

difference between low and high performing third year students in terms of their learning behavior and attitude towards active learning in the course.

Methods

Questionnaires were distributed to all 232 students. Students with scores below the 27th percentile and above the 73rd percentile were classified as low and high performing groups, respectively. Student classification was based on MCQs and CRQs (describing gross/microscopic pathology). The responses in the questionnaires were compared between the groups using the chi-square method, Mann-Whitney U test and the unpaired t-test.

Results

The discrepancy between Year 1 GPAX and Year 2 GPAX was statistically significant ($p = .000$ and $.000$, respectively) for the MCQs score. There were statistically significant differences in the CRQs score with regard to Year 1 GPAX ($p = .000$); Year 2 GPAX ($p = .000$); use of provided English readings for self-study ($p = .002$); enquiring mind ($p = .013$); and use of other educational resources in addition to provided laboratory materials ($p = .014$); agreeing to active learning strategy ($p = .033$); and time spent on laboratory revision ($p = .042$).

Discussion and Conclusion

Our research findings are similar to some studies conducted in the USA and the UK. Students with stronger academic background in previous pre-clinical courses were likely to be more successful in the pathology course. Moreover, students with high scores in CRQs seemed to employ more active learning strategy than low performing students. They also tended to be more aware of the significance of this educational strategy. These results should help encourage students to utilize active learning for their undergraduate medical education.

OC017

ADVANTAGES OF VIDEO TRIGGER IN PROBLEM-BASED LEARNING

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Background

Following the successful implementation of student-centred and problem-based learning (PBL) by the Faculty of Medicine of The University of Hong Kong, the Faculty embarked upon a novel project to create video clips of clinical problems to trigger learning at PBL tutorials, instead of using clinical cases presented on paper.

Materials and methods

After students and tutors completed a video PBL session, their

responses were measured by a structured questionnaire using a modified Likert scale. A total of 118 students and 13 tutors responded.

Results

The majority of students and tutors thought that using video clips could enhance the students' observational powers and clinical reasoning, and could help them to integrate their learning of clinical examination skills, practical and interpersonal skills, and data interpretation. They found PBL using video clips more interesting and preferred it over PBL using cases presented on paper.

Discussion

It appears that video triggers help to close the gap between PBL on paper and PBL in the ward, because the students' PBL experience is made more realistic from the beginning. Video triggers may also be utilized to provide learning experience in clinical problems which are not widely available for teaching, as part of the virtual "teaching hospital". Acknowledgements: Project funded by a Teaching Development Grant from the University Grants Committee, HKSAR. Administrative support from Ms. Ada Lam.

Educational environment

OD001

PERCEPTIONS OF ACADEMIC ACHIEVERS AND UNDER-ACHIEVERS REGARDING LEARNING ENVIRONMENT OF MELAKA MANIPAL MEDICAL COLLEGE (MANIPAL CAMPUS), MANIPAL, INDIA, USING THE DREEM INVENTORY

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Background

Learning environment in any medical school is found to be important in determining students' academic success. The present study was undertaken to study the perceptions of academic achievers and under-achievers (clinical phase) of Melaka Manipal Medical College (MMMC) (Manipal campus), India, using the Dundee Ready Education Environment measure (DREEM) Inventory.

Methods

The DREEM Inventory was administered to 108 medical students in the clinical phase of the curriculum. By means of the statistical package SPSS, students' t-test was used for all the comparisons.