

ASSESSING THE IMPACT OF PEER ASSISTED LEARNING IN FORENSIC MEDICINE FOR THIRD PHASE MBBS STUDENTS



Author: Dr. Iram Khan

Professor & Head
Dept of Forensic Medicine & Toxicology
HIMS. BBK. UP
email: driramkhan101179@gmail.com

Co-author: Dr. M. Shakeel

Professor & Head
Dept of Otorhinolaryngology & HNS
HIMS. Mau, Ataria. UP

Co-author: Dr. Rakesh K. Dixit

Professor
Department of Pharmacology
KGMU. LKO. UP

Co-author: Dr. Dilutpal Sharma

Additional Professor
Department of Biochemistry
KGMU. LKO. UP

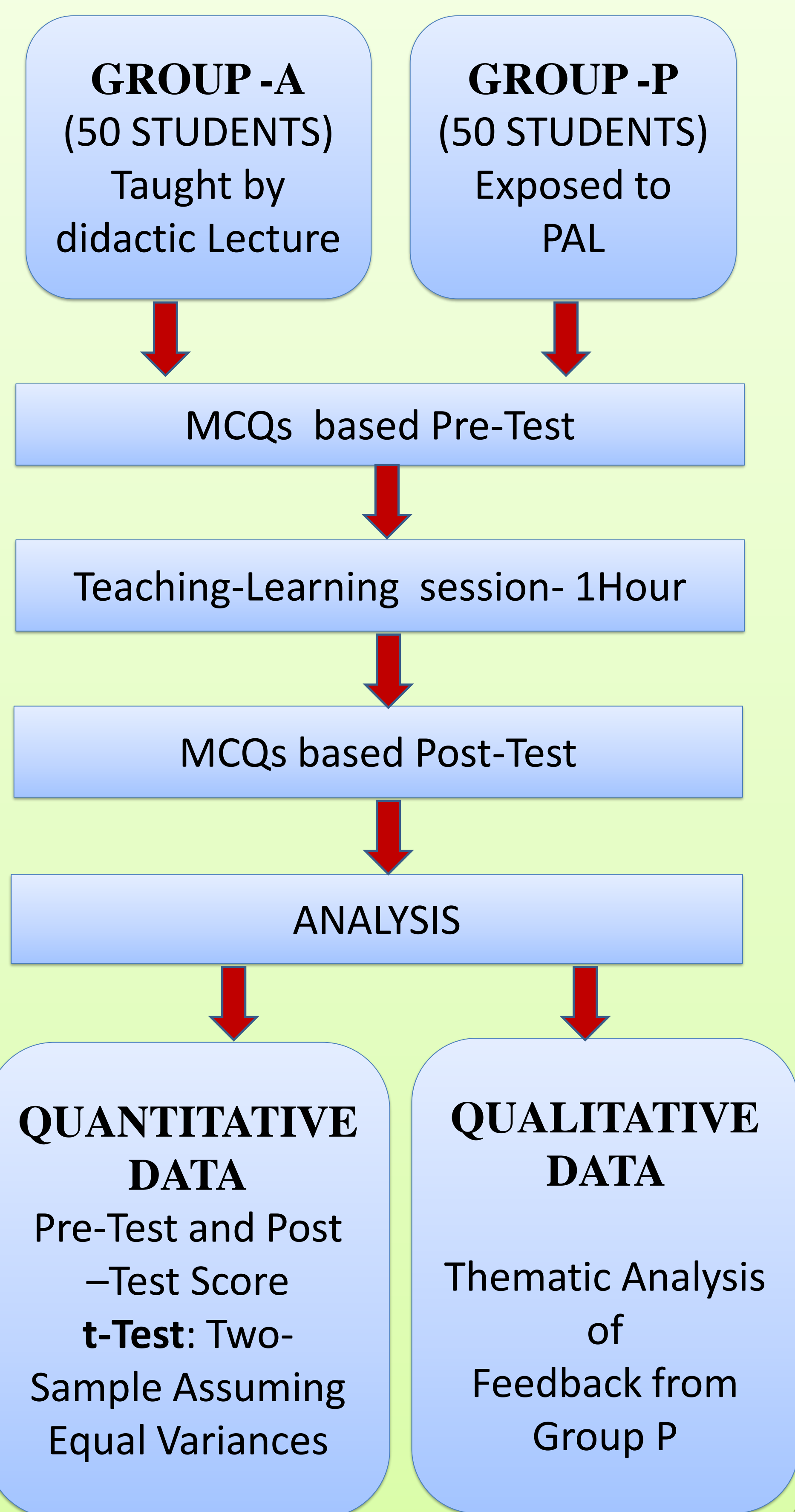
INTRODUCTION

➤ Peer Assisted Learning (PAL) activities encompass People from similar social groupings who are not professional teachers assisting each other to learn and learning themselves by teaching.

AIM: To evaluate the effectiveness of Peer Assisted Learning in enhancing the understanding of subject and overall learning experience of UG students.

OBJECTIVE : To compare the test scores in the post-test of the control group (III Phase MBBS students taught by didactic lecture) with the experimental group (III Phase MBBS students exposed to PAL). To evaluate the response and perception of students toward this new teaching methodology by questionnaire.

METHODOLOGY



RESULTS & OBSERVATIONS

Quantitative Analysis

t-Test: Two-Sample Assuming Equal Variances						
	Post- Test 1		Post- Test 2		Post- Test 3	
Group	A	P	A	P	A	P
Mean	6.02	4.84	8.04	8.28	7.1	8.28
Std. dev	2.199	1.646	1.714	1.294	1.693	1.693
df	98		98		98	
t Stat	3.038		-0.790		-3.524	
P(T<=t)	0.003		0.431		0.0006	

- With each successive test the performance of students of Group-P improved steadily as shown by rise in mean score
- Negative t-statistic value in Test 2 and Test 3 shows that with meticulous planning PAL can be a valuable tool of learning
- Performance of students improved significantly as shown by p value

Qualitative Analysis

What do you like about Peer Assisted Learning ?

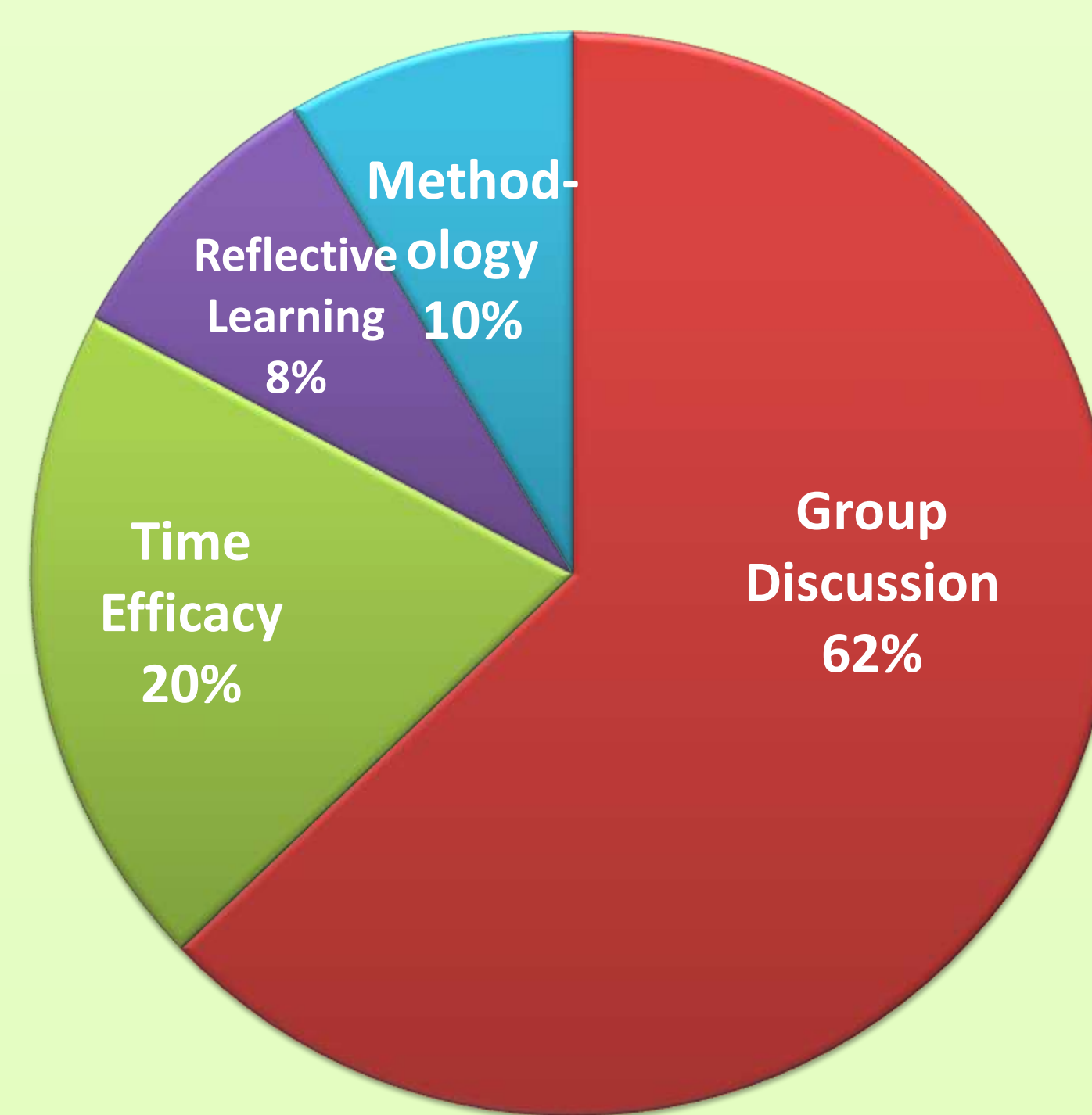


FIG 1. ADVANTAGES OF PAL

Difficulty faced by students during PAL session

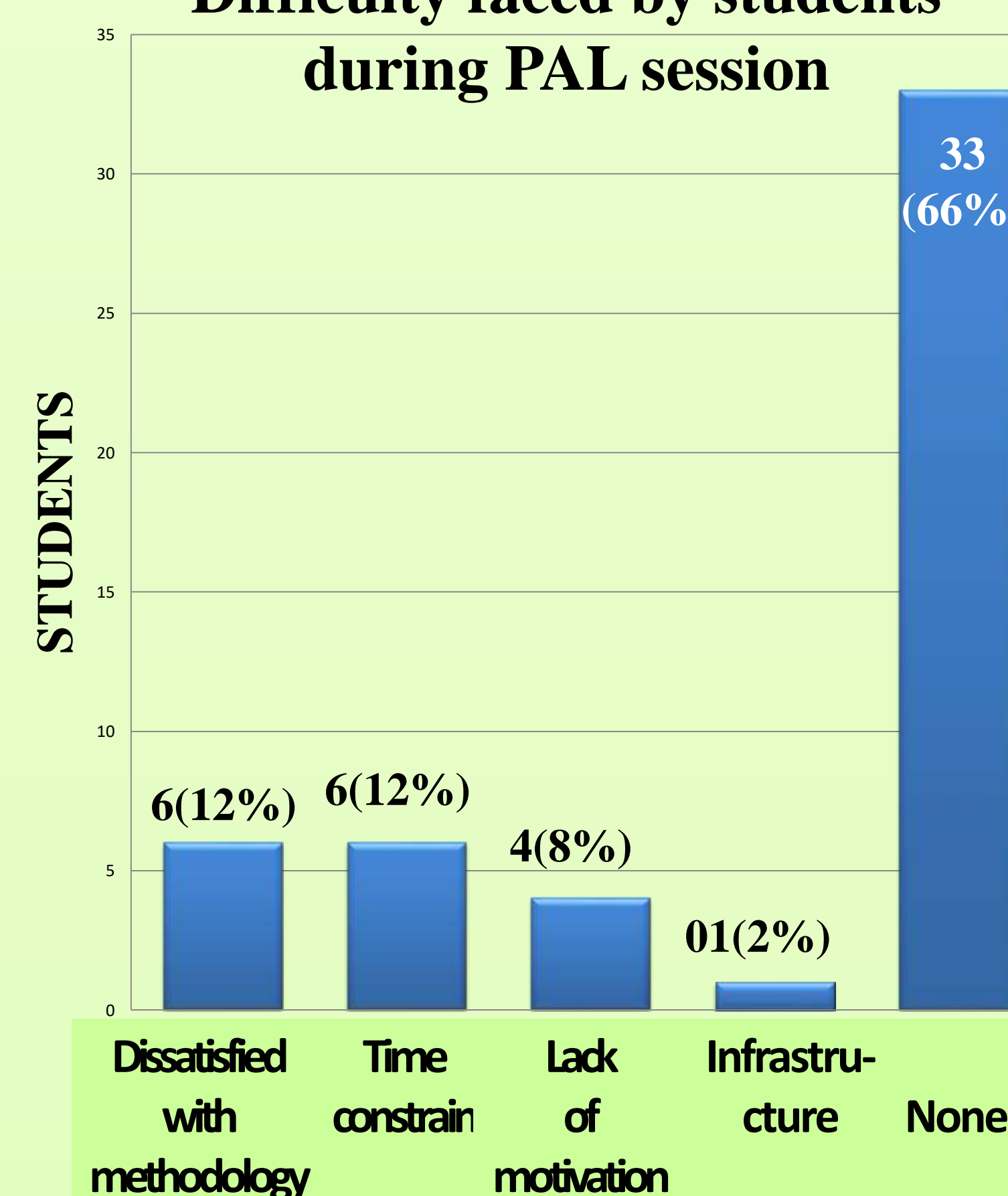


FIG 2: CHALLENGES OF PAL

Did the PAL approach enhance your understanding of the course material in comparison to the traditional teaching method.

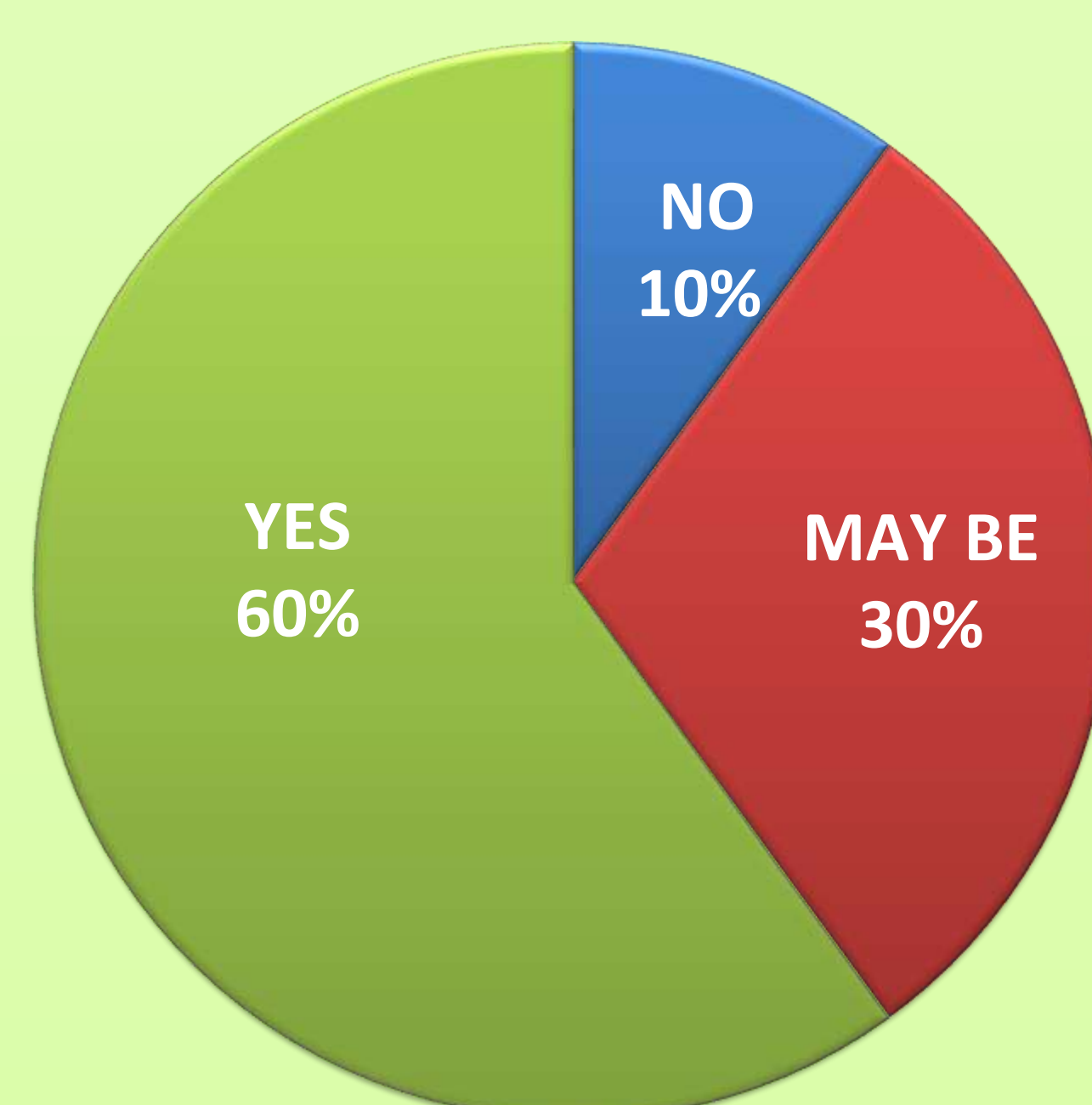
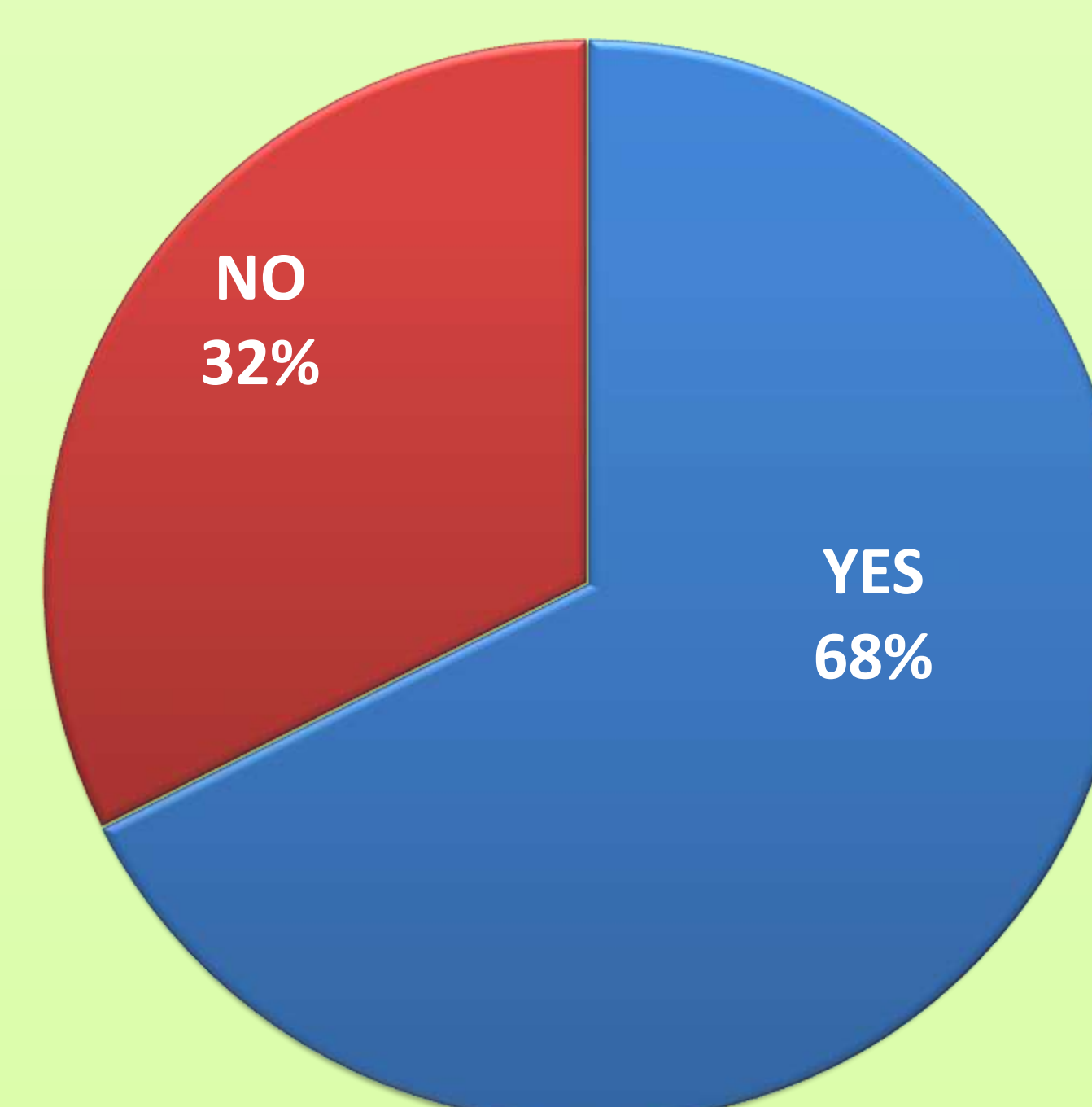


FIG 3 AND 4: CHART ANALYSING ACCEPTANCE OF PAL BY STUDENTS

Do you want more PAL session?



CONCLUSION

- PAL has positive impact on student learning outcome and promote team building in students.
- PAL can be used as a teaching learning tool for Small-Group Teachings, Self Directed Learning sessions in CBME (Competency Based Medical Education) curriculum and for revision classes.

TAKE HOME MESSAGE

Meticulous planning, thoughtful selection of learning objectives, time management and conducive environment can turn Peer Assisted Learning (PAL) into effective learning tool

REFERENCES

- Burgess A, van Diggele C, Roberts C, Mellis C. Planning peer assisted learning (PAL) activities in clinical schools. BMC Med Educ 20 (Suppl 2), 453 (2020).
- Steele DJ, Medder JD, Turner P. A comparison of learning outcomes and attitudes in student- versus faculty-led problem-based learning: an experimental study. Med Educ. 2000; 34:23–29..
- Garkal K, Shete A, Somwanshi N. Learning by teaching: Role of “peer-assisted learning” in medical education. J Contemp Med Edu 2019; 9(1), 17–20.