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### The Significance of Using Chalk and Board During Lectures for Medical Students: Current Opinion

S Amarnath<sup>1\*</sup>, M Thulasimani<sup>1</sup>, Arun Sharma<sup>1</sup>, S Jaikumar<sup>1</sup>, S Basalingappa<sup>1</sup>, S  
Ramaswamy<sup>1</sup>

*1. Department of Pharmacology, Sri Lakshminarayana Institute of Medical Sciences, Puducherry  
605 502.*

#### ABSTRACT

Developments in the recent past on teaching the students by using audio visual aids such as power point presentation, over head projector and virtual teaching have improved learning process. However, still a few teachers follow the traditional method of teaching with chalk and board. The present survey is an attempt to know the opinion of the 132 medical students (3<sup>rd</sup> semester) about the use of chalk and board while teaching. A questionnaire was given to students seeking their view on the utility of lecture, voice modulation, eye contact of the teacher and use of chalk and board. It was observed from survey results that 65.15% of students expressed satisfaction with regard to understanding of subject. Surprisingly 60.6% of students preferred the traditional method of teaching of chalk and board while only 34.4% of students preferred power point presentation. The participants also felt that while using chalk and board the eye contact and classroom management were effective. It is concluded that the traditional chalk and board method of teaching is still accepted by the students.

**Keywords:** chalk and board, teaching, power point presentation, medical students.

\*Corresponding Author Email: [amarnathsugumaran@yahoo.in](mailto:amarnathsugumaran@yahoo.in)

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## INTRODUCTION

Teaching, learning and evaluation are continuous processes and require regular updates to suit the needs of the end users (learners). Teaching can be effective through many means namely didactic lectures, seminars, symposia and group discussion. However, certain basic factors such as audibility, eye contact, voice modulation and allowing interaction between the teacher and learner should never be compromised. Many audio visual technologies have been developed in the recent past including virtual teaching to make the learning process more effective. However, the use of traditional chalk and board still finds a place. The attitude of the learners towards this approach in the present situation was analyzed in the present study.

### Review Of Literature

Medical teaching warrant special attention in order to ensure that the learner expectations and the training matches <sup>1</sup>. Despite the availability of audio visual aids such as over head projector and LCDs still many teachers prefer using chalk and board in teaching. It is a structured mode of teaching where the teacher will have a control on the pace of the lecture and the learner's take home message in form of notes is effective <sup>2</sup>. However, the recent trend of utilizing power point presentation is increasing despite its technical disadvantages and distractions it cause to the learners <sup>3</sup>. Still both chalk and board and audio visual aids have their own advantages and disadvantages. Appropriate use of either or both shall enhance learning.

In the present study a sample survey based on a validated feedback was conducted among the 3<sup>rd</sup> semester medical students of Sri Lakshmi Narayana Institute of Medical Sciences, Puducherry to assess the aptitude of students towards teaching practice.

## MATERIALS AND METHODS

A total number of 132 students participated in this survey. This survey was carried out on lectures detailing the Autonomic Nervous System drugs. Interactive, chalk and board, lecture type was attempted considering the significance of the conceptual understanding of this topic. Approximately 15 hours over a period of 10 weeks was selected for this purpose. The learners submitted the filled in feedback form at the end of the final lecture without disclosing their identity.

The questionnaire mainly included the learner's opinion on duration, type of lecture, voice modulation, eye contact, besides the quality of explanations and effect of interactive lecture. Student's opinion on the use of chalk and board, audio visual aids either or both was collected. Facilitating and hindering factors were also included in the questionnaire. They were also

allowed to express any special remarks of their own. During 60 min duration of every lecture a minimum of 15 min was allotted for interaction. Diagrams were drawn afresh on chalk and board where ever necessary. The participants were allowed to express their opinion without apprehension since the identity was not disclosed.

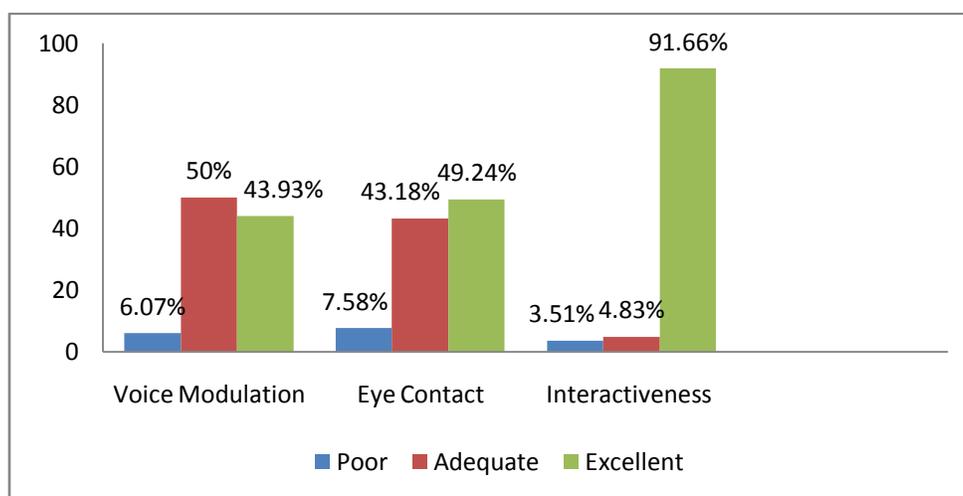
## RESULTS AND DISCUSSION

Duration of the lecture was considered sufficient by 90.15% of the students. Regarding the utility of the lectures, 61.36% opined that they are oriented towards examination and explained the concepts (Table.1).

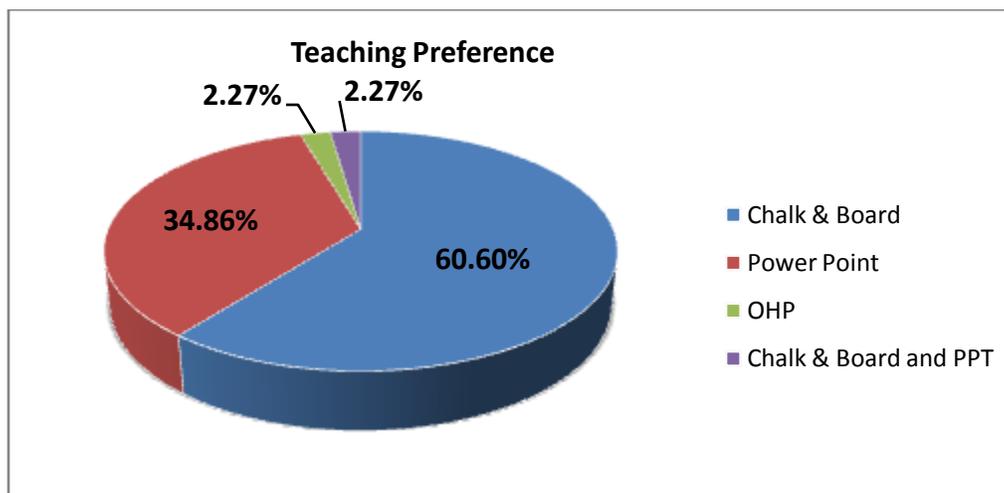
**Table 1. Students view about duration, utility and understanding of the lecture.**

<b>Duration of lectures</b>	<b>Less</b> 5.29 %	<b>Sufficient</b> 90.15%	<b>More</b> 4.56%
<b>Utility of lecture</b>	<b>Explain concepts</b> 34.10%	<b>Exam oriented</b> 4.54%	<b>Both</b> 61.36%
<b>Understanding level</b>	<b>Unable</b> 3.04%	<b>Just</b> 31.81%	<b>Well</b> 65.15%

Voice modulation was considered adequate by 50% while 49.93% of the students feel it was excellent. Regarding eye contact of the teacher with all students, 49.24% expressed it extreme satisfaction, 43.18% felt just adequate (Figure.1). Pertaining to understanding, 65.15% of students expressed satisfaction. Among the lectures included for the survey, 91.65% of students considered the class are interactive. Importantly, 60.6% of the participants preferred the use of chalk and board. However, 34.4% of the students wanted to use power point presentation. The use of overhead projector was suggested by 2.27% while 2.27% preferred the chalk and board as well as power point presentation (Figure.3).



**Figure1. Students view on voice modulation, eye contact and instructiveness during the lecture.**



**Figure 2. Students view on teaching preferences during lecture.**

The pace of the lecture is very important for effective teaching. Teaching too fast or too slow looses student's concentration. Writing while talking is encouraged by chalk and board teaching and it allows sufficient time for the students to assimilate new information and subsequently write notes on it. Individual teachers should titrate the pace and deliver it best for effective learning. Besides, chalk and board teaching allows effective class room management as it requires light. The hindering factors while using chalk and board is the hand writing of the teacher. Whatever written on the board should be explicit, have clarity and be visible to those occupying behind rows.

The use of over head projector/LCD power point display has the following disadvantages. The attraction of the learners towards the teacher is compromised, since the learners attention will be focused on the slides. In most of the situations where audio visual aids are used, the lights are put off and hence the eye contact is difficult and effective class room control is not possible. Yet another hindering factor is the non availability of continuous power supply in many places disturbing the use of audio visual aids.

To overcome these difficulties, as suggested by some students who participated in the study, chalk and board can be used during majority of the time and while summing up power point should be used for effective time management. Despite the advent of new audio visual programs, the old method of using chalk and board has many advantages, such as eye contact leading to effective class room control.

## CONCLUSION

The available audio visual aids have many advantages with a few disadvantages. Still majority of the students participated in the survey preferred chalk and board and felt it is more effective for

better understanding. Hence the present study emphasizes that chalk and board – the traditional method of teaching has still a role in the modern era of teaching where sophisticated audio visual aids are available.

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