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A study of medical student's perception on role of audiovisual aids in didactic lectures in the department of pharmacology

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Abstract
Traditionally, medical educators have employed several instructional techniques to educate medical students. Currently, audiovisual (AV) aids such as PowerPoint slides and animated videos are being employed. Utilizing AV aids to their fullest potential is crucial for maximizing their advantages. To ascertain the student's preferences about different audiovisual aids, with the objective of enhancing their utilization in didactic lectures to facilitate a deeper comprehension of medical science subjects this study is undertaken.

Keywords: Audiovisual (AV) aids, blackboard, didactic lectures

Introduction
Currently, we reside in the epoch of information and communication technologies. The influence of technology has captivated the minds of the younger generation, and this impact is also evident in the realm of medical education. In this competitive setting, the technology used for teaching pupils involves the utilisation of audiovisual aids such as PowerPoint presentations, animated videos, movies, or a mix of these tools [1]. Lectures are a conventional and didactic teaching approach that involves the one-way transmission of information. They are particularly beneficial when a large number of learners need to be instructed simultaneously. A well-structured lecture continues to be one of the most efficient methods for assimilating and arranging knowledge from various sources on intricate subjects [2]. Lectures are frequently enhanced using audiovisual aids to highlight important information. These aids might include writing or displaying content on a blackboard, projecting written or printed material onto transparencies using an overhead projector (OHP), or utilising computer-based systems such as Microsoft PowerPoint and animated movies, which are becoming increasingly popular in modern times. The conventional chalk-talk approach facilitates robust student-teacher engagement, however its efficacy diminishes with larger class sizes. Moreover, the maintenance of discipline and the ability to capture students' attention are hindered [4]. Overhead projectors (OHPs) do not have the capability to show dynamic images and suffer from limited visibility and optical clarity. The utilisation of Microsoft PowerPoint slides, in conjunction with multimedia projectors, has significantly transformed the field of education. Both textual content and audiovisual clips can be effortlessly shown on PowerPoint slides. Animations are three-dimensional video clips that can be played on an MP device. They offer a visual simulation that is very useful in maintaining attention and comprehension of intricate medical ideas [5]. Students prefer instructional approaches that utilise audiovisual resources over traditional lectures that rely on a whiteboard [3]. Nevertheless, it is crucial to utilise AV aids in the most effective manner in order to fully reap their advantages [6]. No definitive research has established the superiority of one strategy over the other. Garg *et al.* [7] have noted that students desire the incorporation of audiovisual aids by teachers during lectures. However, it remains uncertain whether this practice enhances their comprehension or their performance in tests. Baxi *et al.* [8] have noted a significant enhancement in examination outcomes with the substitution of OHP by PP. To ascertain the student's preferences about different audiovisual aids, with the objective of enhancing their utilization in didactic lectures to facilitate a deeper comprehension of medical science subjects this study is undertaken.

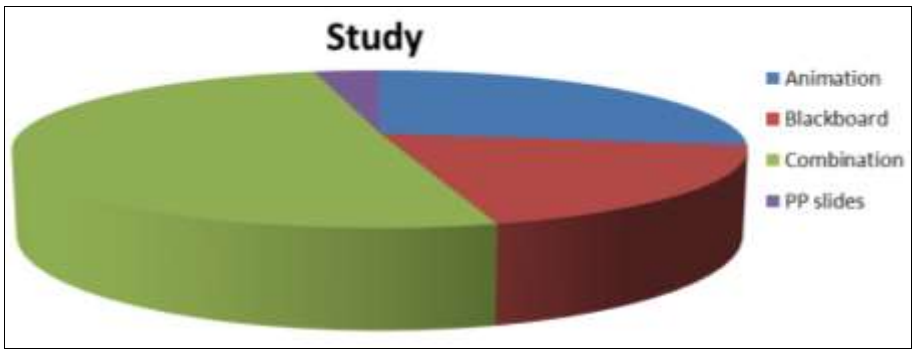
Materials and Methods

This study was conducted in the Department of Pharmacology, Srinivas Institute of Medical Sciences, Mangalore. Participation was optional and contingent upon the subject's willingness. The participants were instructed to abstain from disclosing their identities, registration numbers, or any other personal details in order to ensure unbiased responses. Responses were collected from the students who were present in the class on the day of the survey. The study eliminated those who were absent or declined to participate. A total of 145 students, out of the 142 who returned the completed preference forms, were selected as participants for this study.

Results

Table 1: Preferred AV aid

Total	Animation	Blackboard	Combination of AV aids	PP slides
142	39	26	72	5



Graph 1: Preferred AV aid

Discussions

The purpose of this study was to gather feedback from medical students using a questionnaire to assess their views on the usage of audiovisual aids during didactic sessions. It is evident that electronic media is increasingly replacing traditional teaching methods, such as blackboards, at medical colleges. The user's text is [9]. Throughout decades, the chalkboard has served as a means of presenting information in a lasting fashion, allowing the audience to retain a larger amount of information in their short-term memory. Anderson [10] observed that blackboards promote the practice of taking notes and facilitate interaction between students and teachers, a finding that aligns with our own study. Seth *et al*. [4] observed that the use of a blackboard facilitates the quick removal of simply created graphics, allows the teacher to make natural pauses, and prevents power interruptions from disrupting the presentation. One drawback of this system is its inability to display information-rich content such as intricate tables, graphs, and vibrant graphics. Additionally, the organisation of the presentation is less effective when compared to electronic slides. The user's text is "[5]". Additionally, it was observed that a majority of medical students exhibited a preference for PowerPoint presentations, whereas dental students displayed a preference for traditional chalkboard teaching. Baxi *et al*. [8] noted that an equal proportion of students expressed a preference for either blackboard-based or multimedia-based lectures and emphasised the importance of including multimedia modalities in delivering lectures to students. The user's text is [11].

Conclusion

The combination of the AV aids is the clear winner. The faculty should be trained to use the different AV aids.

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