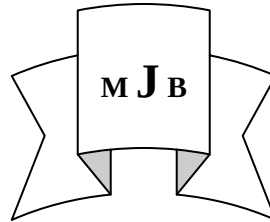


Effectiveness of Teaching Methods in College's Education of Hawler Medical University

Kareema A.Hussein^(a)Shukir Salem^(b)Afifa Radha Aziz^(c)^(a) Pediatric Nursing Unit, College of Nursing, Al Kufa University, Najaf, Iraq.^(b) Pediatric Nursing Unit, College of Nursing, Hawler Medical University, Erbil, Iraq.^(c) Pediatric Nursing Unit, College of Nursing, University of Babylon, Hilla, Iraq.

Abstracts

Aims: To assess of student's opinion regarding effectiveness teaching methods in different BS colleges (medical, pharmacy , Dentistry and nursing) Hawler medical university in Erbil city .

Methodology : comparative study design was use to investigate the effectiveness of different teaching method for undergraduate student's , in different BC colleges , data was collected by using questionnaire format and filled out by the investigators , direct interview techniques were used with the student's , the study carried out during the period from may 15th to June 15th 2011, data were analyzed using the statistical package for social science (SPSS, Version 17).

Results : Show that the majority of age of the colleges student's in Hawler medical university were 23years old which present (35.9%) ,also the study shows that(32.60%) were from nursing college and (94%) of student can ask if they need any clarification .There is significant relationship between student's Hawler medical university student's opinion and effectiveness teaching methods at $P \leq 0.05$.

Recommendation: Evaluate teaching effectiveness different methods can be used including, peer review , self -evaluation.

Key words: Effective, Teaching, Hawler medical University

الخلاصة

الهدف: تقييم الطالب ا ساليب المختلفه في التدريس في الجامعه هولير الطبيه وفي الكليات المختلفه لمرحلة البكالوريوس في الطب الصيدله ، طب الاسنان ، التمريض .

المنهجية : دراسته المقارنه الطرق المختلفه في التدريس للطلبة الدراسات الاوليه في الجامعه هولير الطبيه . في مدينه اربيل ، تم تصميم استماره استبيانته لغرض الدراسه وتم ملى الاستماره بطريقه المواجهه للفترة مابين ١٥مارس ولغاية ١٥ حزيران ٢٠١١ وتم استخدام الوسائل الاحصائية بطريقه SPSS .

النتائج: يبين من الدراسه بان معظم طلبة اعمارهم ٢٣ سنه بنسبه (٩٠ و ٣٥%) وبين من الدراسه ايضا بان (٦٠ و ٣٢%) من طلبة كلية لتمرير و (٩٤%) من الطلبة بلستطاعتهم توجيه الاسئله في حاله ليدهم صعوبه في فهم الماده وكذلك هناك العلاقه بين فكره طلبة هوليرالطبيه وطرق التدريس المختلفه احتماليه ≥ 0.05 .

التوصيات: تقويم الطرق المختلفه في التدريس بواسطه تقويم الجماعي وتقويم الذات للطلبة.

Introduction

There are many different teaching methods and formats ranging from the delivery of large group lectures to facilitation of open small

group teaching. Small group teaching has a long history in education . Its great promoter is Socrates, who valued the development of attitudes as much as critical thinking. [1,2] Usually well

preparation of lesson is the key to successful teaching. A good education are pushing the teachers to become better learners and to deliver higher levels of quality and value in the classroom. Delivering quality and value to a class presents unique challenges [3]. Studies have reported that although expert teachers differ in their actual *style* of teaching and management

In a study suggest that the instruments of students' preferences for teaching methods, reported that students do not favor active learning methods because of the in-class time taken by the activities, fear of not covering all of the material in the course, and anxiety about changing from traditional classroom expectations to the active structure.[3,4]

Study reported that lectures have been found to be as effective as other teaching methods for transmitting information but less effective for promoting thought and changing students' attitude [5] and the lecture usually is the most commonly used method in teaching for transferring information in medical education .But discussion produces higher level comprehension [5] also other study added that " the students rated group discussion as the second best method by giving reasons that; it has more participation of students, the learning is more effective, the students don't have to rely on rote learning, every student give his/ her opinion, and this method develops creativity among student education."[6] This method is basically used to develop critical thinking and problem-solving skills..The researchers try to investigate the effectiveness teaching methods on students in in different BC colleges (Medical, Pharmacy, Dentistry and Nursing) Hawler Medical University University in Erbil City .

Objectives:

1. To assess of student's opinion regarding effectiveness teaching methods in different BC colleges (Medical, Pharmacy, Dentistry and Nursing) Hawler Medical University University in Erbil City .
2. To identify the association between teaching methods and students opinion BC colleges (Medical, Pharmacy, Dentistry and Nursing) of Hawler Medical University in Erbil City .

Methodology:

Comparative study design was use to investigate the effectiveness teaching methods on undergraduate students learning in different BC colleges (Medical College Pharmacy college, Dentistry college and Nursing college) in Hawler Medical University Erbil City, random sample were selected from these colleges as following : Nursing college 60 students, Medical College 53 students, Dentistry college 39 and Pharmacy 32 college, total number of students are 148 students.

The research questions guiding the study were "What teaching methods are effective in the class environments , and "What are students' perceptions of these methods?" Using student learning outcomes as the criteria for effectiveness, several types of teaching methods were used and each one consists several questions such as (lecture 15 items, group discussion 8 items, individual presentation 4 items, case study 3 items, assignment 2 items, seminars 3 items and workshops 1 items) Each methods has three likert scales (1) for never agree, (2) for sometimes agree, and (3) for agree.

The researchers explain the objectives of the study to the study sample ,covering all the basic terminology and concepts in the format

used .Data collection is done by the researcher, who kept the confidentiality and anonymity of the data. The form for data collection was applied without mentioning the name of students or any other information. Data was collected by using questionnaire format and filled out by the investigator; direct interview

techniques were used with the students who kindly accepted to participate in the study. This was carried out during the period from May 15th. to June . 15th. 2011. Data were analyzed using the statistical package for social science (SPSS, version 17).

Results

Table 1 Distribution of students age

Ages of Students	F.	%
20	4	2.2
21	19	10.3
22	50	27.2
23	66	35.9
24	29	15.8
25	10	5.4
26	4	2.2
27	1	.5
29	1	.5
Total	184	100.0

Table 1 shows that the majority of age of the colleges students in hawler medical

university were 23 years old which present(35.9%) .

Table 2 Distribution of sex among Hawler medical university student's

Gender	Frequency F.	Percentage %
Male	90	48.9
Female	94	51.1
Total	184	100.0

This table shows that(52.1 %) from the sample were female while(48.9%) were male

Table 3 Assessment of HMU student's opinion regarding effectiveness teaching methods.

Teaching methods			
Lecture	Agree	Some time agree	Never agree
	F (%)	F (%)	F (%)
1.It is good for large class.	81 (44.0)	89 (48.4)	14 (7.6)
2.Learn through listening.	87 (43.5)	83 (45.1)	14 (7.6)
3.Time saving.	89(48.4)	76 (41.3)	19 (10.3)
□□□It creates new ideas	82 (44.6)	83 (45.1)	19 (10.3)
5.Teacher explains all points.	78 (42.4)	82 (44.6)	24 (13.0)
6.Teacher is experienced and has mastery on subject and can answer all students' question.	87 (47.3)	81 (44.0)	16 (8.7)
7.Teacher shares information with students.	81 (44.0)	74 (40.2)	29 (15.8)
8.Teacher is role model for students.	74 (40.2)	85 (46.2)	25 (13.6)
9.Teacher knows all the students so he/she can use suitable strategies for the class to make them understand.	65 (31.3)	82 (44.6)	37 (20.1)
10.Students are more involved and participating when teacher asks question.	81 (44.1)	79 (42.9)	24 (13.0)
11.Students share knowledge with teacher.	78 (42.4)	79 (42.9)	27 (14.7)
□12.Students easily understand every point.	74 (40.3)	76 (41.3)	34 (18.5)
13.Students can ask if they need any clarification.	94(51.1)	61 (33.2)	29 (15.8)
14.Feed back at the end of lecture	73 (39.7)	83 (45.1)	28 (15.2)
□□□□Students can ask question if they have any problem in understand the lecture.	106 (57.6)	64 (34.8)	14 (7.6)
Group discussion			
1.More participation of students	97 (52.8)	70 (38.0)	17(9.2)
2.Discuss with teachers the points that were missed during discussion	87 (47.3)	80 (43.5)	17 (9.2)
3.More effective learning method.	99 (53.8)	72 (39.1)	13 (7.1)
4.Develops creativity among students.	98 (53.2)	63 (34.2)	23 (12.5)
5.Concepts become clear after discussion.	87 (47.3)	82 (44.6)	15 (8.2)
6.Every student gives his/ her opinion	91 (49.5)	73 (39.7)	20 (10.9)
7.Students should have material and knowledge before discussion.	88 (47.8)	72 (39.1)	24 (13.0)
8.Students listen to other's opinion & express their opinion	91(49.5)	80 (43.5)	13 (7.1)
individual presentation			

1.Students search a lots of books to collect material	82 (44.6)	69 (7.5)	3 (17.9)
2.Teacher's supervision is important	97 (52.7)	68 (37.0)	19(10.3)
It increases confidence among students.	103 (56.0)	68 (37.0)	13 (7.1)
3.Good way to learn for student who is presenting.	100 (54.4)	67 (36.4)	17 (9.2)
Assignment			
1.It enhances the ability of research on any topic as the students search topic from different books, websites etc.	81 (44.1)	87(47.3)	16(8.7)
2.Enhance active learning	108 (58.7)	59(32.1)	17(9.2)
Seminars			
□□□Giving Chance to meet other people of same profession.	97 (52.8)	68(37.0)	19(10.3)
□□□Motivate and make student active in learning.	106 (57.6)	58(31.5)	20(10.9)
3.Most Interested method of learning.	92 (50.0)	70(38.0)	22(12.0)
Case study			
□□□Active learning	102 (55.4)	59 (32.1)	23 (12.5)
2.Encourage creative thinking among students.	107 (58.1)	61 (33.2)	16 (8.7)
□3. Students think beyond their knowledge.	89 (48.3)	67 (36.4)	28 (15.2)
Workshops			
1.Giving Chance to meet other people of the same profession.	102 (55.4)	63 (34.2)	19(10.3)

Table 4 shows that majority of the students reported (57.6 %) can ask question if they have any problem in understand the lecture, (51.1%) of them can ask if they need any clarification and (48.4%) mention that the lecture is time saving . while in group discussion the majority(53.8%)of them reported it was more effective learning method , (56.0 %) of the students said that individual presentation increase confidence among students ,(58.7 %) of them added that assignment was enhance active learning,(57.6%) released that seminar caused motivate and make student active in learning, (58.1%) of the students reported that

case study encourage creative thinking among students ,and (55.4%) of them shows that workshops giving chance to meet other people of the same profession.

Table 4 Effectiveness of teaching methods in Hawler Medical University students

Teaching methods HMU colleges	scores			Total
	Agree	some time agree	Never agree	
College of Nursing	44	15	1	60
College of Medicine	39	14	0	53
College of Dentistry	23	11	5	39
College of Pharmacy	23	9	0	32
Total	129	49	6	184
$X^2: 15.177^a$ df: 6 p-value: 0.019				

Table 5 shows that methods of teaching were effective instrument in teaching colleges students at P value ≤ 0.05 . It

means that there is highly significant between effectiveness of teaching in Hawler medical university students.

Table 5 distribution of sample opinion students regarding teaching methods

Teaching methods		Lecture	Discussion	Presentation	Assignment	Seminar	Case study	workshop
Colleges		F (%)	F (%)	F (%)	F (%)	F (%)	F (%)	F (%)
College of nursing	Agree	33 (55.0)	38(63.3)	44(73.3)	47(78.3)	41(68.3)	44(73.3)	44(73.3)
	some time agree	24 (40.0)	21(35.0)	15(25.0)	9(15.0)	16(26.7)	9(15.0)	15(25.0)
	Never agree	3 (5.0)	1(1.7)	1(1.7)	4(6.7)	3(5.00)	7(11.7)	1(1.7)
	Total	60(100.0)	60(100.0)	60(100.0)	60(100.0)	60(100.0)	60(100.0)	60(100.0)
College of medicine	Agree	18(34.0)	29(54.7)	38(71.7)	43(81.1)	27(50.9)	46(86.8)	39(73.6)
	some time agree	32(60.4)	24(45.3)	14(26.4)	7(13.2)	24(45.3)	7(13.2)	14(26.4)
	Never agree	3(5.7)	00(0.00)	1(1.9)	3(5.7)	2(3.8)	00(0.00)	00(0.00)
	Total	53(100.0)	53(100.0)	53(100.0)	53(100.0)	53(100.0)	53(100.0)	53(100.0)
College of Dentistry	Agree	20(51.3)	20(51.3)	25(64.1)	28(71.8)	19(48.7)	23(59.0)	28(71.8)
	some time agree	13(33.3)	15(38.5)	10(25.6)	9(23.1)	12(30.8)	11(28.2)	7(17.9)
	Never agree	6(15.4)	4(10.3)	4(10.3)	2(5.1)	8(20.5)	5(12.8)	4(10.3)
	Total	39(100.0)	39(100.0)	39(100.0)	39(100.0)	39(100.0)	39(100.0)	39(100.0)
College of pharmacy	Agree	19(59.4)	17(53.1)	22(68.8)	23(71.9)	15(46.9)	23(71.9)	26(81.3)
	some time agree	11(34.4)	13(40.6)	9(28.1)	8(25.0)	11(34.4)	9(28.1)	5(15.6)
	Never agree	2(6.3)	2(6.3)	1(3.1)	1(3.1)	6(18.8)	000(000)	1(3.1)
	Total	32(100.0)	32(100.0)	32(100.0)	32(100.0)	32(100.0)	32(100.0)	32(100.0)
		$X^2=12.797$ Df=6 P=0.046	$X^2=9.058$ Df=6 P=0.1704	$X^2=5.94$ Df=6 P=0.429	$X^2=3.284$ Df=6 P=0.772	$X^2=15.734$ Df=6 P=0.0153	$X^2=17.159$ Df=6 P=0.0087	$X^2=9.872$ Df=6 P=0.1302

Table 5 mention that the majority of the students in colleges of hawler medical university shows that case study was

highly significant methods in teaching at p value ≥ 0.001 when compare with other teaching methods.

Discussion

This is a simple survey study all students were exposed to different teaching methods in their academic course ((lecture, group discussion,

individual presentation, case study, assignment, seminars and workshop) the results included:

Parts (1) : Demographic characteristics

Table (1) found out that the majority of the college students in Hawler medical university were range between 23 years old and present (35.9%) . This result is matching the finding with other studies (6,7) . Table (2) According to the sex of the student's the study shows that (52.1%) were female and (48.9%) were male, this results disagree with the study done by (8) who found that (60%) of the sample was male and (40%) was female.

Parts (2) Assessment of Hawler medical university student's opinion regarding effectiveness teaching methods.

Table (3) shows that majority of the student's reported that (57.6%) can ask question if they have any problem in understand the lecture , this results agree with (8) who found that of his study regarding teaching method in Thailand university that (55.5%) of student's university can ask questions during lecture , in the present study table also shows that(51.1%) of them can ask if they need any clarification and(48.4%) mention that the lecture is time saving , this finding is consistent with finding [8,9] who mention in their results that the majority of the student can ask if they need any clarification regarding lecture ,while in group discussion the majority of present study was (53.8%) of them reported that it is more effective learning method , this results agree with the study done by [10] who found that most of student in Pakistan university answered that group discussion is more effective teaching method. Also table shows that(56.0%) of the students said that individual presentation increase confidence among students . This results agree with [11] who found that in study (65%) of student's said that individual, presentation increase trust of student's .

The present study found that (58.7%) of them added that assignment was enhance active learning , this results disagree with study done by [12] who found that the majority of student (70%) of them has no active learning regarding assignment .

Also table (2) shows that (57.61%) released that seminar caused motivate and make student active in learning, this results agree with [12] who found that (80%) of student's agree that seminar caused student's active , also the table shows that (58.1%) of the student's reported that case study encourage creative thinking among student's and (55.4%) of them shows that workshops giving chance to meet other people of the same profession , this results disagree with the results done by [14,15] who that in their studies the majority of student's not agree with the case study and workshop.

Part(3) Relationship between Hawler medical university students' with their effectiveness teaching methods

Table (4) shows there is significant relationship between Hawler medical university student's with their effectiveness teaching methods , this results disagree with (15) who found that there is no significant relationship between student's and impact of teaching methods , while the study agree with (14) who found that there is relationship between Opinion Of student's and effective teaching methods.

Parts (5) Distribution of Hawler medical university student's regarding teaching methods .

Table (5) mention that the majority of the student's in colleges of Hawler medical university shows that case study was highly significant methods in teaching at $p \leq 0.001$ when compare

with other teaching methods. This results disagree with the study done by [15-17] that there is no significant relationship between teaching methods specially regarding case study , but in their study , but in their study they found that there is significant relationship between students' and their teaching methods regarding discussion and lecture.

Conclusions

1. The majority of ages of the colleges student's in Hawler medical university were 23 years old which present (35.9%)
2. Most of student's were from nursing college which present (32.60%) .
3. Majority of student's reported (57.6%) can ask question if they have any problem in understand the lecture
4. (48.4%) mention that the lecture is time saving.
5. (53.8%) of student's reported that group discussion was more effective learning methods.
6. (57.6%) of the student's reported that case study encourage creative thinking among student's
7. There is significant relationship between Hawler medical university student's and effectiveness teaching methods at $P \leq 0.5$.

Recommendation

1. To evaluate teaching effectiveness different methods can be used including: peer review, self-evaluation, teaching portfolios, student achievement and students' ratings of teaching methods used by their teachers.
2. Teachers need to continually assure students throughout the semester that the ratings will be used for productive changes in teaching/ learning process

and that there will be no chance of retribution to the students.

References

1. Agne, K.J., Greenwood, G.E. & Miller, L.D. (2002). Relationships between teacher belief systems and teacher effectiveness. *Journal of Research and Development in Education*. 27: 141 - 152.
2. Jason,M,Capenter, (2006) Effective teaching methods for large classes, *Journal of family & consumer sciences Education* , University of South carolina vo;24,No,2 .PP 233
3. Bush, W.S. & Kincer, L.A. (2003). The teacher's influence on the classroom learning environment. In R.J.Jensen (Ed) *Research ideas for the classroom: early childhood mathematics*. New York: Macmillan, pp.22
4. Eggen, P. & Kauchak, D. (2001). *Educational psychology: windows on classrooms* (5th ed). Upper Saddle River, NJ: Merrill-Prentice Hall. Jacobsen, D.A.,
5. Killen, R. (1998). *Effective teaching strategies: lessons from research and practice* (2nd ed). Wentworth Falls, NSW: Social Science Press,pp 442
6. Batten, M., Marland, P. & Khamis, M (2006). *Knowing how to teach well*. Hawthorn, Victoria: Australian Council for Educational Research.pp 12
7. Jacobsen, D.A., Eggen, P. & Kauchak, D. (2002). *Methods for teaching* (6th ed). Upper Saddle River, NJ: Merrill-Prentice Hall,pp11
8. Jason M . Carpenter ,(2006), Effective teachings for large classes , *Journal of family and consumer sciences education* , university of Carolina, vol-24 ,No, 2 .pp.55
9. Sajjad ,S,A,Shahida ,(2006) Effective teaching methods at higher , department

of special education ,university of Karachi ,Pakistan ,22,12,pp23-25

10.Latha,k,Sathish ,c, (2011) A study on effectiveness of different teaching methodology in pharmacology for under graduate students , C.B . Tharani asian g ,vol,2 ,No,3 ,pp 43

11.Vella ,f ,(2005) ,medical education : Capitalizing on the lecture method , faseb journal ,vol,6,No,3, pp 811-812.

12. Edward, L,Lascher,L,(2012) , Education Environment , Journal Articles , vol. 14 No,7 pp.277.

13.Krishna,H,Chai,C, (2012)High school students scientific Epistemological beliefs ,motivation in learning science ,Vol, 33, No,1, pp.265-277

14. Taylar and Francis (2004). A performance indicator of teaching quality in higher education studies , Vol.16,issue 2 .pp12

15. Halliday ,M,A,K,(2012) The linguistic science and language teaching, Indiana ,university ,10th and Morton st, Bloomington.pp.34

16. Higgs,Zlidar , Vera (2012) , Evaluation of teaching ,Journal Articles , The international Journal , Vol,36,No,10,pp.689-700.

17. Mery , Newby ,p,(2012), language teaching, International journal of educational development , vol. 33, No,1, pp.37-47