

Students feedback A tool for assessment of teaching learning method of faculty in medical college

Mhaske Mayavati S¹, Singru samir², Chawla Parvinder S³, Fernandez Kevin⁴
SKN medical college Department(s) and institution(s) Dept.of community medicine Smt. Kashibai Navale
Medical college ,

Abstract: *Context: Effective feedback has long been recognized as one of the main catalysts for effective learning.¹Feedback is an interactive process which aims to provide learners with insight into their performance. When giving feedback information should include opinion and judgement about current performance and explore options for improvedpractice.²⁻³ Aims: .1To take the students feedback about the teaching skills of the teacher .2. to study the improvement in skills after incorporating the teaching techniques of the medical education .Settings and Design: This is an interventional study design. this study is conducted in the dept of community medicine at smt. Kashibai Navale medical college Pune. Methods and Material: students of(7 th semester) third year MBBS students. Study tool: predesigned questionnaire for students assessment of faculty performance is used . A questionnaire including 25 objective type questions was prepared on the basis of teaching skills.. The options provided for each question with their scores was; YES (1), NO (0)..Firstly, the questionnaire was explained to the students and teachers and their queries were answered. Written consent to participate was taken .Statistical analysis used: data of this was filled in MS –excel sheet and total score was counted for each questions as well as each student for both the lectures then data analysis was done using primer of statistics ,mean score and percentages were calculated and students ‘t’ test was applied as a test of significance . Results: Total score for routine lecture given by student is ranges between 10-29 with the mean score of 20.33 for routine lecture , and total score for modified lecture as per teaching learning methodology is ranging between 19-31 with the mean score is about 25. 42.with standard deviation of 4.81 and 3.02 for routine and modified lecture respectively . Students ‘T’ test was applied to the mean score and was found statistically significant .t=-5.119 and p=0.001*

Conclusions: This study concludes that students feedback is easy and effective tool to assess the teachers teaching skills so it should be routinely taken by the teacher as formative assessment of teacher

Keywords: *students, feedback , teaching –learning method*

I. Introduction

In India The National Policy on Education (NPE) of 1986 and its programme of action evolved a series of strategic plans to focus on quality of higher education. For improvement of quality of undergraduate teaching, it should be monitored and assessed regularly .vision 2030policy document for higher education says Develop content, pedagogy, and assessment systems that support experiential, interactive, and student-centered learning Adopt a learner-centered paradigm of education. Peer review is evaluation, by colleagues or peers,of all teaching-related activities for either formative (for development) or summative (for personnel decision)purposes. Because there are different purposes for each type of evaluation, the processes may be conducted independently of each other. Components of either type of review may include course materials, student evaluations, teaching portfolios, documentation of teaching philosophy, teacher self assessments classroom observations, and other activities that may be appropriate to a discipline.

Effective feedback has long been recognized as one of the main catalysts for effective learning.¹Feedback is an interactive process which aims to provide learners with insight into their performance. When giving feedback information should include opinion and judgement about current performance and explore options for improvedpractice.²⁻³ Feedback should be based on observations made while working with a student in practice and may follow a period of reflection by the supervisor. This must be an unbiased, analytical reflection of what has occurred.⁴Many teachers teach with very little concern about their own teaching skills. Teaching by them is almost a one-way process – from teacher to students. Thus they probably keep themselves away from the opportunity to identify weaker areas of their teaching skills and hence to overcome them.

Although the credibility of student feedback for decision-making is still debated, considering them as sources of information can not be undermined. Students are appropriate sources of information on teachers when they are describing or judging the following: their views of the teachers' professional and ethical behaviour; what they have learned in the course; the fairness of the teachers the teachers' ability to communicate clearly. so with this this background this study was planned to take the feedback of students regarding the teaching skills of the teacher.

Subjects and Methods: This is an interventional study design Study area : this study is conducted in the dept of community medicine at smt. Kashibai Navale medical college Pune. Participants : students of(7 th semester) third year MBBS students. Study tool: predesigned questionnaire for students assessment of faculty performance is used . A questionnaire including 25 objective type questions was prepared on the basis of teaching skills. The teaching skills included were presentation skills, management of class (time and discipline management) and motivation for students that also includes student-teacher interaction. The options provided for each question with their scores was; YES (1), NO (0). Some questions i.e 5,6,7,8,12,25 has three options so score was 0,1,2 .Firstly, the questionnaire was explained to the students and teachers and their queries were answered. Written consent to participate was taken .Lecture of the 7 th semester student was taken on Monday between 2-3 pm as per routine teaching using power point as AV aid and they were asked to fill up the questionnaire , then in next week on Monday at 2-3 pm second lecture was taken incorporating the teaching – learning methods like specifying the learning objectives, setting induction, arranging the induction, making slides more concise and using figures of life cycles, asking questions from students, summarizing the topic at the end and reinforcement etc. and then taking feedback from students using the same questionnaire . data of this was filled in MS –excel sheet and total score was counted for each questions as well as each student for both the lectures then data analysis was done using primer of statistics.

Total 36 and 32 students were present for the routine and modified lecture respectively . Total score for routine lecture given by student is ranges between 10-29 with the mean score of **20.33** for routine lecture , and total score for modified lecture as per teaching learning methodology is ranging between 19-31 with the mean score is about 25. 42.with standard deviation of 4.81 and 3.02 for routine and modified lecture respectively . Students ‘T’ test was applied to the mean score and was found statistically significant .t=-5.119 and p=0.001

Table 1 : distribution of the students as per total scores given .

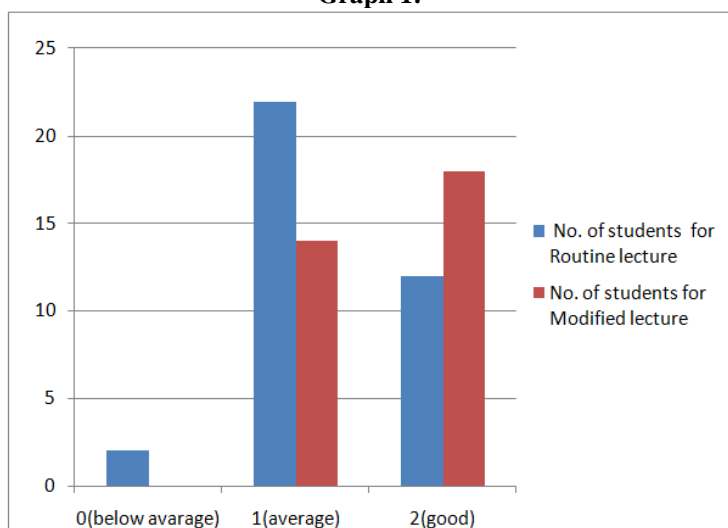
Total Score	No.of students given for routine lecture(%)	NO. OF STUDENT GIVEN SCORE FOR MODIFIED LECTURE(%)
<15	5(13.8)	0
16-20	14(38.88)	1(3.12)
21-25	8(22.22)	17(53.12)
>25	9(25.00)	14(43.72)
TOTAL	36(100)	32(100)

It is seen from above table that low total score was there by max students for routine lecture while maximum i.e 31(97%) students given score more than 20 for the modified lecture .When asked about the general impression of the students about the lecture (61%) given score 1 for routine lecture and for the modified one maximum(56.25%) given score 2.

Table 2: what is your general impression at the end of teaching session.

Score	No. of students for Routine lecture	No. of students for Modified lecture
0(below average)	2(5.5)	0
1(average)	22(61.11)	14(43.75)
2(good)	12(33.33)	18(56.25)
Total	36(100)	32(100)

Graph 1:



Total Score for each questions given by all the students was calculated for routine and modified lecture and it is noted that total scores for each question has also increased in the modified lecture. Unpaired 'T' test was applied as a test of significance and increase in the score was noted as significant as $p = 0.003$, calculated t value is $-3.298, d.f 24$.

Table 3: score given to each question

Question no.	Routine lecture total score	Modified lecture Total score
1	17	33
2	18	33
3	30	33
4	32	33
5	44	50
6	44	53
7	66	62
8	36	51
9	31	30
10	32	33
11	28	28
12	50	47
13	9	16
14	14	20
15	22	24
16	24	32
17	26	33
18	7	4
19	12	22
20	24	33
21	20	33
22	35	31
23	30	23
24	34	33
25	46	49

Only few question like q 18 shows less score because it was related to the cracking of the joke in the lecture.

II. Discussion

This study undertaken at community medicine dept of Smt. Kashibai Navale Medical College shows Total score for routine lecture given by student is ranges between 10-29 with the mean score of 20.33 points for routine lecture, and total score for modified lecture as per teaching learning methodology is ranging between 19-31 with the mean score is about 25.42. so it is noted that scores for teaching skills definitely increased after the incorporation of the techniques of teaching. **It is also noted** that of overall impression of the student about the lecture session for the routine lecture maximum students given score 1 and 2 students given as 0 but in the modified lecture none of the student given score 0 while maximum 18 students given score as 2. Similar study done by **Pawan K Mahato**1 Department of Anatomy, SGT Medical College, Haryana shows In the present study, the scores achieved by the Tutors (58.5%) were lower than assistant professors (74.9%) in all teaching skills studied but they have not scores after modification so can not compare the score after modification. It is also seen that the score given to each question in routine lecture shows improvement in the modified lecture except few question were score is same it may be because students were not able to judge the teacher on that point

III. Conclusion

This study concludes that students feedback is easy and effective tool to assess the teachers teaching skills so it should be routinely taken by the teacher as formative assessment of teacher. Taking the lecture session as per higher education technologies will definitely improves the teaching skills as well the general impression of the students about the teaching session, so lastly study concludes that taking feedbacks and doing modification is a must for the teacher.

References

- [1]. FICCI Higher Education Summit 2013 **Higher Education in India: Vision 2030**
- [2]. Thorndike EL. Education. New York: MacMillan 1912.
- [3]. Eraut M. Feedback. Learning in Health and Social Care; 2006; 5(3), 111–118.
- [4]. Wiggins GP. Assessing Student. Performance Exploring the Purpose and Limits of

- [5]. Testing .Jossey-Bass, San Francisco, 1993.
 [6]. Wood BP. Feedback: a key feature of medical training: Radiology;2000; 215, 17–19.
 [7]. Rokade SA, Sant SM, Vaidya SA, Mane AK. Developing an evaluation system for undergraduate teaching. South East Asian Journal of Medical Education; 2008; 2(2), 9-13.
 [8]. North Carolina State University [homepage on the Internet].
 [9]. 8.Raleigh: Peer review of teaching program [updated Sept. 24, 2003; cited Sept. 13, 2006].
 [10]. 8.Pawan K Mahato1,Amit Saxena2, Kirandeep Kaur3.students feedback of teaching skills in medical education Int J Med Res Prof.2015;1(1); 27-31.
 [11]. 9.Prof. V. S. Prasad & Dr. Jagannath Patil. STUDENT PARTICIPATION IN QUALITY ENHANCEMENT. Published by :The DirectorNational Assessment and Accreditation Council (NAAC)
 [12]. 10. Catherine Moore_ Susan Teather. Engaging Students in Peer Review: Feedback as Learning eCULTURE ;Volume 5,Nov 2012
 [13]. Acknowledgement:we acknowledge our sincere thaks to dr. sant head of MET cellfor his guidance and encouragement and students who participated in this study for their valuable feedback.Tables and graphs :

Table 1 : distribution of the students as per total scores given .

Total Score	No.of students given for routine lecture(%)	NO. OF STUDENT GIVEN SCORE FOR MODIFIED LECUTRE(%)
<15	5(13.8)	0
16-20	14(38.88)	1(3.12)
21-25	8(22.22)	17(53.12)
>25	9(25.00)	14(43.72)
TOTAL	36(100)	32(100)

Table 2: what is your general impression at the end of teaching session.

Score	No. of students for Routine lecture	No. of students for Modified lecture
0(below avarage)	2(5.5)	0
1(average)	22(61.11)	14(43.75)
2(good)	12(33.33)	18(56.25)
Total	36(100)	32(100)

Graph 1:

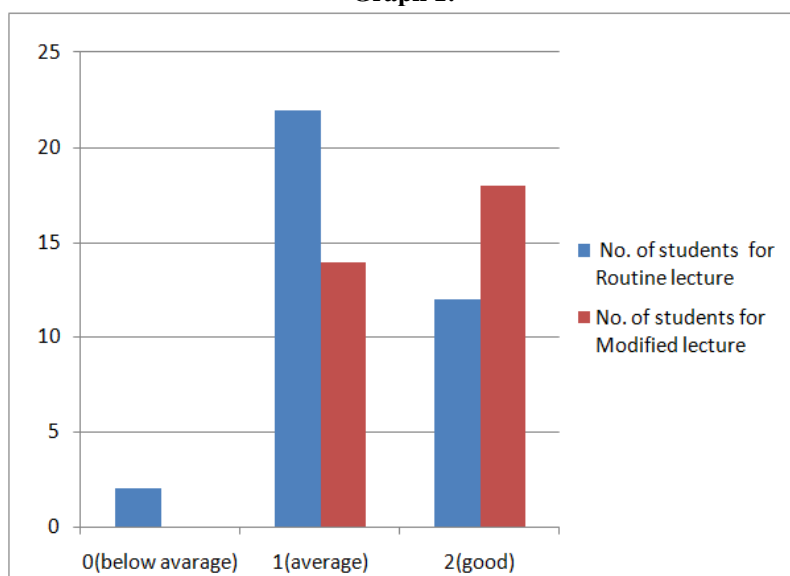


Table 3: score given to each question

Question no.	Routine lecture total score	Modified lecture Total score
1	17	33
2	18	33
3	30	33
4	32	33
5	44	50
6	44	53
7	66	62
8	36	51
9	31	30
10	32	33
11	28	28

12	50	47
13	9	16
14	14	20
15	22	24
16	24	32
17	26	33
18	7	4
19	12	22
20	24	33
21	20	33
22	35	31
23	30	23
24	34	33
25	46	49