Using post-revision exam classes as a learning strategy

Sivaraman G[1], Zayapragassarazan Z[2], Pradipta Kumar Parida[1], Sunil Kumar Saxena[1], Gopalakrishnan S[1], Mahalakshmy T[3]

[1]Department of ENT, Jawaharlal Institute of Post Graduate Medical Education and Research, [2]Department of Medical Education, JIPMER, [3]Department of Community Medicine, Indira Gandhi Medical College and Research Institute, India.

Context

Generally, revision exams are conducted towards the end of the semester, just before the University exams. After the revision exam usually there will not be any further academic interaction. Authors of this study felt that post-revision exam interactive classes will expose the students to additional information and application skills apart from the basic knowledge acquired while preparing for the revision exam session. There is no documentation in this respect in medical education.

Reason for the idea

It is felt that post-exam revision class will open new gateway for improved understanding and application. Reinforcement of existing concepts, better clarity of doubtful areas promotes learners to ask doubts that would have risen while preparing for the exam. All these put together are expected to improve understanding of the pre-existing knowledge and promote the learners for further learning in the same subject (1,2). All these benefits described above could be attributed to post-test revision class because it was observed from authors own experience that preparation for formative assessment makes the students' mind receptive for advanced concepts, understanding and application skills (3) which has to be tapped in the form of post-test revision classes to promote better education.

Methods

The pedagogy of this revision class was formulated after discussion with faculty of Department of ENT and Medical Education Unit. One week after a formative assessment in Otorhinolaryngology in the chapter of Nose, a revision class was held. The revision class was attended by 62 students. Ten common must know topics were selected from the field of rhinology after discussion with the faculties of the department of ENT. These topics included concepts which required students to use application skills and to link various chapters in the textbook. These topics were covered in lecture by a case based method. The solution to the cases, important clinical features, diagnosis, management aspects and exam perspective (theory and viva) were discussed in a sequential manner. At the end of one hour session a feedback was taken from the students. The feedback contained 12 questions with 5 point rating scale (from strongly disagree to strongly agree) and 2 open ended questions. This questionnaire was derived with modification from student evaluation of education questionnaire which was face validated.

Evaluation

Weighted mean (measure of central tendency) and consensus measure (measure of dispersion) were calculated for the feedback scores. The average weighted mean was found to 3.7 (maximum = 5 and range = 3.4 - 4.1) and the average consensus% was found calculated as 72.2% (maximum = 100 and range 68.3 - 77.1). The feedbacks also revealed that the post-exam revision increased the depth of understanding, motivated self-learning, made the students receptive to receive additional information, aided more retention and would improve the performance in summative assessment.

Reference

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CORRESPONDING AUTHOR: Dr. Sivaraman, Assistant Professor, Department of ENT, Jawaharlal Institute of Postgraduate Medical Education and Research, Puducherry-605006, India. Email: gsivram@gmail.com