



Improvement of Quality of Lecture by Feedback from Students

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Abstract

Introduction: Students must evaluate their teachers by giving feedback to their teachers. **Methods:** 87 1st MBBS students evaluated their 3 teachers separately before and after self correction by questionnaire. **Results:** Overall rating of Teachers improved. **Conclusion:** Feedback should be taken from students to improve the quality of lecture.

Keywords: Feedback by students, Quality of lecture

Introduction

In the student centred education system, teachers are not evaluated by their students. It will help the students to secure their position as key stakeholder of the education system, as limited opportunities are provided for them to voice their experiences in their learning of the subject, and to state their opinions.^[1]

Objectives

1. To get feedback from the students after the lectures
2. To identify positive & negative factors affecting the lecture
3. To evaluate the change in the quality of lecture after correcting steps.

Material & Methods

Teacher	Excellent (no. of students)		Very good (no. of students)		Good (no. of students)	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
A- Anatomy	50	64	28	32	7	0
P- Physiology	47	61	25	23	9	3
B- Biochemistry	30	49	39	32	14	4

Factors facilitated students learning were-Digital teaching, best quality notes, Friendly behavior of teacher & Encouragement, Teaching style of teacher

Factors hindered students learning were-Boring topics, Monotonous lecture, strictness

Suggestions from students were- Need of more test, teacher shouldn't get angry

87 1st MBBS students evaluated their 3 teachers separately i.e. A- Anatomy, P- Physiology, B- Biochemistry. Study was explained to the students & teachers and who gave consent, took part in this study. Measurement tool i.e.questionnaire was prepared and validated.

5 lectures were taken before and after self correction by the teacher. Feedback was taken before and after self correction.Compared outcome between the first and second set of lectures.

Results

Table shows Overall rating of Teachers: Anatomy (A), Physiology (P) and Biochemistry (B) before and after self correction

There was improvement in overall rating of the teachers after self correction i.e.

Discussion

Similar findings were reported by Sekelani S. Banda^[2] where The quality of teaching in the academic department improved after evaluation of teaching was introduced.

Evaluation of teaching has been around for a long time and is usually concerned with accountability to assure the public and relevant authorities of the standards of teaching at the institution.

Regrettably, evaluation of teaching has had a lot of opposition and lots of controversy, even to date.^[2]

Why is measuring teaching effectiveness so important? Because the evidence produced is used for major decisions about our future in academe. There are two types of decisions: formative, which uses the evidence to improve and shape the quality of our teaching, and summative, which uses the evidence to “sum up” our overall performance or status to decide about our annual merit pay, promotion, and tenure. The former involves decisions to improve teaching; the latter consists of personnel decisions. As faculty, we make formative decisions to plan and revise our teaching semester after semester. Summative decisions are final and they are rendered by administrators or colleagues at different points in time to determine whether we have a future. These decisions have an impact on the quality of our professional life. The various sources of evidence for teaching effectiveness may be employed for either formative or summative decisions or both.^[3]

To improve the overall quality of class preparation, an instructor can devote his or her time and effort to comprehending the topic and being prepared to explain the subjects clearly; contribute to creating a positive learning environment where students feel comfortable in sharing their opinions and posing questions; and plan the use of class time carefully.^[4]

Conclusion

Feedback should be taken from students to improve the quality of lecture by all the teachers so that quality of medical education can be improved in our country at large.

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