

Original Article

Participants' Perception and Attitude to Teaching Methodology Assessment (TMA) Principles training programme currently introducing by CME-DGME

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Abstract

Objective: To explore participants' experiences regarding current practice of TMA principles training programme was held in Dhaka National Medical College in Bangladesh by CME-DGME.

Methodology: This was a cross sectional descriptive study which include both qualitative and quantitative components. Study period was one year, from January 2022 to December 2022. Study was done among the participants of DNMC who have completed their course. Out of 83 participants 50 participants were included by convenient sampling. A semi structured self-administered questionnaire was used to collect data. No pre testing was done. Analysis of data was done by SPSS computer software programme version 17.

Results: Most of the respondents were agreed and strongly agreed that the training programme help them in their teaching experience, sufficient for them to become a medical educationist, running according to the guideline of CME-DGME, sufficient to cover all aspect of medical education and the quality of teaching of this training programme was effective.

Conclusion: Most of the participants show their satisfaction about the current practice of TMA principles training programme guided by CME-DGME. Rest of the participants expressed their different views and suggestions for the improvement of this training programme such as need more interactive sessions, resource persons from different medical Institutes should be included, class topics and explanations should be more interesting and attractive.

Key words: Teaching methodology, Centre for Medical Education, Directorate General of Medical Education.

Introduction

The aim is to prepare a learner to demonstrate mastery of core skills and the ability to adapt to new situations.¹ Everyone in a medical institute has an important role and responsibility to participate in the quest for quality Improvement. An evolutionary change already done in the era of medical education

in Bangladesh. Now most of the medical colleges have introduced teaching methodology assessment principles training programme in their medical colleges from January 2022 to till date. This study was try to find out difficulties, fairness and pitfall of newly introduced TMA principles training programme. Medical education is a continuous process which can bring expected changes among the students and teachers. Student's teaching-learning depend on various methods of teaching and assessments procedures. Lectures can be an inspiring learning medium and most students and faculty

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 Received: 21.03.2023 Accepted: 29.06.2023

expect them to be an integral part of knowledge acquisition. It is thus unsurprising that students prefer in-person lectures versus recorded lectures.² Lecturing is demonstrably as good as any method in effecting knowledge transfer to learners. Students often prefer lectures because they are usually good guides to summative assessments and studying lecture notes provides a high yield way to prepare.³ A useful framework to understand knowledge acquisition in a lecture is provided by Constructivist Learning Theory.⁴ Assessments can be classified in a variety of different ways and many of them are reasonable. One useful classification of assessments is as formative, summative or diagnostic.

Methodology

This was a cross sectional descriptive study which include both qualitative and quantitative components. Study period was one year, from January 2022 to December 2022, among the participants of DNMC who have completed their course. Out of 83 participants, 50 participants were included by convenient sampling. A semi structured self-administered questionnaire was used to collect data. No pre testing was done. Analysis of data was done by SPSS computer software programme version 17. Respondents were anonymous, so confidentiality will be maintained. Result of the study will be used for further development of TMA principles training programme.

Result

This was a cross sectional descriptive study which included on conveniently selected 50 participants of DNMC who had experiences of facing TMA principles training Programme. The main objectives of the study was to find out the perception and attitude of the participants to TMA principles training programme. Specific objectives were to record their experiences, opinions, observation and suggestions for the improvement of TMA principles training programme

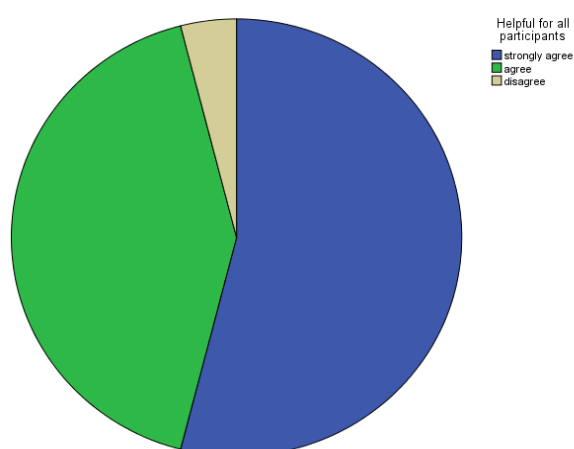


Figure-I: Responses of the participants regarding the statement of “This training programme is essentially helpful for all participants” showing in pie chart.

Table I: Opinion of the participants regarding the statement of “This TMA training programme is sufficient to become a medical educationist” distributed in this table below.

Sufficient to become medical educationist	Frequency	Percentage
strongly agree	17	34.0
agree	23	46.0
cannot decide	4	8.0
disagree	6	12.0
Total	50	100.0

Table II : Opinion of the participants regarding the statement of “This TMA programmed is running according to the guideline of CME DGME” distributed in this table below.

TMA program is running according to the guideline of CME DGME	Frequency	Percentage
strongly agree	19	38.0
agree	22	44.0
cannot decide	9	18.0
Total	50	100.00

Table III: Opinion of the participants regarding the statement of “This TMA programmed is covered all aspects of medical education” distributed in this table below.

Covered all aspects of medical education	Frequency	Percentage
strongly agree	13	26.0
agree	28	56.0
cannot decide	2	4.0
disagree	5	10.0
strongly disagree	2	4.0
Total	50	100.0

Table IV: Opinion of the participants regarding the statement of “Attendance of the participants is satisfactory” distributed in this table below.

Attendance of the participants was satisfactory	Frequency	Percentage
strongly agree	15	30.0
agree	31	62.0
cannot decide	2	4.0
disagree	2	4.0
Total	50	100.0

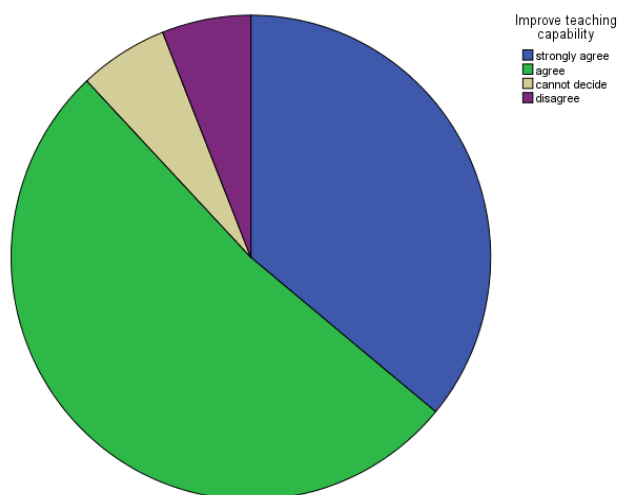


Figure II: Responses of the participants regarding the statement of "Assignments were effective for the participants to improve their teaching capability" showing in pie chart.

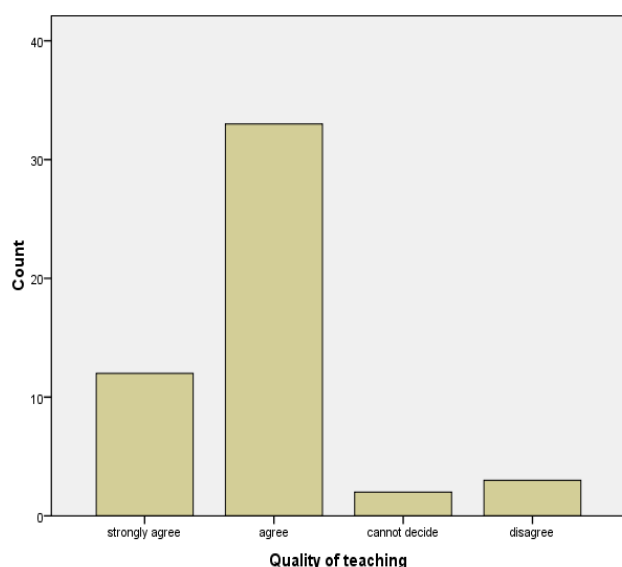


Figure III: Responses of the participants regarding the statement of "Quality of teaching of this training programme was effective." showing in This Bar diagram.

Suggestion of the participants

29 participants have no suggestions

5 participants suggested that need more interactive sessions

3 participants suggested that resource persons from different medical colleges should included

3 participants suggested that class topics and explanation should be more interesting and attractive

2 participants suggested that need more improvement of course content and training programme

2 participants suggested that need refresher training and included new participants

2 participants suggested that need involvement of participants as resource person after completion their training

2 participants suggested that effectiveness of this training programme should be evaluated by CME-DGME

1 participant suggested that add more techniques that help to make the class more effective

1 participant suggested that medical professionals will be benefited by this programme

Discussion

The relevance or appropriateness of educational programmes has been questioned by Frenk et al. (2010), Cooke et al. (2010) and others.⁶

1. "This training programme is essentially helpful for all participants"

About 95% of the respondents were agreed and strongly agreed that the training programme help them in their teaching experience. Only about 5 were disagreed.

2. "This training programme is sufficient to become a medical educationist for all participants"

About 80% of the respondents were agreed and strongly agreed that the training programme was sufficient for them to become a medical educationist but 12% respondents were disagreed. Only about 8% respondents were cannot decided whether this training programme was sufficient or not for them to become a medical educationist

3. "This training programme is running in all medical college according to the guideline of CME-DGME"

About 82% of the respondents were agreed and strongly agreed that the training programme was running according to the guideline of CME-DGME but 18% respondents cannot decided whether this training programme was running according to the guideline of CME-DGME or not.

4. "This training programme is sufficient to cover all aspect of medical education to all the participants"

About 82% of the respondents were agreed

and strongly agreed that the training programme was sufficient to cover all aspect of medical education. About 4% cannot decided whether this training programme was sufficient to cover all aspect of medical education or not. About 14% of the respondents were disagreed and strongly disagreed that the training programme was sufficient to cover all aspect of medical education

5. “Attendance of this training programme was satisfactory.”

About 92% of the respondents were agreed and strongly agreed that the attendance of the participants of this training programme was satisfactory. About 4% cannot decided whether the attendance of the participants this training programme was satisfactory or not. About 4% of the respondents were disagreed that the attendance of the participants of this training programme was satisfactory.

6. “Assignments were effective for the participants to improve their teaching capability”

About 88% of the respondents were agreed and strongly agreed that the training programme that the assignments were effective for the participants to improve their teaching capability.

About 6% cannot decided whether the assignments were effective for the participants to improve their teaching capability or not. About 6% of the respondents were disagreed that the assignments were effective for the participants to improve their teaching capability

7. “Quality of teaching of this training programme was effective.”

About 90% of the respondents were agreed and strongly agreed that the quality of teaching of this training programme was effective. About 4% cannot decided whether the quality of teaching of this training programme was effective or not. About 6% of the respondents were disagreed that the quality of teaching of this training programme was effective.

8. Write, if you have any suggestion(s) for improving of TMA principles Programme

58% of the participants have no suggestions for any improvement of the programme

10% of the participants suggested that need more interactive sessions of this training programme

06% of the participants suggested that resource persons from different medical colleges should included06% of the participants suggested that class topics and explanations should be more interesting and attractive04% of the participants suggested that need more

improvement of course contents and training programme

04% of the participants suggested that need refresher training and include new participants

04% of the participants suggested that need involvement of participants as resource person after completion their training

04% of the participants suggested that effectiveness of this training programme should be evaluated by CME-DGME

02% of the participant suggested that add more techniques that help to make the class more easy and effective

02% of the participant suggested that medical professionals will be benefited by this programme

Conclusion:

Most of the participants show their satisfaction about the current practice of TMA principles training programme guided by CME-DGME. Rest of the participants expressed their different views and suggestions for the improvement of this training programme such as need more interactive sessions, resource persons from different medical Institutes should be included, class topics and explanations should be more interesting and attractive, need more improvement of the course contents and training programme, need refresher training and include new participants, involvement of participants as resource person after completion of their training, effectiveness of this training programme should be evaluated by CME-DGME, add more techniques that help to make the class more easy and effective and medical professionals will be benefited by this programme. Teachers can be more skilled and efficient to deliver lecture, students will be benefited.

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