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An innovative learning tool based on PowerPoint lectures

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Background: It is clear that students benefit from activities that focus their study time and help them draw connections between textual information and lecture content. Many faculties are reluctant to distribute handouts prior to class. Creative use of PowerPoint is well suited for student guidance of this sort and involves them in active learning.

Aim: To study the perception of second-year students about using PowerPoint as an effective handout in learning pathology.

Methods: Student perceptions about using PowerPoint as effective handouts in learning pathology. The power point presentations with incomplete details were given to students prior to the day's lecture. Students were asked to work through the PowerPoint handouts as they read the textbook in preparation for the lecture, answering all questions and bringing their completed handouts to class. Questions based on the PowerPoint presentations were asked from the students in between the lectures.

Results: 32% of the students were not satisfied with this type teaching as they felt that mostly they had no time to read the topic from the books. Majority of them were motivated to read the book but because of time constrain they could not complete their reading. 65% felt that it had been useful than other teaching methodology like problem based learning as they had some clue as what to study regarding the topic. 34% felt that they would like to recommend this type of teaching methodology to other faculty members to make it an adjunct teaching tool, they feel more comfortable with traditional lecture based teaching. 74% agreed that they had an opportunity to discuss and recall essential concepts and think critically while going through the Lecture PowerPoint's. 79% of the students mentioned that it helped them to integrate information and establish their understanding of various pieces of data. 81% felt that the Lecture PowerPoint's handouts offered opportunities for learning by themselves by looking for missing information from the books. To 69% the exercise provided an atmosphere of challenge and performing. 57% felt that the looking for missing information in the lecture PowerPoint handouts from the text books was fun for them.

Conclusion: When used appropriately, PowerPoint presentations can improve student learning by structuring study time, encouraging critical thinking and providing opportunities for active learning during the course of the session. By PowerPoint presentations interventions the faculty can help students engage the material actively and efficiently before and during class.

Biography

Anshoo Agarwal is currently working as Professor and In-charge of Pathology Department (female campus), Northern Border University, Kingdom of Saudi Arabia. She had been Discipline Coordinator, Pathology Department in University Technology MARA, Malaysia. She is a Member of many associations like Indian Association of Pathology and Microbiology, International Academy Pathology, Indian Society of Hematology and Transfusion Medicine, Emirates Medical Association Pathology Society, International Economics Development Research Center, etc. She has more than 100 publications, an Editorial Member of three journals and is a Reviewer in many journals.

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