

“Buzz Session as an Innovative Teaching Method”

*Dr Vibha Gangwar¹, Dr Pooja Ramakant², Dr Vimla Venkatesh³, Dr Saumyendra Vikram Singh⁴, Dr Amita Singh⁵

¹Department of Physiology, DrRMLIMS, Lucknow, ²Department of Endocrine Surgery, ³Department of Microbiology, ⁴Department of Prosthodontics, KGMU Lucknow, ⁵Department of Physiology, UPIMS, Saifai UP

*Corresponding Author – vgangwar.vg@gmail.com

Introduction

Background:

- Most researches on teaching strategies have been focused on the interactivity of medical education.
- Buzz group session as a separate interactive teaching strategy has received little attention. A previous study found a significant improvement in terms of academic performance among students ($P < 0.001$).
- A recent prospective, non-randomized interventional study showed that both the students and the faculty favoured incorporating buzz sessions during the lectures.

Objectives:

To evaluate the effectiveness of Buzz session teaching in large groups and assess undergraduate medical student's perceptions of the Buzz Session teaching method.

Table-2 Comparison of post-test-2 score analysis for short term retention (after 15 days)

Variables	Didactic lecture	Buzz session	P-value (Between groups)
Post test-2 scores (MS=10)	5.86±1.83	6.47 ± 1.51	0.002
Post test 2-Pre-test scores (MS=10)	2.88±2.15	3.48 ±1.95	0.04

• Wilcoxon rank sum test was applied for significance (p-value)

Methodology

• The study involved 100 first year medical students divided into two groups, i.e., Group I as “Buzz first” and Group II as “didactic first” comprising 50 students each. The topic “Physiology of the Cerebellum” was taught to Group I through a Buzz session and to Group II through a didactic lecture. After a week, Group-I received a didactic lecture on the topic “Anterolateral pathway in the spinal cord”, whereas Group II was taught the same by a Buzz session. The students of both groups underwent an MCQ exam related to the taught topic immediately and again after 15 days of the teaching session.. All students were provided feedback on a 5-point Likert scale for Buzz session.

Results

According to student's perceptions, Buzz session boosted communication skills and confidence levels by 94.8% and 96.3% respectively. 93.7% of students felt that the Buzz session helped them retain more information and 94.1% thought they made the classroom environment livelier. More Buzz sessions were desired by 94.8% of the participants.. There was no difference in the marks gained for the acquired topics using Buzz session and didactic lecture as teaching methods ($p > 0.05$). After the Buzz session, the students scored more marks in the tests taken after buzz session than that after didactic lecture at 15 days of instruction ($P < 0.05$).

Table-1 Combined pre and post test score analysis and in terms of score gained of both the groups

Variables	Didactic lecture (Group-I)	Buzz session (Group-II)	P-value (Between groups)
Pre test Scores (MS=10)	2.98 ± 1.24	2.99 ± 1.30	0.95
Post test 1 scores (MS=10)	6.62 ± 1.98	6.39 ± 2.38	0.45
Mean	3.64 ± 1.78	3.40 ± 2.35	0.42
P-value (Between variables)	<0.0001	<0.0001	

• Wilcoxon rank sum test was applied for significance (p-value)

Conclusion

The introduction of Buzz session teaching in large groups was considered enjoyable, increasing enthusiasm and interest, active participation, making the teaching environment livelier, improving the attention span, and breaking the monotony. Buzz session was perceived by the students as beneficial and improving their confidence and communication skills. It motivated them to participate in class and helps them to retain better exams. Short term retention was more after buzz session teaching than didactic lecture.

References

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