Conventional Teaching in Basic Science: An inner view

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Abstract: Conventional teaching became debatable since early nineteenth century due to many factors. The most important was lack of basic science teacher that initiated to involve clinical teachers to teach basic sciences. Due to paucity of subject expert teacher, different forms of teaching modules were adopted namely problem-based learning, problem-solving learning, task-based learning, and so on. In mid nineteenth century controversy raised regarding outcome of new horizon of teaching. Therefore an effort was made to find out the opinions of the students and teaching fraternity about the applicability of conventional lecture based teaching by a subject expert in anatomy as well as other basic science subjects through literature survey. It is observed that conventional teaching, guided by subject expert is well appreciated by the students and that has been reflected in National Board of Examination part –I and United State Medical Licensing Examination. There are some inherent demerits also observed. To overcome weakness, study result suggests to adopt hybrid module of teaching that is combination of the merits of conventional and problem-based or problem-solving teaching. Horizontal integration is essential to correlate basic science subjects for firm foundation of basic knowledge before entering into clinical field. Care should be taken that under no circumstance novice is over loaded by the transmission of factual knowledge.

Key wards: Conventional teaching, Problem-based Learning, Problem solving Learning, Self directed learning, Integrated teaching, Hybrid problem based learning

Introduction: The traditional curriculum is discipline oriented and each discipline has its own logical structure and sequence, which is complimented by standard text book [1-2]. The characteristics of conventional curriculum are subject expert provided learning objectives and assignments, large group lectures, structured laboratory experiments [3-6] In conventional school, individual department decides about the content coverage of that subject and emphasis is being given on factor-analytic studies [7-9] According to Cariaga et al (1996)[4], conventional curriculum is essential for less self-realized students because it provides more structured format of teaching and most significant feature is conducting frequent examinations. There is a modification of traditional curriculum over the time period, with an incorporation of small group learning.

Aim of the conventional school teaching: The aim of conventional method of teaching is to expose all students to an identical knowledge, and to develop same interests [10]. The core concept is firm foundation of the basic science before entering into clinical field.

Role of a teacher: Role of a teacher in higher education is organizing students’ activity towards teaching techniques: lectures, practical, and tutorials. Moreover teaching should incorporate to find out students’ misunderstandings and has to correct them. According to Lisa et al (2000) [11], a teacher should not simply teach
what one thinks is best; rather assess the learners perspectives on learning. A subject expert should enlighten the novice regarding significance of detail knowledge and at what extent one has to know, which makes learning process easier and relevant to a novice [12-14]. According to Marton and Saljo, (1976) [15], ‘good teacher’ is the one who makes learning process more readily available to students. Hence teacher must inform students at the end of lecture class what are the books or literatures to refer for the same topic.

_Educational theory of conventional teaching:_ Humanistic approach is necessary to teach medical students because humanistic relationship between student and teacher is almost similar to doctor-patient relationship [16-17]. Hence teacher is a role model to students in concern to humanistic skill, attitude and dedication as well as caring skill [18-20] Teaching becomes effective, when there is presence of careful and reflective thought by a teacher and active involvement of the student [21].

**Merits:** Lecture helps students to understand new information. Therefore lecture remains as an important component in all models of teaching-learning strategies including problem-based curriculum [22-23]. Moreover, when lecture is prepared with proper planning, a larger component can be covered in lesser time and becomes relevant due to exponential growth of basic sciences knowledge [9]. According to Harmon (1993) [24], conventional curriculum is more stable because it is practiced for many decades and least expensive in terms of cost, time and effort [25-26]. Students of conventional school adopt “forward-directed” reasoning skill. Therefore they make less erroneous statements in comparison with their counter part of PBL school students [27-28]. They are continuously getting benefits from subject experts and learn factual knowledge of concern subject. Hence they perform better in examinations. There are reports of better performance in concern to diagnostic skills, basic mechanism of disease process and that reflected in post-course examinations [29,32-33]. There is significant difference in academic achievement as measured by the National Board of Medical Examinations (NBME) Part-I and USMLE that students of traditional school scored higher in comparison with the students of PBL school [5,28,32,34]. It is observed that students of conventional school rated their training more positive in concern to basic sciences and clinical medicine.

**Demerits:** Some teachers of conventional school do not design a compatible learning environment due to their biasness towards the selection and transformation of information from literature. Moreover some students may remain silent in the lecture class and not able to understand a word that has been spoken by teacher because in this system students and teachers are not equally involved. Even some students complain that some teachers dislike any question regarding the topic being taught [35-40]. The significant weakness is non flexibility in the time table to allow proper integration [41]. In the conventional schools some students may not use other resources because some teachers dictate note in the lecture class and often it leads to...
over loading information. Moreover, this kind of teaching is not available in post-
graduate teaching [42-43]. Importance and/or attention is not being given to critical
analysis, clinical reasoning, self-directed learning or problem solving and also
systemic thinking skills. Therefore, when problem is given to the conventional
school students, they used basic science inferences haphazardly [10,14,27].
According to Newble and Clarke (1986) [44], teaching approach of the traditional
school is not ideal because it limits patient contact in small groups, especially in first
and second year students [45]. Moreover teamwork is one of the most neglected
areas in the traditional medical schools [46]. Students of conventional school, in spite
of understanding each other, they compete among themselves; hence it is less
humane in nature. Moreover, it is non-interactive lecture format of teaching.
Therefore students often mention “non-relevant, passive, and boring” words about
their pre-clinical experience [47-48]. Hence they undergo stress and anxiety, which
is health warning environment. Any educational system, which is an enjoyable
learning process and does not loose the basic knowledge and skills, must be a good
approach [3,48] Hence hybrid problem based learning (combination of conventional
lectured and problem based learning) is an ideal approach to teach basic science
subjects [21].

**Conclusion:**

- Lecture should be an essential component to teach basic science subjects to guide
  a novice, at what extent one has to know the subject concern.
- Small group tutorial is essential after didactic lecture of a particular topic.
- To motivate and create more interest towards the basic subject knowledge,
  clinical problem should be discussed in small group.
- Emphasis should be given on self-directed learning, clinical reasoning skill and
to learn critical analysis.
- Humanistic approach is essential in teaching-learning process.

**References**

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the basic science can be even said as detailed science because it tells you the most detail one. And as you ask what is basic then it is the science of complication you see, the science you learn in childhood is not basic but advanced science ...Â A very good example is physical oncology which attempts at understanding cancer from an engineering point of view instead of just medical science (which is more of a basic science) and biological point of view. This is the short answer as this question is quite interesting and many aspects to it. Hope this helps! 7. Storyboard Teaching. Rudyard Kipling rightly said, â€œif history were taught in the form of stories, it would never be forgotten.â€ Storyboarding is a great way to teach any subject which requires step-by-step memorization or visualization highly-conceptual ideas. History teachers can use a storyboard to recreate a famous event. Such visually stimulating activity will ensure that even complex ideas are easily put across to students.Â Ask them to share their views on improving teaching methods, you can see many of them come up with interesting strategies. So, collaborate and introduce innovative teaching methods. Also Read: EDU-SUITE The Best School Management Software in 2020. The conventional educator, on the other hand, regards truth not as something that the soul can perceive but as something relative and subjective. You have your truth; I have mine. That is synonymous for, “There is no truth.” And it lays the foundation for a teaching approach and a curriculum that is ordered to the emptiness that I claimed above was the ultimate goal of conventional education. There is nothing to know. Just get yours: empowerment, college, career, etc. Since there is no truth to align your soul and action with, you need to learn how to socialize (i.e. fit in). Weâ€”Specifically, the basic Science process skill which are, observing, inferring, predicting, experimenting, and classifying.Â Experiential approach in teaching in terms of the science process skills of the. Effectiveness of experiential activities in science process skills 14. Saint Marys University. learners. Experiential Approach is a method in teaching where knowledge or learning is developed, enhanced or improved through active exposure to hands-on activities by the students rather than learning through books, lectures and other.Â indeed successful in promoting formal reasoning among sample of inner city students. Roberts (2003) conducted a study in Science to determine the changes in 2007. Taking Science to School: Learning and Teaching Science in Grades K-8. Washington, DC: The National Academies Press. doi: 10.17226/11625. —.Â This view places emphasis on the parallel between historical and philosophical aspects of science (Kuhn, 1962) and the domains of cognitive development (Carey, 1985; Koslowski, 1996) in which domain-specific knowledge evolves via the gradual elaboration of existing theories through the accretion of new facts and knowledge (normal science, according to Kuhn), punctuated, occasionally, by the replacement of one theoretical framework.Â These theories describe but do not actually explain gravitation in the conventional sense of that word; they invoke no underlying mechanism due to substructure and subsystems.