Designing And Implementing Self Directed Learning Modules As Teaching Learning Tools In Human Anatomy



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BACKGROUND

Self Directed Learning develops skills for lifelong learning

SDL is essential in the rapidly changing world of medicine

SDL is an innovative approach for shaping lifelong learners

Effective SDL develops competent IMGs

AIM & OBJECTIVES

Aim: To design and implement Self Directed Learning (SDL) modules in Ist Phase of MBBS Students in Human Anatomy

Objectives:

- 1.To design & implement SDL modules in Ist Phase MBBS Students of Human Anatomy
- 2.To assess effectiveness of SDL modules in Ist Phase MBBS Students of Human Anatomy and to measure readiness for same

METHODOLOGY

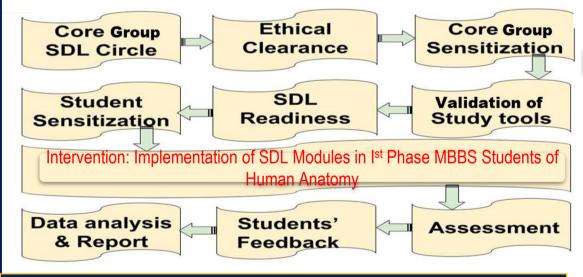
It is Prospective interventional Mixed Method study.

Study was approved by the Institutional Ethics Committee.

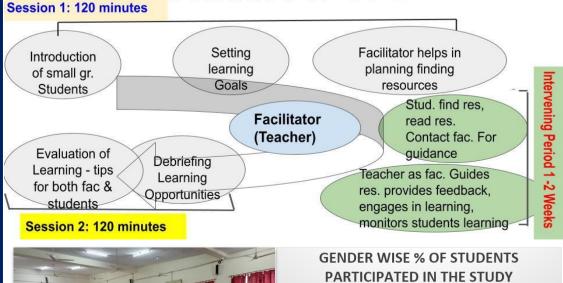
Sample size: 200 students (complete enumeration)

Data Collection: Student & Faculty Perception on SDL taken

Quantitative Data: Was expressed in Mean, Mode, Range, IQR, Frequency, and Graphs.



CONDUCT OF SDL





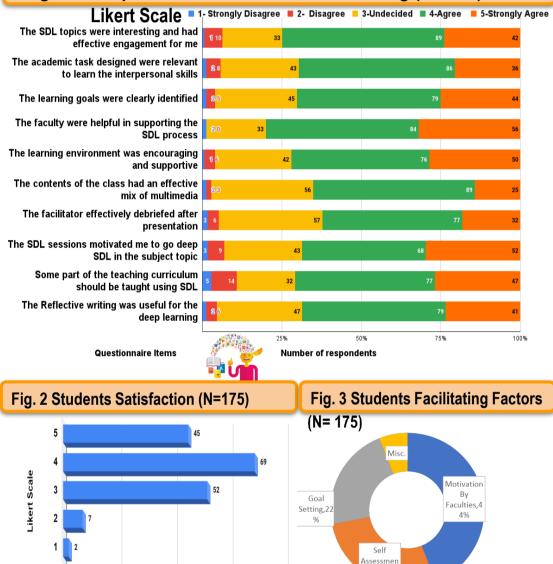
RESULTS

Table. 1 Students SDL Readiness Score(DSVS Scale) N= 161

		Learning strategies & styles. (max.sc=75)	Motivation (max.sc=30)	Team Building (max.sc=50)	DSVS Score (max.score=215)
Group Mean Score (SD)	38 ± 22	51 ± 8	19 ± 4	34 ± 6	143 ± 22
Median	38	51	20	35	144
Mode	36	45	18	30	129
IQR(Q3-Q1)	42.5 - 35 = 7.5	56 - 47 = 9	23 - 18 = 5	39 - 30 = 9	158 - 131= 27

DSVS Total Score Range: Low (43–100); Medium(101–158); High (159–215)

Fig. 1 Perception of Students on SDL Training (N= 175)



CONCLUSIONS

SDL was acceptable among the students.

Number of Students

- SDL, is useful as an innovative method for teaching anatomy
- SDL produces effective learner engagement, leading to acquisition of SDL Skills and Topic Content Learning.
- SDL increases the retaining capacity more, as compared to than learning by spoon feeding



TAKE HOME MESSAGE

SDL, is an innovative method for teaching Anatomy & developing IMG as Lifelong Learner

ACKNOWLEDGEMENTS

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MALE

51.4,51%

CORRESPONDENCE



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