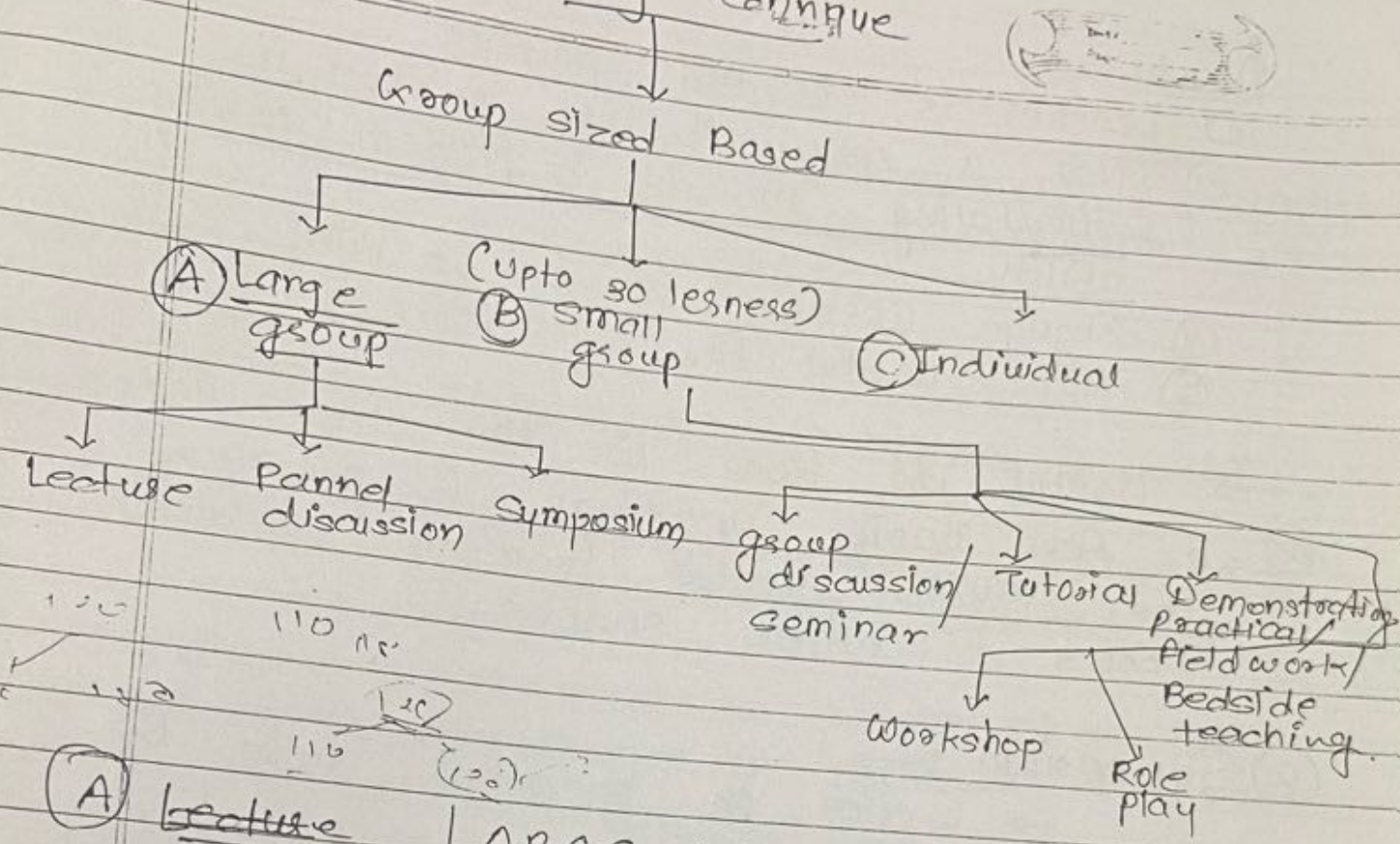
Teaching Technique



(A) ~~Lecture~~ LARGE GROUP :—

(1) Lecture :—

→ m. common teaching method.

→ Carefully presentation of facts & organized thought & ideas by qualified person.

Adv :

(1) allows dissemination of large amount of infoma^n to a large group of learners in a short time.
(2) Saves on staff & other sources.
(3) clarify difficult concepts & stress on the main points of the topics.
(4) Helps to build up basic theoretical knowledge before using interactive methods.

Disadv :

① Learnes is usually passive
② Not a very effective method in stimulating thought & problem solving ability
④ Engage listenes to 45 - 60 min.
⑤ Not useful for slow learnes.

→ Useful to first list the ideas under ② a few basic headings & prepare the subject matter from the relavant books & othes sources.

② Symposium :—

→ Sesies of prepared talks by some expests.
→ It ~~Gives~~ coves many aspects of single topic.
→ Few expests & a chair pesson
→ Varied expesties in a pesticular subjects.
→ chair pesson will introduce in between & will summesise topic at the end.
→ Audience is passive & take part only during question - answes session.

Adv : It include specialist from dift. area to deal with topic so brings deepth & variety to the topic.

eg: Pre Assessment, Assessment & maintainence on NABL accreditation → Symposium.

(3) Pannel discussion :— (News channels)

→ Few expests discuss a subject in front of an audience guided by modesator.

→ Each member of pannel has diff. knowledge on topic & different view on the topic.

→ Modesator - introduce topic, prevent misdirection of talk & summesize view of each expest.

→ Audience also participate.

eg :— Pannel discussion on impact of NABL on Laboratory.

Adv : ① If expests are good, topic can be explored in deapth.

(B) SMALL GROUP :—

→ Upto 30 learnors.

① Group discussion / Seminar :—

→ No expest guidance.

→ discussion among equally capable membess / students.
→ Face to face interchange of ideas / opinion.
→ discussion can done freely & frankly.
→ student / membess should have some preoccupied
eg:- Use knowledge about topic before discussion.

eg:- Use of LFT can be given as topic for group discussion.

disadv :- Inexperienced group is ineffective in providing meaningful interaction.

→ No audience
→ All are actively participate in the study
→ mainly aimed at advanced study of subject.

② Tutorial :-

→ Teaching by expert f/b discussion on a particular topic.
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To clear doubt, improve understanding & Enhance knowledge of subject.

→ 2 way communication.

③ Demonstration / Practicals / Bedside teaching / fieldwork:
→ Teaching a skill, by performing the same, by a teacher.
→ It is a skill learning

eg:- Demonstration of various stage of electrophoresis technique By ~~tutor~~ teacher like gel preparation, sample prepara

④ → Practical demonstration of how to palpate / how to auscultate on patient infront of student.

④ Role Play :-
→ Assigning the role to a member of group & asking them to act.
→ Help, understand various role behavior & response.
eg:- Role play on pt & doctor.

→ It is effective to learn communication skill.

⑤ Workshop :- by ~~tea~~ expert
Teaching a topic to a group
active exercise done by participant.

eg:- ~~How to perform~~ internal audit workshop giving various NC → tell to them find RCA.
→ It improves understanding a topic / matter of a skill

Newer Teaching Methods

① Problem Based learning ② Integrated Teaching ③ Coordinated Teaching.

① PROBLEM BASED LEARNING :—

→ Define Objective eg: interaction skill or laboratory staff & users

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Desive problem. eg: compain or uses about ~~wrong~~ Late report

↓

Give problem to student & facilitate discussion

↓

During discussion, teaches will introduce new concept & facilitate external learning

⟹ Role of Teaches :— Facilitate the discussion
→ provide guidance to search sources of informan needed to solve the problem
→ Prevent genesan of wrong concept
→ Maintain time limit
→ Sum up the informan & objective learnt at the end.

Disadv:— ① Costly if done physically because it requires small group
↓
Can be made cheapes by using e- learning.

eg:— Needle stick injury.

② I.

② Integrated teaching :—

→ It is about simultaneous teaching of preclinical, paraclinical & clinical subjects.
↓
It may be in the form of Symposium, pannel discussion, seminars

eg:— Lecture on "acute myocardical Infarction, coronary circulan, myocardial funation, clinical features & pathology & drug therapy.

all these aspects would be thaught by different subject expets.

② Co-ordinated Teaching :- / Parellel / concussreut teaching :-

→ Modified integsated teaching
→ All departments may co-ordinate.. teaching schedule in such a way that diff. aspects or individual system may be taught simultaneously in diffesent department.

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eg:- ① when the subject of infectious dise is scheduled By medicine department

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Microbial agents would be taught in microbiology

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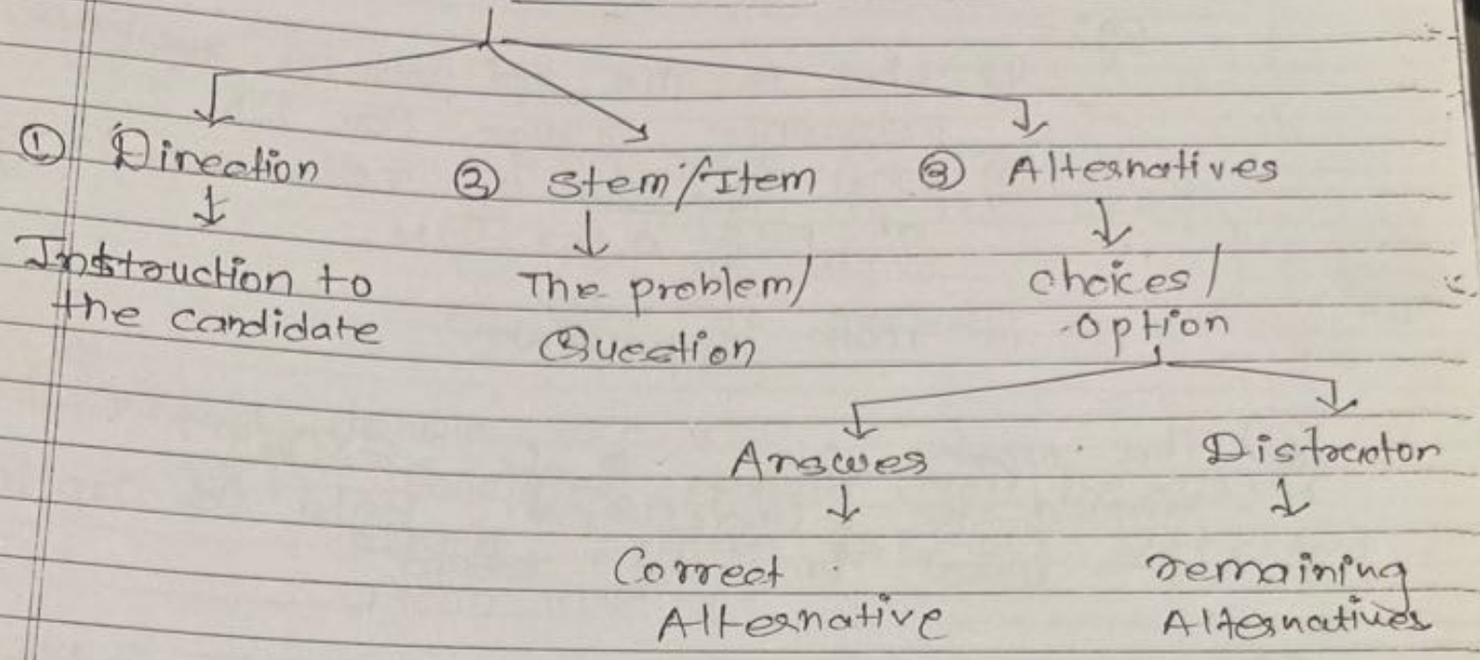
Anti- microbial agents in pharmacology.

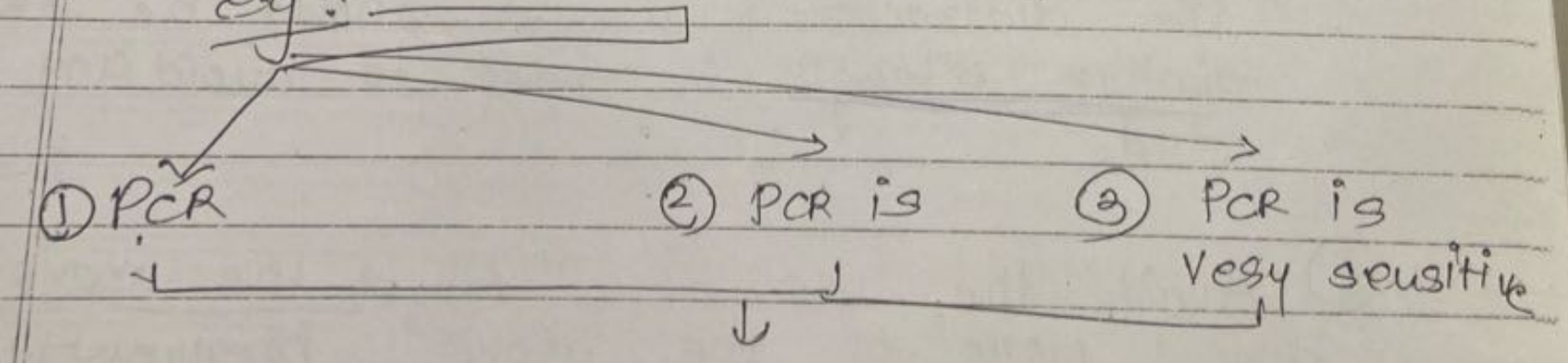
* Construction of MCQs :-



* Directions for framing MCQs :-

1. Question objective should be met ∈ learning outcome.
2. Present a single, clearly defined problem in the stem.
3. Use simple & clear language.
4. Stem should be a statement, NOT a word

eg :-



These 3 are question formulation

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In ∈ 1st is only word. : Not appropriate

→ 2nd & 3rd is statement : appropriate

(5) State the stem in positive form as far as possible.

eg:-

(1) what is the ~~ref~~ glucose ~~ref~~ FBS reference range for DM ?

(2) what is (not) a reference range of FBS for DM.

→ 1st is more appropriate.

(6) The word "NOT" & "EXCEPT" should be underlined, Bold & capital. if used in the stem.

(7) All the alternative should be grammatically correct in relation to stem.

eg: (1) PCR is

(a) Taq polymerase is used
(b) V. Sensitive
(c) difficult to perform
(d) Expensive.

→ (a) is grammatically incorrect.

(8) The distractors & answers should be of similar length in order to avoid any clue.

(9) Avoid the use of "All of the above" & "None of the above" frequently.

(10) Avoid mutually exclusive choices.

(11) eg:-
In PCR
(a) Taq poly. is used
(b) Taq. poly is not used
(c) all of above
(d) Non of above

(11) Avoid double -ve.
eg:- Following should (Not) be used when patient is (not) suffering from malaria.

(12) Items ~~c~~ numerical alternatives, arrange them in rank order
eg:- Reference range of glucose in fasting
(a) 90 -100 mg/dl
(b) 150 -170 "
(c) 80 -120 "
(d) 30 -50 "
} it should not be like this

↓

It should be like
(a) 30 -50
(b) 80 -120
(c) 90 -100
(d) 150 -170.

(13) MCQs should be prepared in such way that they covers entire topic of interest.