

Evaluation of popularity of Integrated Modular Teaching Among Medical Students

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ABSTRACT

Background: Integrated Modular Teaching is a recent progress in the field of teaching, proving beneficial for both students and teachers. It is ready to take place of the traditional lecture method in medical colleges all across the world including Pakistan. Modular Teaching makes use of modules to emphasize individual learning among its users. The use of module helps medical students grasp concepts underlying any specific topic of medicine with great apprehension.

Aims & Objectives: This is an attempt of researchers to analyse whether modular teaching will be advantageous for medical students in Pakistan. The research will signify how medical students respond to modular teaching in comparison to traditional teaching. The research will also help us learn how students feel about different tactics of modular teaching.

Subjects & Methodology: A questionnaire was circulated among medical students all over Pakistan. The questionnaire emphasized on how modular teaching is better than traditional teaching and between the two which one do students feel more comfortable with. Later responses of 169 students were analysed.

Results & Conclusions: The responses, when analysed, showed that 71% of the students chose modular teaching over traditional teaching. In order to improve the quality of teaching in medical colleges of Pakistan we need to adapt to modular teaching.

INTRODUCTION

Modular teaching is a worldwide system of teaching. It concentrates on the usage of modules to encourage individual learning among learners. It is a recent progress based on programmed learning, a well-developed and unanimously acknowledged phenomena. The modern approach to undergraduate medical education is to target competencies and outcomes.

OPERATIONAL DEFINITION

“Module is a unit of work in a course of instruction that is virtually self-contained and a method of teaching that is based on building up skills and knowledge individually among discrete units¹.”

STRUCTURE OF A MODULE¹

- Title
- Introduction
- Overview
- Instruction to the users
- Learning activities
- Objectives
- Pretest evaluation and feedback
- Formative test evaluation
- Summative evaluation and feedback

OBJECTIVES

Our objective was to analyse what type of teaching methodology will prove more beneficial to medical students in Pakistan. So we made an attempt to compare modular system with traditional system and to find out which system our fellow students think would help them excel in the world of medicine.

QUESTIONNAIRE & STATISTICS

We circulated a questionnaire to collect responses.

Q:1 Whom would you prefer to be studying under: A “Traditional Teacher - presenter of knowledge” or

“Learning Modular Implementer interactional advisor”
Traditional Teacher = 14.8%
Learning Modular Implementer = 85.2%

Q:2 Does modular teaching enhance your skills, like problem-solving and analytic ability more than traditional teaching? Yes = 81.7% No = 18.3%

Q:3 Does modular teaching creates an active student-centred learning environment while traditional teaching doesn't? Yes = 71.6% No = 28.4%

- Q:4** Does modular teaching allow teachers to inform instructional practices and to give advice without students worrying about grades? Yes = 49.1% No = 50.9%
- Q:5** Does modular teaching help your mentor to evaluate you from micro level towards major concepts and knowledge better than traditional teaching? Yes = 73.4% No = 26.6%
- Q:6** Does modular teaching encourages you to participate in class discussions more than traditional teaching? Yes = 78.1% No = 21.9%
- Q:7** Does modular teaching enhance learner's chance of successful achievement more than traditional teaching? Yes = 81.7% No = 18.3%
- Q:8** Does modular teaching make your teacher communicate more clearly with you than traditional teaching? Yes = 71% No = 29%

RESULTS

71% of the students were in favour of modular teaching. Students preferred modular system of teaching as compared to traditional teaching. Thus, it is necessary that we adapt modular teaching to enhance the learning skills of our students and to facilitate them to the maximum extent.

DISCUSSION

According to our results modular system is more intriguing for the medical students than the traditional system. There has been much criticism of teacher-centred approach of the present medical education system for giving irrelevant information to the students and overloading the curriculum.³The response of our faculty and students to the new system is similar to that from Pramukhswami Medical College in Karamsad, India, who are also in the process of implementing the new integrated curriculum.⁴

Our students, who are used to traditional teaching methods find it slightly difficult to adjust to the new system where they are made more responsible for their learning, and where the teachers' active role is changed to that of a facilitator. However, this is to be expected! Similar teaching problems have been encountered by the other institutions implementing the new system of educating medical students.⁵⁻⁸

The positive response to the integrated system of learning by a bulk of our students and faculty

and their approval of various student-centred active learning tactics is most encouraging.⁹ We think that as this system develops and gains recognition, students will be able to acclimatize to modular teaching.

CONCLUSION

"Modular teaching is like a huge tree. You don't confine yourself to only one branch; you are free to explore others as well". To conclude, modular system of teaching is more efficient and organized than traditional system of teaching. Introduction of modular teaching in the field of medicine will prove highly lucrative for both teachers and students.

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