

Short Communication

Preference of Objective Based Learning among Medical Students in a Teaching Hospital

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Abstract

In objective based learning, students are presented with an objective. It is in a form of question. By answering the question, the students learn the facts in an active way. A descriptive analytical study was conducted among undergraduate medical students of Institute of Medicine from Mar-Aug of 2017. Data was collected by using self administered questionnaire. The accumulated average marks were 33% and 72% after lecture and objective based learning methods respectively. All participants thought objective based learning is different and more effective method of learning. The objective based learning is more effective method than conventional lecture method of learning.

Introduction

Lecture method of learning is a conventional method of learning. The students are presented with a huge amount of facts, usually in disconnected form. In objective based learning [OBL], students are presented with an objective. It is in a form of question. By answering the question, the students learn the facts in an active way. The purpose of this study is to determine the preference of lecture or objective method of learning.

Methods

A descriptive analytical study was conducted among undergraduate medical students of Institute of Medicine [IOM] from Mar-Aug of 2017. Informed written consent was taken from all the participants. Purposive convenient sampling was done. Data was collected by using self administered questionnaire. Total sample size was 75. Data was entered in Microsoft excel and analyzed by using SPSS 21.

Results

Total number of participants was 75, among them 45 [60 %] were males and 30 [40 %] were females. Comparing the scores obtained in an assessment after the lecture method, 65 % of participants was below 50 % marks. 35 % had above 50 % marks. All participants

had marks of 50 % or above after the objective based learning method. The accumulated average marks were 33% and 72% after lecture and objective based learning methods respectively. All participants thought objective based learning is different and more effective method of learning.

Discussion

According to Glaser [1991], learning is a constructive and not a receptive process. Lecture method of learning is a passive form of learning in which facts are presented in large amount and disorganized form. The students have difficulty in grasping the knowledge. The degree of retention is reduced.

Problem based learning typically involves students working on a problem in small groups of 5-12 with the assistance of a faculty tutor. Problem serves as the context for new learning. Their analysis and resolution result in the acquisition of knowledge and problem solving skills.

Objective based learning is an active form of learning. The retention of knowledge is greatly increased. In addition, the learner may test his/her knowledge repeatedly by answering the questions again and again until s/he knows all the answers. The effectiveness of the OBL is better than lecture method as shown by

the accumulated marks of 72 % as to 33% of lecture methods of learning.

A well-established precept of educational psychology is that people are most strongly motivated to learn things they clearly perceive a need to know. Inductive teaching and learning is an umbrella term that encompasses a range of instructional methods including problem-based learning. They are learner-centered, meaning that they impose more responsibility on students for their own learning than the traditional lecture-based approach. As the students attempt to analyze the scenario and solve the problem, they generate a need for facts and guiding principles, at which point they are either presented with the needed information or helped to discover it for themselves.

Helping students develop metacognition-knowledge of how they learn- improves the likelihood of their transferring information learned in one context to another one. Since learning is strongly influenced by prior knowledge, if new information is fully consistent with prior knowledge it may be learned with relative ease. Organizing learning around authentic problems helps to improve the likelihood of subsequent transfer in addition to increasing motivation to learn.¹

A three-circle model can be used to present the learning outcomes in medical education with the tasks to be performed by the doctor in the inner case, the approaches to the performance of the tasks in the middle area, and the growth of the individual and his or her role in the practice of medicine in the outer area. Outcome-based education encourages the teacher and the students to share responsibility for learning and it can guide student assessment and course evaluation.² It is also a mastery learning model involving the teaching of structured hierarchical units with frequent testing.³

Conclusion

OBL is more effective method than conventional lecture method of learning.

Conflict of Interest: None declared

References

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