Original Research Paper

Medical Science

INTRODUCTION OF PEER LEARNING AMONG I MBBS STUDENTS

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ABSTRACT **BACK-GROUND :** Peer learning is a potentially powerful way of sharing knowledge and is not a single undifferentiated educational strategy. The term "Peer learning' suggests a two-way reciprocal learning activity. In a simple way it can be described as a way of moving beyond independence to interdependence or mutual learning. As a part of Medical Education , peer learning was introduced to a group of I MBBS students (2018-2019) at Government Medical College, Omandurar Government Estate,Chennai-2 for a period of four weeks in the month of June 2019.
AIM OF THE STUDY: To introduce peer learning among I MBBS students and also to evaluate the usefulness of peer-learning and to identify it`s barrier.
METHODS: Quasi-experimental study design.
INCLUSION CRITERIA:
Students of dissection Tables I and III of I MBBS 2018-2019 batch.
Those who consent to participate in the study.
The peer leaders were given instructions to read a concerned topic through whatsapp message, subsequently, were asked to discuss the instructed topic with the peer team members, twice a week . The task of peer-learning was continued for 4 weeks. A post-interventional assessment test was conducted. In the end , students were requested to fill feed- back.
RESULTS : The marks of the study and control group were evaluated and results were interpreted.
CONCLUSIONS: Interaction and participation among peers also improved. Peer students got a wide vision of medical facts. Better clarity and understanding of subject was achieved. Peer students had an opportunity to analyze and perceive knowledge at their wavelength.

KEYWORDS : peer learning, peer leader, peer team members.

INTRODUCTION:
With the introduction of Competency Based Education, which focusses and encourages towards self-directed learning – thus making the learning a crucial skill. There was a keen interest to introduce a flexible learning process (model) of peer learning to I MBBS students with an intention of developing peer learning skill as a reflective practice of interaction (verbal and written reflection) among their peers. Eventually providing a standard for measuring learner`s performance and capabilities.

As a part of advanced course in Medical Education , peer learning was introduced to a group of 27 students of I MBBS students(2017-2018) at Government Medical College, Omandurar Government Estate, Chennai-2.

AIM OF THE STUDY:
To introduce, motivate and encourage peer learning among I MBBS students not only towards self-directed learning but also towards reciprocal learning amidst each other and also to evaluate the usefulness of peer-learning and to identify it`s barrier.

MATERIALS AND METHODS:
Quasi-experimental study design.

INCLUSION CRITERIA:
1. Students of dissection Tables I and III of I MBBS 2017-2018 batch.
2. Those who consent to participate in the study.

After obtaining the permission of Institutional Ethics committee, this study was conducted among two group of I MBBS students in 2017-2018 batch between October 2017 – November 2017 at the department of Anatomy, GMC, OGE, Chennai. The intervention group (peer learning group) consisted of a group of 27 students who belonged to anatomy dissection table -1. Another group of 27 students in table – 3 were taken as the comparison group. The marks of the first internal assessment conducted was taken as the pre-interventional assessment.(for study and control groups)

Prior to implementation of the study, a small briefing about peer learning was delivered to the study group. The specific objectives was explained. Since all the 27 students willingly volunteered as, peer-leaders. A preliminary pre exposure test (MCQ test) was conducted. The students who scored 10 on 10 and 9 on 10 were selected as peer leaders. So we had 9 peer groups with each group having a leader with 2 students being the peer team members(tutees). Concurrently we also started a peer learning group in whats app with peer leaders as the participants and faculties as group admins.

The peer leaders were given instructions to read about a concerned topic through whatsapp message / or some-times given oral instruction, and subsequently, the peer leaders were asked to discuss the already instructed topic with their peer team members, twice in a week (ie following Wednesdays and Fridays).

At end of every week, of peer-learning, both groups subjected, to a M.C.Q. based formative assessment. The task of peer-learning was continued for period of 4 weeks. The comparison group were taught as per the regular dissection schedule by the faculties. Eventually an internal assessment test (for a maximum mark of 50) was conducted for both the groups. After the end , students of the study group were requested to fill feed- back (in paper form) in anonymity.

DISCUSSION AND EVALUATION:
The marks of the study and control groups were evaluated through SPSS Version 21 soft- ware and analyzed through Pearson`s correlate (bivariate type) results were interpreted.

It was found that mark scoring was better by the study (test) group than control group.

Interaction and participation among peers also improved. Peer students got a wide vision of medical facts. Better clarity and understanding of subject was achieved. Peer students had an opportunity to analyze and perceive knowledge at their wavelength.

Table 1: Pre And Post Intervention Marks Of Study Group

Student No	Pre intervention	Study Group	Post intervention
1.	22	1	34
2.	23	1	35
3.	25	1	36

4.	23	1	37
5.	24	1	39
6.	24	1	40
7.	24	1	38
8.	16	1	39
9.	16	1	38
10.	15	1	40
11.	16	1	37
12.	17	1	39
13.	18	1	41
14.	19	1	42
15.	18	1	40
16.	18	1	43
17.	17	1	38
18.	23	1	42
19.	24	1	44
20.	18	1	43
21.	22	1	42
22.	23	1	45
23.	24	1	46
24.	26	1	43
25.	26	1	43
26.	24	1	44
27.	27	1	46

Table 2: Pre And Post interventional Marks Of Comparison Group

S.no	Pre intervention Marks	comparison Group	Post intervention marks
28.	23	2	22
29.	13	2	25
30.	11	2	26
31.	12	2	27
32.	13	2	25
33	14	2	28
34	13	2	29
35	12	2	30
36	11	2	32
37	13	2	30
38	14	2	31
39	15	2	33
40	13	2	30
41	12	2	31
42	13	2	28
43	13	2	29
44	14	2	31
45	14	2	25
46	14	2	32
47	15	2	31
48	14	2	31
49	16	2	32
50	13	2	31
51	14	2	31
52	12	2	31
53	16	2	32
54	15	2	33

1*- study group 2*- control group
EVALUATION AND INFERENCE

EVALUATION AND CORRELATIONS:

▶ **Correlations**

Correlations

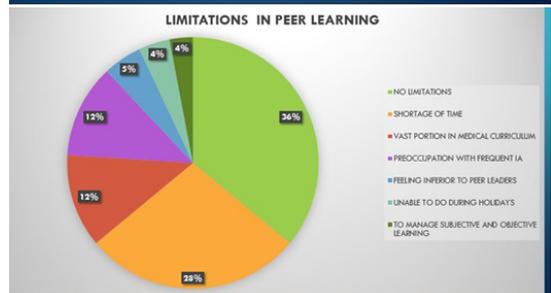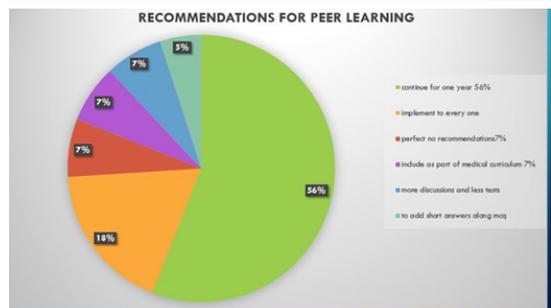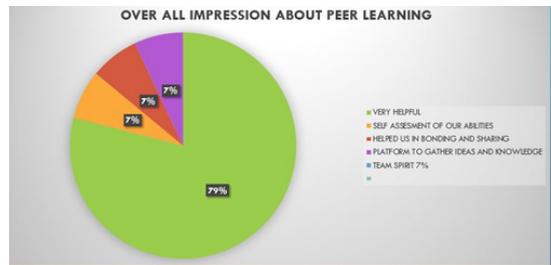|		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.703**
	Sig. (2-tailed)		.000
	N	54	54
VAR00002	Pearson Correlation	.703**	1
	Sig. (2-tailed)	.000	
	N	54	54

**. Correlation is significant at the 0.01 level (2-tailed).

The significance of the study is 0.00, seems to be falling short of statistical significance(0.01), but the Pearson`s correlation coefficient, shows a value of 0.703, which shows a strong and positive linear relationship of peer learning with improvement of marks.

An analysis of impact of peer-learning was done through student`s feed- back.

RESULTS:
Thus, Peer -learning directs towards active and mutual learning and also helps to develop a positive attitude and supportive relationship among their peers.

REFERENCES:
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