

# Project Work as A Part of Teachers Training Programme - Medical Education and Technology

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**Abstract:** Aim: To assess the answering pattern and scoring of marks by traditional (unstructured) and structured essay questions by the Postgraduate students of the department of Ophthalmology Government General Hospital, Guntur Medical College as a part of medical education teaching programme fulfilment. Objectives: 1. To assess the knowledge of students, 2. To know the pattern and quality of writing, 3. To assess the time taken for answering.

**Keywords:** Medical Education, Teacher Training

## 1. Introduction

Essay test has the advantages of being relatively easy to frame, allowing the students free and effective expression, and testing their knowledge, reasoning and ability to organize ideas. We are testing the cognitive domain of the learner.

## 2. Materials and Methods

Group of Postgraduate students, question papers, answer sheets, evaluation of the answer sheets by teachers. This study was conducted to assess the answering pattern and scoring of marks of the same group of Postgraduate students to different patterns of the same questions (structured and unstructured).

A group of twenty Postgraduate students was taken and the students were allotted numbers from one to twenty. On day

1, they were given two traditional essay type questions. On day 2, they were given the same two questions, but structured essay type questions this time. The questions were given without prior notification. A time of thirty minutes was given each day. Two evaluations were made by two different teachers on the respective days and the average of the two was taken to assess the reliability, validity and objectivity.

Unstructured questions- Day 1 (time-30 minutes)

1. Write about cataract. 10 marks
2. Write about glaucoma. 10 marks

Structured questions- Day 2 (time-30 minutes)

1. What is cataract? Classify cataract and write the management. (4+3+3 marks)
2. What is glaucoma? Classify glaucomas and write the management. (4+3+3 marks)

## 3. Results

Roll number	Unstructured		Average marks	Maximum marks	Structured		Average marks	Maximum marks
	Evaluator 1	Evaluator 2			Evaluator 1	Evaluator 2		
1	15	13	14	20	18	17	17.5	20
2	14	12.5	13.5	20	15	15	15	20
3	12	11	11.5	20	16.5	15	16	20
4	12	12	12	20	14	14	14	20
5	12	11	11.5	20	13	15	14	20
6	11	11	11	20	12.5	14.5	13.5	20
7	12	13	12.5	20	13	16	14.5	20
8	13	13	13	20	13.5	16	15	20
9	13	15	14	20	13	15	14	20
10	11	12	11.5	20	18	12	15	20
11	13	14	13.5	20	14.5	14	14	20
12	13	11.5	12.5	20	13	13	13	20
13	13	12	12.5	20	14.5	13	14	20
14	11	12	11.5	20	13.5	14	14	20
15	11	12	11.5	20	10.5	12	11.5	20
16	12	12	12	20	12	13	12.5	20
17	12	12.5	12	20	12	11	11.5	20
18	12	11	11.5	20	14	11	12.5	20
19	10	10	10	20	10	12	11	20
20	13	15	14	20	14.5	11	13	20

Out of the twenty Postgraduates who appeared for the examination, on considering the average marks of each, sixteen students scored more marks in the structured type of essay questions; two students scored equal marks in both the structured and unstructured type of essay questions and only two students scored more in the unstructured essay questions, which is negligible. All the students took the entire time given, that is, thirty minutes to answer the questions. The independent evaluation of each examiner was approximately the same.

#### **4. Discussion**

Essay Questions for written assessment fall into two categories- unstructured and structured. It is widely believed that constructed response written questions test higher order cognitive processes and consequently have higher validity. Concealing the students' identity, averaging the scores of two examiners, avoiding distractions during scoring and ensuring adequate scoring time also contributed towards improving the objectivity of the essay tests. Essay questions are easy to frame and the student can answer point wise in a better way, so that we can fulfil the learners' objective.

This study was done under the guidance of Dr. Jhansi Vani, Assistant Professor, Department of Pharmacology, faculty of the medical education unit, Guntur Medical College, Guntur.

#### **5. Conclusion**

Students can better answer structured questions than unstructured questions. They will be more precise in their answering and hence score better marks in the structured type of essay questions. Hence, it is suggested to implement this pattern in the University examinations for both the Undergraduate and Postgraduate students.