

## Original Research

### Case based teaching Versus the traditional teaching in the Department of Pathology- A cross sectional study to find the effectiveness of the learning method

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#### ABSTRACT:

Teaching theory in the subject of Pathology in the 2<sup>nd</sup> year MBBS is quiet an uphill task. There should be an effective way so that in the limited time the syllabus has to be completed with complete participation of the students. One such way is the implementation of the case based learning. So this study puts in an effort to find the answers to the question to which method is better for teaching Pathology.

**Keywords:** Case based, Teaching, Traditional, Pathology

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#### INTRODUCTION

Teaching theory in the subject of Pathology in the 2<sup>nd</sup> year MBBS is quiet an uphill task. The numbers of teachers are limited and because of the teachers involving themselves in the lab work, they are overburdened. The teacher strength has also been lowered according to the new guidelines. So this theory part invariably has to be taken up by the lecture method of teaching. The problem is, the students will never be able to concentrate for such long hours and even if they will, there is no guarantee that it will continue for all the required number of hours. There should be an effective way so that in the limited time the syllabus has to be completed with complete participation of the students. One such was is the implementation of the case based learning. In this the case would be discussed and pathology part would be included as a part of the whole so that the students would understand as to why they are actually studying the subject. They would help provide an integrated learning experience. But is this method effective is the question of the hour. So this study puts in an effort to find the answers to the question as to which method is better for teaching Pathology.

#### AIMS AND OBJECTIVES

To find out whether the case based learning is better when compared to the traditional method of teaching.

#### MATERIALS AND METHODS

1. Design: Interventional study
2. Settings: Study was done in the Department of Pathology, Sridevi Institute of Medical Sciences and Research Hospital, Tumkur, Karnataka, India
3. Subjects: II year MBBS Students
4. The study was done from October 2018 to April 2019.
5. Sample Size: 100 students divided into 2 groups of 75 each by stratified randomized method.
6. Intervention: Case case based vs routine teaching.
7. Tools: Validated Questionnaire

#### INCLUSION CRITERIA

2nd MBBS students of 2018 batch

#### EXCLUSION CRITERIA

- Those students who have not given valid consent.
- Absentees for classes.

## RESULTS

### Independent t test to compare between the two groups

	GROUP	N	Mean	Std. Deviation	t	P VALUE
MCQ	Classroom	50	5.9	2.2	-8.05	<u>&lt;0.001</u>
	Patient consultation	50	8.7	1.01		
MCQ-AFTER	Classroom	50	3.8	1.61	-9.49	<u>&lt;0.001</u>
	Patient consultation	50	7.01	1.64		
MCQ DIFFERENCE	Classroom	50	2.02	2.5	0.799	0.424
	Patient consultation	50	1.7	1.71		

## DISCUSSION

- Comparison of the MCQ between the two groups shows that MCQ is higher online consultation based learning group with a t value of -8.05 and is statistically significant with a p value of <0.001
- Comparison of the MCQ-AFTER between the two groups shows that MCQ-AFTER is higher in online consultation based learning group with a t value of -9.49 and is statistically significant with a p value of <0.001
- Comparison of the MCQ DIFFERENCE between the two groups shows that MCQ DIFFERENCE is higher in TRADITIONAL group with a t value of 0.799 and is statistically non significant with a p value of 0.424

Present teaching that is followed in the Medical colleges is through the lecture series. Innovative ways of teaching has to be implemented in the present scenario to really impact the student's level of understanding. Rather than understanding the subject the students are only memorizing the topics<sup>1-5</sup>. This will not be useful. One such method is case based learning. In this method a case will be discussed as a whole and the pathology part will be discussed as a part of the discussion. This will make the students understand the importance of the role of pathology and also the students will understand the bigger picture<sup>6</sup>. The medical council of India has clearly stated the importance of applying alternate methods of teaching and studies pertaining to how the students perceive is lacking<sup>7</sup>. Case based learning is actually

helping the students and our study is a proof as does the other studies.<sup>8</sup>

## CONCLUSION

The case based learning is much superior when compared to the traditional method.

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