



Effect Of Changing Teaching Schedule According To Learning Domain In Teaching Technique

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Introduction –

In spite of taking a lot of efforts to teaching for the medical professional students, in present scenario students are lower on the side of perception of the subject in the class. So they are not able to perform up to the mark in the theory as well as in orals and practicals

To improve their perception and interest in learning, to help them in better understanding of the subject, the change in the teaching schedule according to the learning domain is needed in the academic and industry education which will overall facilitate for research in the area

Learning objectives are the main building blocks in education system. Since 1956 Bloom's taxonomy has provided a basis for ideas which have been used (and developed) around the world by academics, educators, teachers and trainers, for the preparation of learning evaluation materials and achieve the goals of teaching and learning systems.

Taxonomy deals with 3 types of domain i.e.

Cognitive deals with 'knowledge' or 'think'

Affective deals with 'attitude' or 'feel'

Psychomotor deals with 'manual and physical skills.'

The cognitive domain deals with perception of the students. To understand the basic theory of the science on better level, it should be taught in the session when perception power of the student is on higher side which is very much important to understand the theory. The psychomotor domain deals with much more physical and mental activity coordination based learning module.

Current in practice teaching methods in Ayurved colleges are mostly one sided that is most of the times lack in interaction with students. Advance teaching program approved and in practice by MET MUHS department included all teaching techniques like confusion methods, mini presentations, small group discussion, monodrama or play presentation methods. These all methods are very much helpful to explain the topic to the students as well to get the instant feedback regarding the perception and understanding of particular topic by the students.

Ayurveda is the science of life. It deals with the direction for a harmony between mind and body for better living and better perception to make life happy, easier, and disease free long life and provides total knowledge about life.

According to Ayurveda, (Charak Samhita Vimansthana 8th chapter) the perception of the human being is always used to be on higher side as sun rises and in afternoon it starts declining. So pre-lunch time is the standard for better perception. So the effect of

change in schedule of teaching according the domain is the area of research for good future of medical quality education and its outcomes

Aims & Objects-

1. To study the effect of Changing teaching schedule which included change in timetable as well change in teaching methods according to learning domain in new teaching technique
2. Study of the various theorems of domains and their practical significance
3. Study the improvement area in current teaching methods

Ethical Clearance taken by the ethical committee of MUHS MET as well as Institutional ethical committee of YMT Ayurvedic Medical college kharghar navi Mumbai.

Context of the study –

As per our ayurvedic classical text, our body functioning always responds as per diurnal and dirhythmic changes in the nature. So student perception power always used to be on higher side on early in the morning and it reduces as per day advances

MUHS second year BAMS students are not able to perform well in the examination of theory and viva. Their perception ability may be different but overall it seems that they all have poor perception of the all subjects.

Bloom taxonomy is designed for the goals of the educational process and teaching schedule should be changed with the help of that theory and concept of domain

To improve the overall situation, the change in education system regarding domain is needed

Study Centre-

Dr. GD Pol Foundation's YMT Ayurvedic Medical college Kharghar Navi Mumbai Second year BAMS Class

Sample size-

60 students

Materials and methods –

For a month designed the special timetable with theory in pre lunch session and practical in post lunch session for 60 students of second BAMS with the permission of Dean and MUHS MET department

The timetable conducted for a month with the new teaching methods like mini group discussions, mini presentations, confusion methods, play presentation of the topic are taught in training programme of advance course.

Designed a special feedback form and assignment of the specific topic for the students

Well designed feedback form was given to the students after every week and at the end of the month

Assignments on every topic were given at the end of the week

With the help of review of feedback form and results of the assignment, final results is drawn at the end of the month and the outcome is discussed

Results on the basis of questionnaire and observations

The students positive response was in terms of presenty in the class which was increased by 13% by the end of first week of the month and achieved 93.3% of the total no of the students –in the second week and it was constant till the end of the month

The positive response in the terms of understanding of topic is shown from the first assignment which was in the end of first week. It was increasing in later 3 assignments and the final assignment at the end of the month. But all credit of this is given to the new teaching method by the students (Reported in feedback form).

52 out of 60 i.e. 86.66% Students started feeling very free to discuss taught topics as well as regarding the doubts than earlier

41 out of 60 I.e. 68.33% started reading and gathering information regarding the topic taught in the class during the project which was ideally expected from every student in professional courses

58 out of 60 (96.66%) percept and understands better and permanently in interactive sessions which includes the new teaching methods

Agreed 59 out of 60 with new teaching schedule as well as new timetable, as they were not feeling sleepy in post lunch lectures by psychomotor based teaching and learning practices in that time

56 out of 60 (93.33%) feels comfortable with lectures in morning session and practicals in post lunch or afternoon session.

As per table A, learning enhanced in 93.33%, learning enjoyed in 93.33%, 91.66% agreed with new teaching techniques, 93.33% understood the subject by better way, 95% improved interest and for 93.33% the entire program helped in better way

Discussion

In foreign countries many of the institutes have carried the different types of projects which are helpful for improvement of educational systems. It is a fact that teaching and learning process, always affected with the ability of perception of

the student and education system. As per Ayurveda, the natural level of perception is always to be on higher side in the morning and it decreases as per day advances.

In current syllabus for second BAMS in MUHS university, the topics are well elaborated but the teaching methodology for the better understanding and implement of the science is not well defined as well as not stipulated on the basis of certain cement observations.

It is observed that the change in teaching schedule as per learning domain was very effective in terms of grasping of the subject, attention in the class, response in the lectures, recollection of the topics and development in the fine skills'. Students were always in positive attitude and helpful in new teaching and learning methods than earlier.

The new designed time schedule particularly for this project, i.e. prelaunch or morning session for lectures and afternoon or post lunch session for better understanding for practical, keep the students always attentive and enthusiastic towards the studied topic in the class. It enhances the development in critical thinking and analysis which is very important by research in that particular area.

93.33% (56 out of 60) students started attending their classes regularly from the second week of the project. Students started feeling free for interaction regarding the topic in the classes. With the methods of ATP e.g. confusion, group discussion, model play. The topic was taught in the entire month. At the end of the project 94.8% students were able to recollect all the details of the topic in well manner. Earlier students were not paying 100% attention in theory lectures which were carrying out in the post lunch session. According to the feedback of the students, in revised method, they started discussing and

reading regarding the topic in the prelaunch session

Classroom activities to teach it quick and make it stick:

Conclusion:

Students Feedback Questionnaire:

Teaching and learning process according to new ATP was satisfying in concern of teaching and promising in terms of theoretical, practical results of the students and enhances the research vision in the student

Name (Optional):

Teaching

Method:

Date: / /2013

Please indicate your level of agreement/disagreement with the following statements by circling the

number that best describes your opinion

New teaching method and timings are very much helpful for students as they asked for the same timetable for their remaining academic schedule

(PLEASE NOTE: 5=Strongly Agree; 1=Strongly Disagree)

Sr. No.	Statement	Strongly disagree	Disagree	Agree	Neutral	Strongly agree
1	I enjoyed participating in this lecture	1	2	3	4	5
2	My learning is enhanced through recreation	1	2	3	4	5
3	The new method is better than previous method	1	2	3	4	5
4	I understand the	1	2	3	4	5

	subject in better way by new metod					
5	New method improves intrest in topic	1	2	3	4	5
6	The lecture made it more likely that I would attend class	1	2	3	4	5
7	Helped me to develop critical thinking and analytical skills	1	2	3	4	5
8	Helped me to remember contents of the topic	1	2	3	4	5

1. Are you comfortable with new timetable...Why?

10. Which teaching method do u like? Why ?

12. What did you like least (weaknesses) about

11. What did you like best (strengths) about new teaching method?

new teaching method?

13. Which method should conduct to improve the perception and results of the students?

References-

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No	quality	Positive students	percentage
1	Learning enhanced	56	93.33
2	Enjoied learning	56	93.33
3	New method is better	55	91.66
4	Understands subject by better way	56	93.33
5	Improves interest	57	95
6	Helped me in better way	56	93.33

