Faculty of Medicine Universitas Indonesia

PROCEEDING BOOK

The 6th JAKARTA MEETING ON MEDICAL EDUCATION

"BACK TO BASIC:
GROUNDING MEDICAL EDUCATION PRACTICE TO THE THEORETICAL
AND SCIENTIFIC EVIDENCE"

December, 6 - 8 2013
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THE SIX TEACHING ROLES: A NEW METHODS FOR DEVELOPING THE QUALITY LEARNING IN CLERKSHIP

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Background
In a passive learning environment, students have limited ability in retaining and recalling information as the learning process is passively passed from their preceptors. On the contrary, an active learning environment provides better retention and recalling abilities as students are assigned responsibilities and given an opportunity to express their thoughts, freely. This study is aimed at finding whether the teaching method of “Six Teaching Roles (STR)” would be a superior and effective learning method as opposed to the passive “conventional method”. Results from this experiment can be used to reevaluate the learning methodology, which is currently applied in case presentations during clinical clerkship.

Method
A crossover study design is used in order to minimize subject bias. Medical students who were currently undergoing their major rotation (10 weeks) at Siloam Hospitals in Lippo Karawaci were divided randomly into conventional group as control and the STR group. Every student in the groups was given a pretest and posttest quiz as an objective measurement for memory retention.

Results
Analysis with pair t-test demonstrated a mean pretest score from the STR group to be significantly higher (Mean =7.32, SD = 1.84) compared to the control group (Mean = 6.83, SD = 1.97). Test scores on one-way pair-t-test demonstrated a significant p of 0.0414. On the other hand, mean post-test scores of both the control and STR group are lower compared to pretest scores. Mean post-test score for the conventional group is 6.38 with an SD of 1.93, while mean post-test score for the STR group was 7.10 with a SD of 1.79 (p= 0.0066).

Conclusion
Six Teaching Roles is more superior in memory retention compared to the conventional teaching method.

Keywords: Six teaching roles, active learning, clinical clerkship
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