Original Research Article

Effectiveness of Role Play Learning vs Traditional Learning in 2nd and 3rd Phase MBBS Students

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Abstract

The Roleplay is becoming more popular to support learning process of students in professional colleges by asking students to prepare before lectures and actively engaging students during lectures. One of the main reasons is the compartmentalised manner in which they are taught by each clinical department at different time, without any knowledge of what is taught by the other departments. Classroom time is spent in discussion, clarification, exercises, or other learning activities to enhance application of knowledge. This study puts in a sincere effort to find the answer of which method is better.

Keywords: Role play, Class room teaching, MCQ.

INTRODUCTION

The Roleplay is becoming more popular to support learning process of students in professional colleges by asking students to prepare before lectures and actively engaging students during lectures [1]. One of the main reasons is the compartmentalised manner in which they are taught by each clinical department at different time, without any knowledge of what is taught by the other departments [2]. Classroom time is spent in discussion, clarification, exercises, or other learning activities to enhance application of knowledge [3]. This method is implemented in the Medicine, Dental and other Allied courses [4-8]. Some cases they recorded that the convention class room was better, in other cases the opposite was quoted as better and there are some studies where they have reported a mixed perception and satisfaction levels. In some studies they even reported that the Role-play teaching was better perceived which did not reflect in the actual performance of the students [9-14]. This study puts in a sincere effort to find the answer of which method is better.

Aims and OBJECTIVES

- To compare the effectiveness of the Roleplay classroom and regular classroom learning in teaching pathology theory for IV phase undergraduate medical students.

MATERIALS AND METHODS

Settings-Department of Internal Medicine, Srinivas Institute of Medical Sciences, Mangalore

Design – Educational intervention will be done by Role play for20 hrs of lecture in one month duration and performance of the students are compared for two methods along with the perception.

Subject - Students of MBBS Phase -IV will be enrolled into the study after obtaining informed consent excluding the students who don't give consent for the study.

Sample size – 150 students of MBBS phase II who are willing to participate

METHODOLOGY

They will be equally divided into two groups by lottery method. One batch will go for traditional lecture classes and the other will be taught using Role play teaching. Lecture classes will be taken in six sessions by the researcher. Three sessions are with Role play (topics given prior to the lecture by power point presentations) and three sessions are regular lectures. After every lecture class the MCQ test of the students will be taken. The means of the scores will be noted. The mean of all the scores after all the three sessions will be calculated and reported.

Sampling technique – All the students of MBBS phase IV who are willing to participate are considered for both the methods of teaching to avoid the bias of the students for the topics.

Data collection - Pre-test and post –test scores are used to assess the students after answering MCQs.

Data analysis - Unpaired and Paired T Test.

Table-2: Independent t test to compare pre-test scores between the two groups

	GROUP	N	Mean	Std. Deviation	P VALUE
PRE-TEST SCORE	TRADITIONAL	75	2.97	2.41	NOT Significant
	ROLE-PLAY TEACHING	75	2.57	1.32	

Table-3: Independent t test to compare post-test scores between the two groups immediately after the intervention

	GROUP	N	Mean	Std. Deviation	P VALUE
MCQ	TRADITIONAL	75	4.67	1.33	<0.001
	ROLE-PLAY TEACHING	75	9.45	0.15	

Table-4: Independent t test to compare post-test scores between the two groups 15 days after the intervention

	GROUP	N	Mean	Std. Deviation	P VALUE
MCQ-AFTER	TRADITIONAL	75	4.67	1.6	<0.001
	ROLE-PLAY TEACHING	75	9.34	1.744	

DISCUSSION

Comparison of the MCQ Pre-Test Score between the two groups shows that DIFFERENCE is higher in TRADITIONAL group and is statistically non-significant. Comparison of the MCQ between the two groups shows that MCQ is higher in ROLE-PLAY TEACHING group 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 ROLE-PLAY TEACHING group and is statistically significant with a p value of <0.001. On comparison of the mean values of MCQ and MCQ-AFTER the mean values of MCQ is higher and is statistically significant with a p value of <0.001. ROLE-PLAY TEACHING on comparison of the mean values of MCQ and MCQ-AFTER the mean values of MCQ is higher and is statistically significant with a p value of <0.001.

The implications of the study are that it is an analytical in nature and it will compare the effectiveness of two methods of teaching. It will provide orientation and motivation to learn the subject by the students. Students become aware of learning methods which will imply a prior preparation of the student about the subject. Helps the teacher to compare the different method and apply the better one in future teaching learning method. Ultimately contributes towards the future literatures about the experiences of both teacher and students about the teaching learning methods. Since the scores in the present study are also observed to be high after repetition of the exams after a span of fifteen days means that this is an effective way in which the students are going to retain the information also for a long time.

CONCLUSION

The Role-play teachingroom teaching is perhaps the clear winner.

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