

POSTGRADUATE INSTITUTE OF MEDICINE
UNIVERSITY OF COLOMBO

SELECTION EXAMINATION FOR POSTGRADUATE CERTIFICATE
IN MEDICAL EDUCATION – JANUARY 2023

Date: 31st January 2023

Time: 9.30 a.m. – 10.30 a.m.

Answer only two (02) questions.

Select only one (01) question from questions 1 and 2.

Question 3 is mandatory.

Question 1

A group of candidates took two examinations: one for Module A and the other for Module B. Module A examination marks were significantly higher than the Module B marks.

- 1.1. State **two (02)** purposes of assessment. (20 marks)
- 1.2. Write **three (03)** possible reasons for this difference in examination marks. (30 marks)
- 1.3. Discuss how you would investigate **two (02)** of the reasons you mentioned in question 1 to find out the actual reason for the difference in marks. (50 marks)

Question 2

Read the following abstract and answer the questions below.

Medical students' perceptions of small group teaching effectiveness in hybrid curriculum

Authors: Pradeep Kumar Sahu, Shivananda Nayak, and Vincent Rodrigues

Journal: Journal of Education and Health Promotion

Year of Publication: 2018

Volume: 7

Issue 30

DOI: 10.4103/jehp.jehp_71_17

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OBJECTIVES

The objective of this study was designed to investigate medical students' perceptions of small group teaching effectiveness in a hybrid curriculum.

MATERIALS AND METHODS:

A cross-sectional, descriptive survey was conducted at the School of Medicine, The University of the West Indies, St. Augustine where we collected the data from 195 undergraduate students. A self-administered questionnaire consisting of 25 items was used to measure students' perception on the effectiveness of problem-based learning (PBL) with regard to learning experience, teamwork, confidence, communication skills, and role of the tutor. Statistical analyses included mean and standard deviation for the description of each item; t-test to compare the mean scores for gender and class year, and one-way analysis of variance between groups for age group comparisons.

RESULTS:

The students overall perceptions of small group teaching effectiveness showed that the PBL sessions were beneficial to their learning process (mean: 3.63 ± 0.46). Students have positive perceptions toward small group effectiveness, particularly in learning experience (mean: 3.98 ± 0.63) and teamwork (mean: 3.67 ± 0.58). The mean scores, measuring teamwork, for 2nd year students was significantly higher than that for 1st year students (3.76 ± 0.55 and 3.55 ± 0.60 respectively, $P = 0.13$). A similar significant trend was observed between 2nd year and 1st year students on communication skills (3.48 ± 0.67 and 3.29 ± 0.55 , respectively, $P = 0.046$).

CONCLUSIONS:

PBL is an effective small group teaching method for medical students. Faculty development and students' training programs are required before implementing PBL.

- 2.1. State the small group teaching/learning method investigated in the above study. (10 marks)
- 2.2. Briefly explain what is meant by 'hybrid' curriculum in this abstract. (10 marks)

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- 2.3. Based on the above findings, state **two (02)** basic requirements that must be fulfilled before implementing the above-mentioned teaching method in a higher educational institute. (20 marks)
- 2.4. Briefly describe **three (03)** advantages of small group learning for students in health professions. (30 marks)
- 2.5. Write the reference for the above abstract using a standard referencing style and mention the referencing style you have used. (30 marks)

Question 3

- 3.1. State **three (03)** databases that you may search in, to find literature to learn about a medical education topic. (15 marks)
- 3.2. List **three (03)** peer-reviewed indexed journals that you may search for articles on medical education. (15 marks)
- 3.3. Briefly describe the following terms. (30 marks)
 - 3.3.1. Student-centred learning
 - 3.3.2. e-learning
 - 3.3.3. Structured Essay Questions
- 3.4. State **four (04)** educational strategies you may use to engage students in a lecture. (40 marks)

