

An Investigation into Students' Viewpoints regarding the Utilization of Chalk and Board Versus PowerPoint Presentation (PPT) Techniques for Delivering Lectures

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Abstract: *The transformation in medical education from traditional to modern teaching methods has sparked debates about the efficacy of chalk and board versus PowerPoint (PPT) techniques. This study explores 122 medical students' perspectives, comparing the two methods based on parameters such as preference, clarity, interest stimulation, reproducibility, and continuity of lectures. Results reveal a predominant use of PPT for theory classes and chalk and board for practical sessions. Students express a preference for chalk and board, citing its effectiveness in evoking interest, aiding understanding, note-taking, and emphasizing key points. Notably, 60% of students assert that chalk and board enhance student-teacher interaction. In contrast, 45% prefer PPT for teaching clinical conditions. The overall rating of chalk and board (7.6/10) surpasses that of PPT (5.5/10), emphasizing its higher perceived effectiveness. The findings underscore the importance of incorporating student perspectives and advocate for a balanced integration of traditional and modern teaching methods in medical education. This research informs educators and institutions seeking to optimize pedagogical practices for enhanced student engagement and learning outcomes.*

Keywords: Power point, chalk and board, Lecture Methods

1. Introduction

The landscape of medical education has undergone a significant transformation in recent years, marked by a gradual shift from traditional teaching methodologies to modern, technology-driven approaches. One noteworthy change is the increasing prevalence of PowerPoint (PPT) based lectures in medical colleges, replacing the time-honoured chalk and board method. This shift has raised questions about the impact of changing lecture delivery methods on students' knowledge acquisition and the overall effectiveness of medical education.

The traditional chalk and board method, characterized by its tactile and interactive nature, has been a cornerstone of educational practices for decades. However, the advent of technology has ushered in a new era, with PowerPoint presentations gaining popularity for their multimedia capabilities and potential to enhance visual learning. As medical colleges transition towards these digital tools, it becomes imperative to evaluate the consequences of such changes on the educational experience and academic outcomes of the students.

This study aims to address the gap in understanding the implications of the evolving lecture delivery methods by focusing on the students' perspective. By delving into the actual perceptions of students regarding their preferred method of lecture delivery, a comprehensive analysis can be undertaken to discern the advantages and drawbacks of both chalk and board and PowerPoint presentations. Ultimately, the goal is to identify the most effective method that aligns with students' preferences, promoting a conducive learning environment in medical colleges.

Aim

To compare the role and effectiveness of chalk and board method with that of power point presentation as a lecture delivery method from students' perspective

2. Objective and Methodology

The study was conducted in a medical college amongst 122 medical students, to assess students' point of view in using chalk and board and power point presentation regarding the following,

- Preference amongst the two methods
- Clarity and understanding
- Interest stimulating
- Reproducibility
- Continuity of lecture

Inclusion criteria: II year MBBS students who gave consent to the study.

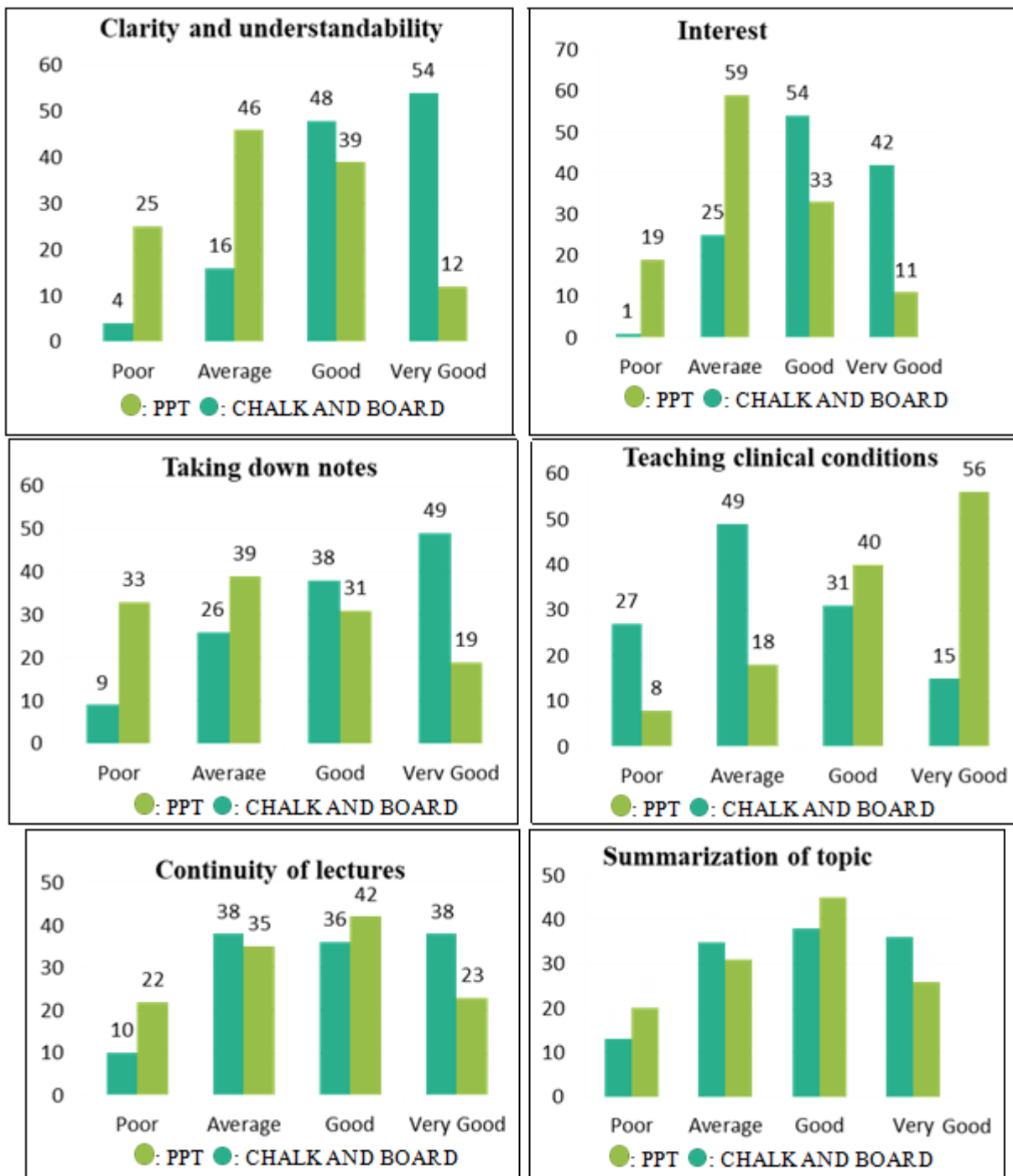
Exclusion criteria: Students who were not willing to participate in the study.

Data was collected by using a questionnaire. Different parameters were assessed for both chalk and board and PPT technique regarding interest, clarity & understandability, reproducibility, preference to take notes and diagrams, teaching clinical conditions, summarization, continuity of lectures and student teacher interactions. Parameters were graded as 1 - Poor, 2 - average, 3 - good, 4 - very good, wherever possible

3. Results

Most of the teachers (>50%) used power point technique for teaching theory classes whereas most of the practical classes i. e>50% were taken using chalk and board. Students felt chalk and board method was good in evoking interest in the topic, for understanding & reproducibility, taking down notes & diagrams as well as on emphasizing the important points compared to PPT teaching method and these values

were statistically significant (p value <0.0001). Chalk & board method of teaching provided better student teacher interaction according to 60% of students. PPT method was preferred for teaching clinical conditions by 45% of students. By the study conducted above it was found that the chalk and board technique had an average rating of 7.6/10 with the power point technique being 5.5/10 considering the overall rating of the two techniques



4. Discussion

This study's results provide insights into the predominant instructional approaches in medical education, as well as the divergent preferences and perspectives of students when it

comes to traditional chalk and board methods versus the use of PowerPoint (PPT) techniques.

The recognition that a majority of instructors (>50%) utilized the PowerPoint method for theoretical sessions,

whereas chalk and board were predominantly employed (>50%) for practical sessions, indicates a clear division in teaching strategies depending on the content type. This division underscores educators' awareness of the distinct requirements posed by theoretical and practical aspects within medical education.

The noteworthy preference of students for the chalk and board technique, supported by statistical significance across multiple factors such as generating interest, promoting understanding and reproducibility, aiding note-taking, and emphasizing key points, emphasizes the inherent worth that students attribute to this conventional method. These results align with earlier research emphasizing the hands-on and interactive characteristics of chalk and board instruction, which contribute to improved understanding and involvement.

The claim made by 60% of students, stating that chalk and board instruction enhances student-teacher interaction, highlights the interpersonal advantages associated with this approach. The interactive and immediate characteristics of chalk and board teaching encourage a lively interchange between instructors and students, potentially enhancing the individualized and captivating learning encounter.

The choice of 45% of students for the PowerPoint method when learning about clinical conditions reflects a nuanced acknowledgment of the digital presentation's strengths in particular situations. This observation implies that while conventional methods excel in specific areas, technology-driven approaches may offer advantages in effectively conveying intricate clinical information.

The contrasting overall scores for chalk and board (7.6/10) in comparison to PowerPoint (5.5/10) offer a numerical depiction of student inclinations. The elevated rating for chalk and board signifies a shared sentiment among students, underscoring its overall effectiveness and attractiveness when compared to PowerPoint presentations.

The results of this study hold significance for the continuing discourse on incorporating both conventional and contemporary teaching approaches in medical education. Acknowledging the advantages of technology, educators should contemplate a well-rounded and situation-specific strategy, tailoring their methods to align with the content and learning goals.

5. Conclusion

To conclude, this research emphasizes the subtle inclinations of medical students toward chalk and board instruction, especially in theoretical classes. The findings stress the significance of incorporating student viewpoints in shaping teaching strategies and highlight the importance of a deliberate fusion of traditional and modern teaching methods in medical education and thus a combination of both chalk and board and power point presentations may be implemented for a better student experience.

6. Future Scope

The present study can be extended to be conducted in other fields of students as in engineering, nursing, dental, commerce etc. to understand their perspective towards teaching methodologies.

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Author Profile

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