Editorial

Effective Teaching Skills in Undergraduate Medical Education

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In most of the medical schools the way of teaching in undergraduates is didactic lecture based teaching. There is no prior knowledge checking at the start of lecture, no involvement of students during the lecture, no discussion at the end of the lecture. With ever increasing demands on the undergraduates and post graduates curriculum and the standards regarding graduates, the role of teacher & trainer is becoming very important.

Definition of a teacher is “A doctor employed by a university to provide teaching to undergraduate students .Any individual with a role in teaching, training and supervision”.1 Teacher must have Skills, Attitudes and Practices of competent teacher. These attributes are not inborn at all but can be acquired. Nowadays many universities are conducting short courses, certificates & Diploma programs in effective teaching. Teacher must start a lecture by telling the objectives about what they are going to learn because students learn better when they know what teacher is expected them to learn. After teaching them for 5-7 min, involve them for active learning by asking few questions. Teacher should present a case or scenario for students to analyze. And ask them to summarize the concepts you taught them. Students will not improve until they get the feedback about the performance which show what was well, what needs improvement, and what changes should be made.

Teacher should not criticize the personality but behavior. Teacher should not say that student is disorganized, but like your report did not follow the soap format, try to use it next time.2 Institutional Role and Responsibilities play vital role while appointing the teacher and during the teaching period. While appointing medical teachers, following qualities, competence, ability to become a role Model and interest in teaching must be given weight age & importance.2

Quality Monitoring of Teaching and learning is also very important to make sure that standards are being met. This can be done best by self-reflection. Self-reflection is a simple way to find out that why was the teacher doing something or feeling in certain way. It offers teacher an opportunity to think about what works and what does not. It helps teacher to collect, record and evaluate all that happened during lecture, so that the teacher can make their strategies better than before. This is a best way to evaluate own practice for making the improvements. This can be done in the following ways:3

- Self-Reflection Notes: After each lecture, write down few notes about your observation and feeling reactions of the lecture.
- Video Recording of a lecture: It provides an unaltered prove for how effective the lecture was or how ineffective it was.
- Student observation/Feedback after the lecture: Questionnaires can be given to students to get the student perspective about teaching. Questions must be added which expresses their thoughts completely.3
- Peer Observation: Senior Colleague can be invited to observe the lecture. Questionnaires can be created which will be discussed after the lecture with the senior colleague. Observing and discussing the teaching methods with more experienced teachers is also another way. Discussions can be arranged on different teaching methods. For the teachers who are already on jobs sessions must be arranged by the institution for junior teachers to observe and watch the senior teachers3

References
2. Miriam Bar-on. Seven deadly sins to avoid in teaching medical students.. Adopted from Jerry Short, PhD.