish bowl dynamics wherein one group of students were allowed for group discussion after which one student of this group is chosen out to explain the already taught lesson while the other group remains as spectators without the group discussion. The learning effect is evaluated in each group and analysed.

MATERIALS AND METHODS

In the present study a total of 40 students doing 2nd year M.B.B.S attending pharmacology lecture classes at ACS medical college, Chennai, Tamilnadu state, were subjected to fish bowl technique, to analyze the improvement of learning capacity. These students were randomly assigned to two groups, each group having 20 students. After the routine classes each group was assigned selected topics for group discussion. Group 1 were allowed for group discussion and fish, while group 2 was not allowed for discussion. They were just made observers and did not participate in fish bowl technique. Later group 2 was also allowed to participate in fishbowl technique and post test scores taken.

Each session was conducted every 15 days for about an hour and this continued for 6 sessions over 3 months. Feedbacks were obtained. The score out of a total score of 100 was given to each student to evaluate the learning capacity. The scoring was given both before and after the topic discussion in both the groups. The pre test and post test scores for each participant in both the groups were evaluated.

RESULTS

Table 1: Showing Pre and Post Test Evaluation Using Fish Bowl Technique In Group 1

MEAN PRE TEST SCORE	MEAN POST TEST SCORE (AFTER FISH BOWL APPLICATION)
33.5	66.55

Table 2: Showing Pre and Post Test Evaluation Using Fish Bowl Technique In Group 2

MEAN PRE TEST SCORE	MEAN POST TEST SCORE (without FISH BOWL APPLICATION)	MEAN POST TEST SCORE (AFTER FISH BOWL APPLICATION)
32.35	46.6	66.65

Table 3: Comparison of Group 1 And Group 2 Effectiveness

Pre test score	Group 1 33.5	Group2 32.35	Interpretation
Post test score after fish bowl application	66.55	66.65	There is no statistical difference between the two groups. (P value >0.05)

DISCUSSION AND CONCLUSION

Fish bowl technique is a simple technique to evaluate the improvement of listening and interaction capacity of students. Earlier this technique was used by researchers in different parts of the world.^{2,3,4} while this technique is quite frequently used in other academic institutions, the use of fish bowl technique in medical curriculum is rare.⁵ This may be recommended for incorporation in the curriculum of all educational institutions.

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