

Knowledge of Methods and Media in Teaching among the Faculties of Medical Colleges

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Abstract

There are different methods and media in teaching, and one can use variety of methods in the course of their work. For that, teachers should be familiar with the different methods and media to impart knowledge in teaching and, also the learning process. This study tries to assess the knowledge regarding methods and media, among the faculties of medical colleges. Faculties from two medical colleges, one constituent and other one affiliated, purposively selected for the study. Knowledge regarding method and media was assessed by systematic data collection techniques such as free listing and card sorting. All the collected data were coded, into SPSS database and analysed with SPSS 17.0. Data were interpreted through frequency distribution. The study results depicts that faculties had satisfactory knowledge and proficient to distinguish between the various methods and media of teaching. However, noteworthy number of faculties fails to identify exhibition properly.

Introduction

In teaching variety of methods is used, with the goal of getting the learner, actively engage in learning the material. It was assumed that teachers have knowledge on every aspects and this assumption holds more strength when the issue is about the teaching methods and media. The choice of methods depends upon the content we want to teach, to whom we are teaching, and the anticipated level of skill. Studies show that the way of teaching methods has profoundly changed (Shuell, 1988). The content and the methods of teaching are varied and varying. It was believed that the core of effective teaching is choosing the proper teaching method (Doyle & Carter, 1987). Studies (Sternberg, 2002) have shown considerable variations in the perceived effectiveness of one method versus another.

Moreover, teachers may be using different methods and media in their teaching learning practices with or without proper understanding of particular methods and media. However, the fact and figures, regarding knowledge of methods and media, are not properly studied and discussed so far by any medical educationist. So this study tries to assess the knowledge of methods and media among the faculties.

Methods

This was a cross sectional descriptive study. Two medical colleges, one constituent and one from affiliated, were purposively selected for the study. Full-time faculties of Integrated Basic Medical Science and Community Medicine Department from affiliated and constituent medical college were selected as sample. Knowledge about method and media was assessed by systematic data collection techniques like free listing and card sorting. All the collected data were coded, into SPSS database and analysed with SPSS 17.0 and Excel. Data were interpreted through frequency distribution.

Results

The age of the faculties ranges from 26 to 67 years. Out of 60 faculties, 19 (31.7%) were female and 41 (68.3%) male. Fifteen (25%) faculties were professors, 12 (20%) associate professors and 33 (55%) lecturers. The teaching experience of different faculties ranges from 6 months to 40 years. Almost 91%

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Shulman (1987) conceptualize the concept of teacher knowledge in terms of knowledge of the subject, knowledge of teaching methods and classroom management strategies and knowledge of how to teach specific content to specific learners in specific contexts.

respondents had undergone a course of teachers training.

Almost all faculties i.e., 95% faculties identify problem solving as a method and 96.7% identify multimedia as a media of the teaching. Nearly half faculties i.e., 48.3 % fail to classify exhibition as a teaching method.

Discussion

Improvements in medical education have become the need of the modern era. But technological advancement alone is not the complete solution. Science has given us the technology, but the issue is whether the faculties are knowledgeable on different methods and media that are increasingly being used in teaching institutions. A number of studies have been conducted to find the extent of the use of methods and media including computers and internet among medical students all of which substantiate the general

impression that they are being used to a significant extent (Banerjee *et al.*, 2011). The same cannot be said about medical teachers. However, it was noted that teaching media are increasingly being used by the young faculties. The result confirms that some faculties i.e., 26.7% are not able to recognize puppets, flip chart and flannel board as teaching media. Moreover, some faculties cannot distinguish flash card (25 %), pamphlet (21.7%), poster (20%) and white board (20%) as teaching media. Only six faculties (10 %) sort out all the items correctly, as method and media. Thirteen (21.7 %) faculties sort out all nineteen methods whereas 16 (26.7 %) sort out all fifteen media correctly. Yet a majority of the faculties identify problem solving as a method and multimedia as a media. Identifying multimedia as teaching media divulged that most faculties use PowerPoint presentations while teaching.

Table 1: Knowledge and number of correctly sorted methods and media

SN	List of Methods	N=60		List of Media	N=60		
		No.	%		No.	%	
1	Lecture	56	93.3	Poster	48	80	
2	Role play	48	80	Pamphlet	47	78.3	
3	Demonstration	51	85	Flip chart	44	73.3	
4	Case study	55	91.7	Flash card	45	75	
5	Panel discussion	49	81.7	Multi media	58	96.7	
6	Symposium	52	86.7	Flannel board	44	73.3	
7	Brainstorming	51	85	White board	48	80	
8	Programmed instruction	53	88.3	Radio	57	95	
9	Buzz session	49	81.7	Tape recorder	56	93.3	
10	Simulation	46	76.7	Books/magazines	48	80	
11	Bed side teaching	53	88.3	Slides	48	80	
12	Field trip	48	80	Film strips	53	88.3	
13	Problem based learning	54	90	Puppets	44	73.3	
14	Seminar	53	88.3	Television	55	91.7	
15	Workshop	54	90	Overhead projector	51	85	
16	Counselling	51	85	-	-	-	
17	Interview	50	83.3	-	-	-	
18	Problem solving	57	95	-	-	-	
19	Exhibition	29	48.3	-	-	-	
Correctly sorted number of method		N=60		Correctly sorted number of method		N=60	
		No.	%			No.	%
Four		3	5.0	Three		3	5.0
Seven		2	3.3	Five		1	1.7
Ten		2	3.3	Six		1	1.7
Twelve		2	3.3	Seven		2	3.3
Thirteen		3	5.0	Eight		3	5.0
Fourteen		2	3.3	Nine		1	1.7
Fifteen		4	6.7	Ten		6	10.0
Sixteen		7	11.7	Eleven		3	5.0
Seventeen		6	10.0	Twelve		4	6.7
Eighteen		16	26.7	Thirteen		6	10.0
Nineteen		13	21.7	Fourteen		14	23.3
-		-	-	Fifteen		16	26.7

Conclusion

Any teaching methods and media must be effective enough to impart the necessary information regarding the theme. It is of great importance to use all technical development which offers opportunities to work with students as well on their advancement. Effective teachers should understand the varied methods of teaching and should use, this diversity to promote student learning in order to meet the range of learning needs. It was found that faculties are enough capable to distinguish between the various methods and media of teaching. However, noteworthy number of faculties fails to recognize exhibition as teaching method.

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