

# **Faculty of Medicine, The Chinese University of Hong Kong Curriculum Retreat 2010:**

## **Should we reduce the didactic component of our curriculum?**

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# Variation in Lecturing

- **Teacher-centered vs student centered**
- **Didactic Lectures**
  - A traditional way to teach
  - Advantages
    - Can accommodate large number of students (economic)
    - Can be interactive
    - Convey considerable amount of information to a large audience at the same time



# Didactic lectures

- **Disadvantages**

- Not promoting higher order skills
  - Conceptual understanding
  - Independent learning
  - Problem solving
- Teacher centered with minimal participation from students
- Lack of communication  
(easy to fall asleep)



# Didactic lecture vs Interactive discussion teaching

- **A prospective randomized trial (77 medical students) on Orthopedics teaching**
  - Group 1: 12 formal lectures
  - Group 2: 12 group discussion on same topics

	Discussion group (SD)	Lecture group (SD)	P	95% CI
Content of lectures	4.3 (0.52)	4.1 (0.69)	0.255	-0.13-0.49
Presentation of lectures	4.3 (0.54)	3.8 (0.74)	0.003	0.18-0.84
Written paper score	8.3 (0.98)	7.8 (0.96)	0.025	0.07-0.96
Oral exam score	3.7 (0.66)	3.8 (0.66)	0.437	-0.42-0.18



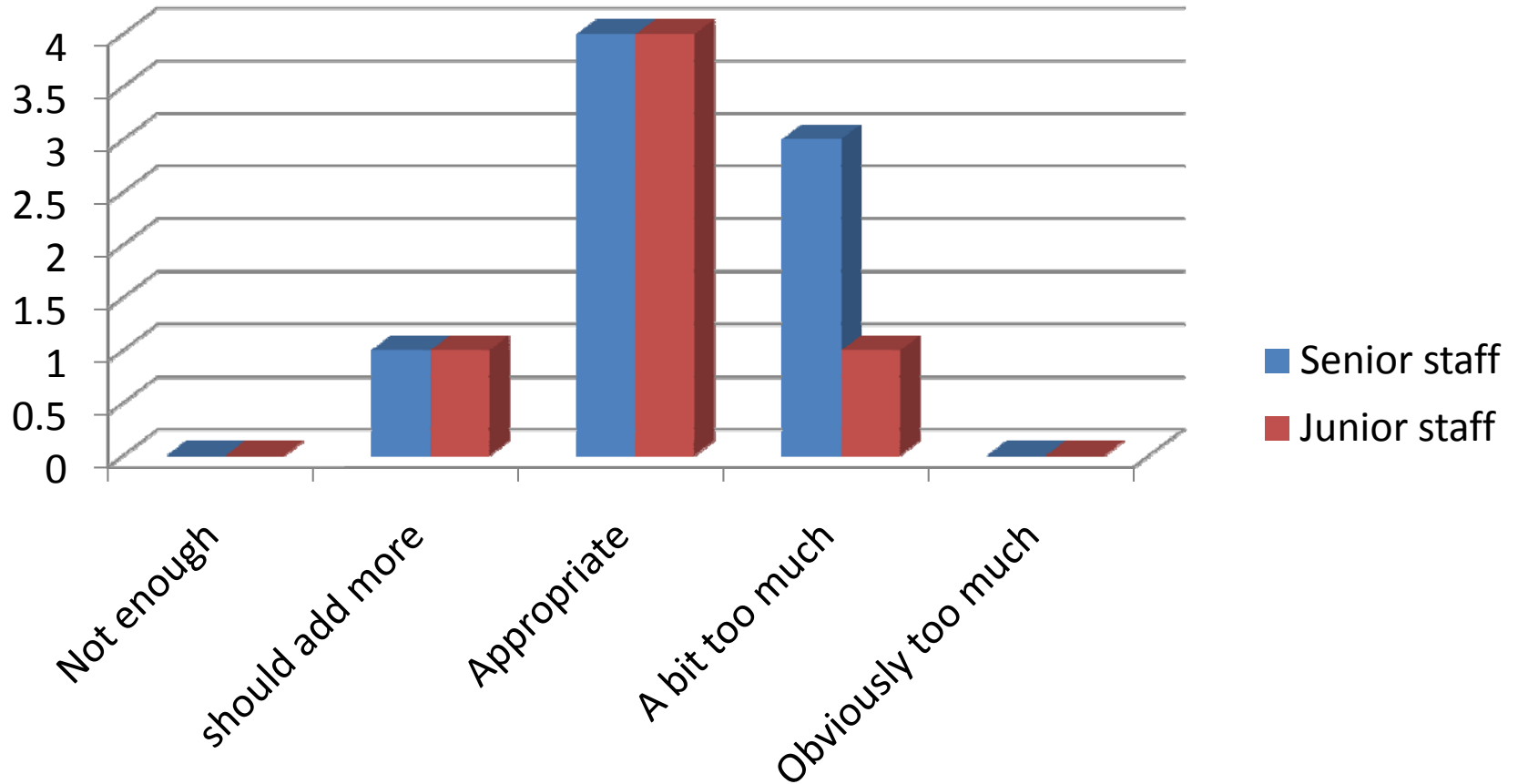
# **Should we reduce the didactic component of our curriculum?**

## **A Survey from Department of Surgery**

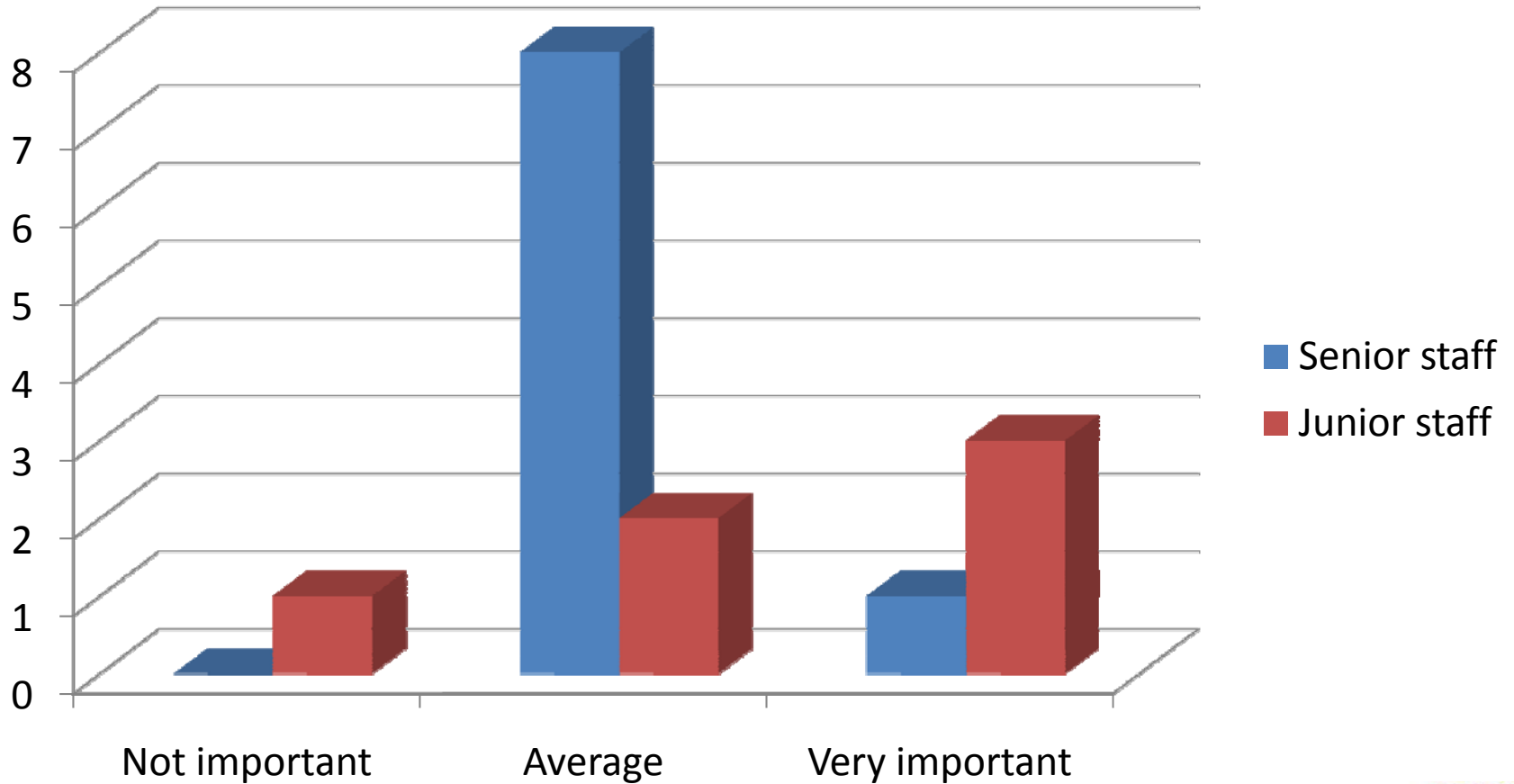
- **Questionnaire sent via email to medical staff of all teams**
  - General Surgery, Cardiothoracic Surgery, Neurosurgery, Pediatric Surgery, Plastic & reconstructive surgery, Urology
- **Senior staff**
  - Passed exit examinations for more than 2 years
- **Junior staff**
  - Trainees
  - Junior specialists who passed exit within 2 years



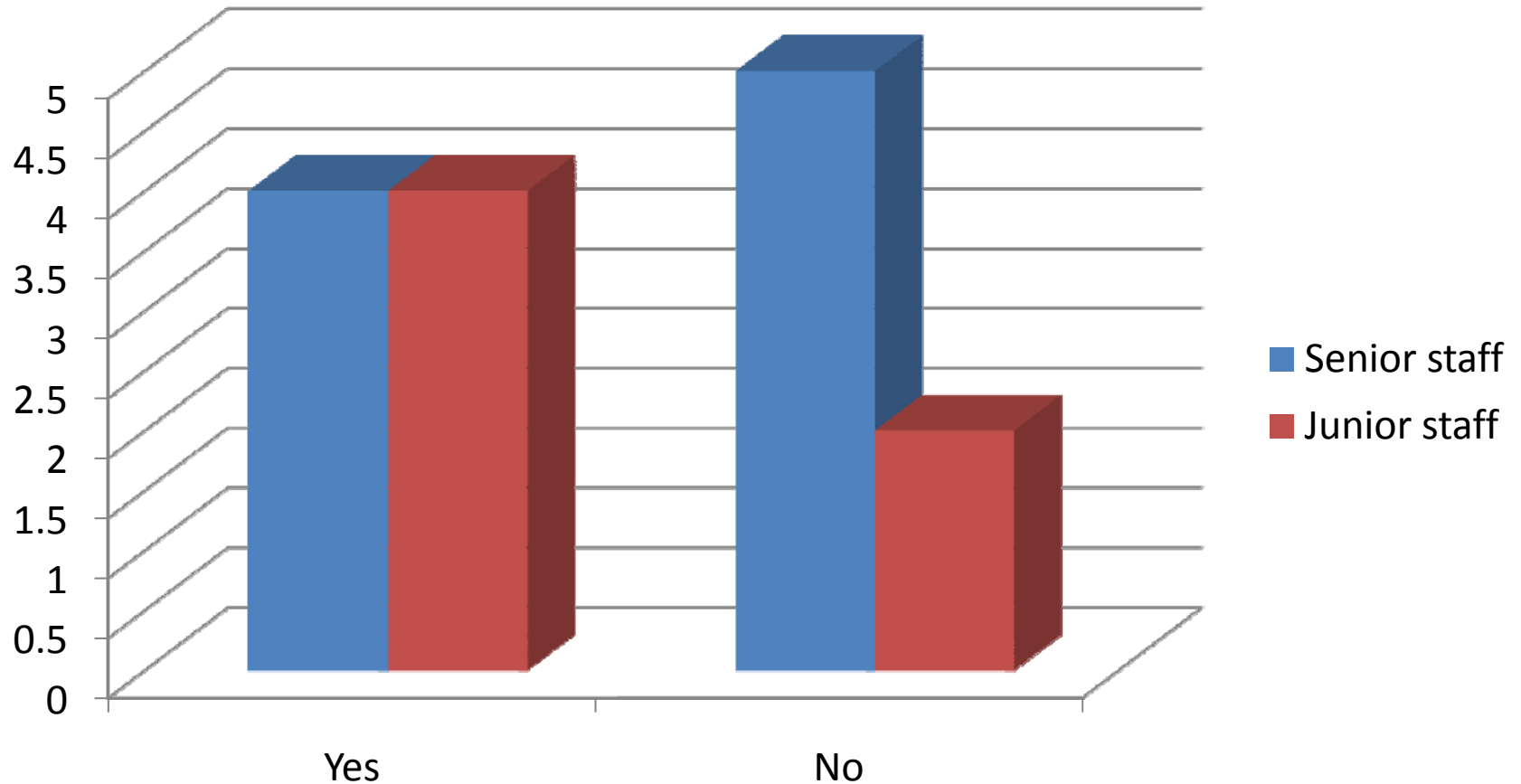
# Q1: What do you think about the current didactic component of our teaching in surgery?



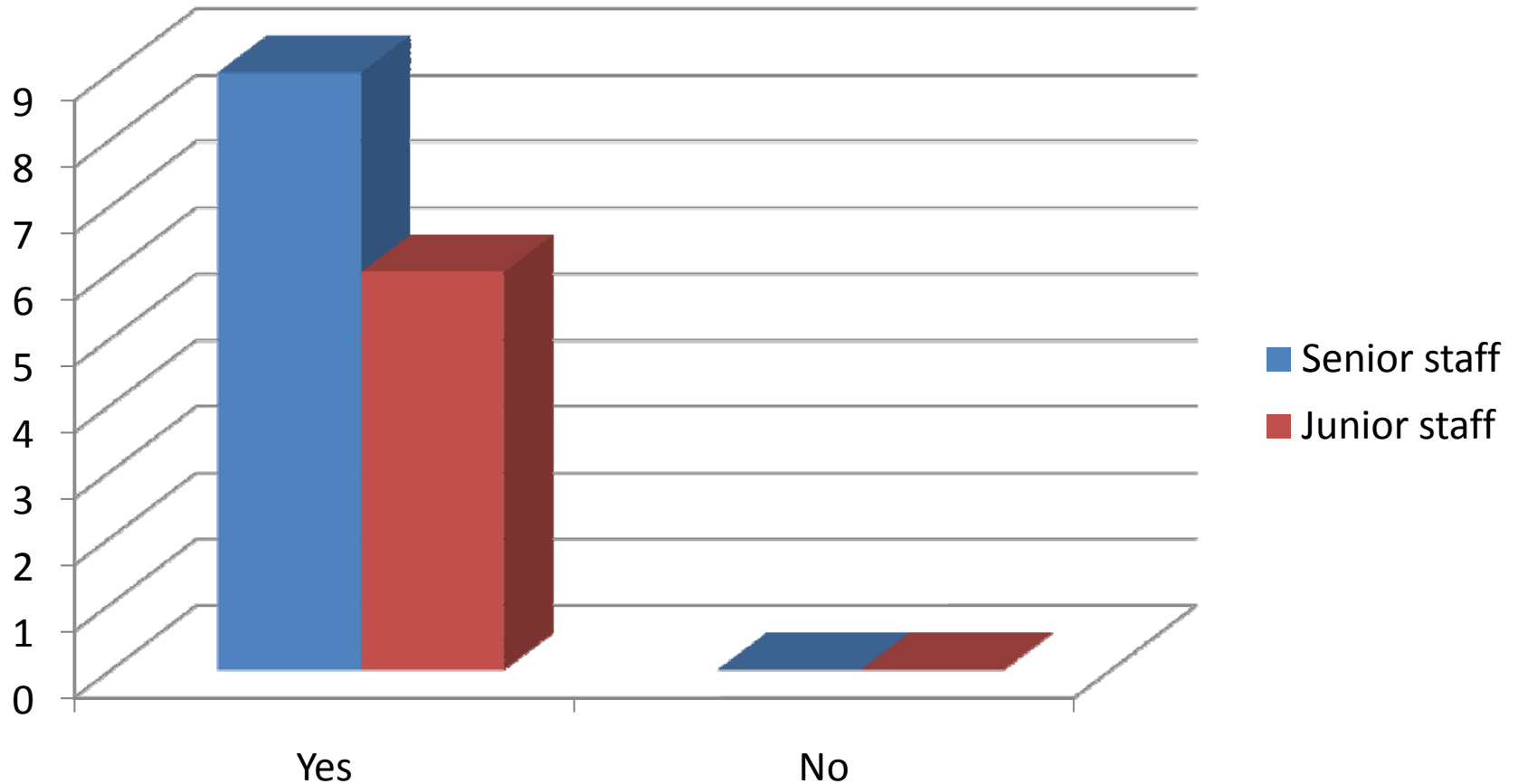
## Q2: What do you think the importance of the didactic lectures



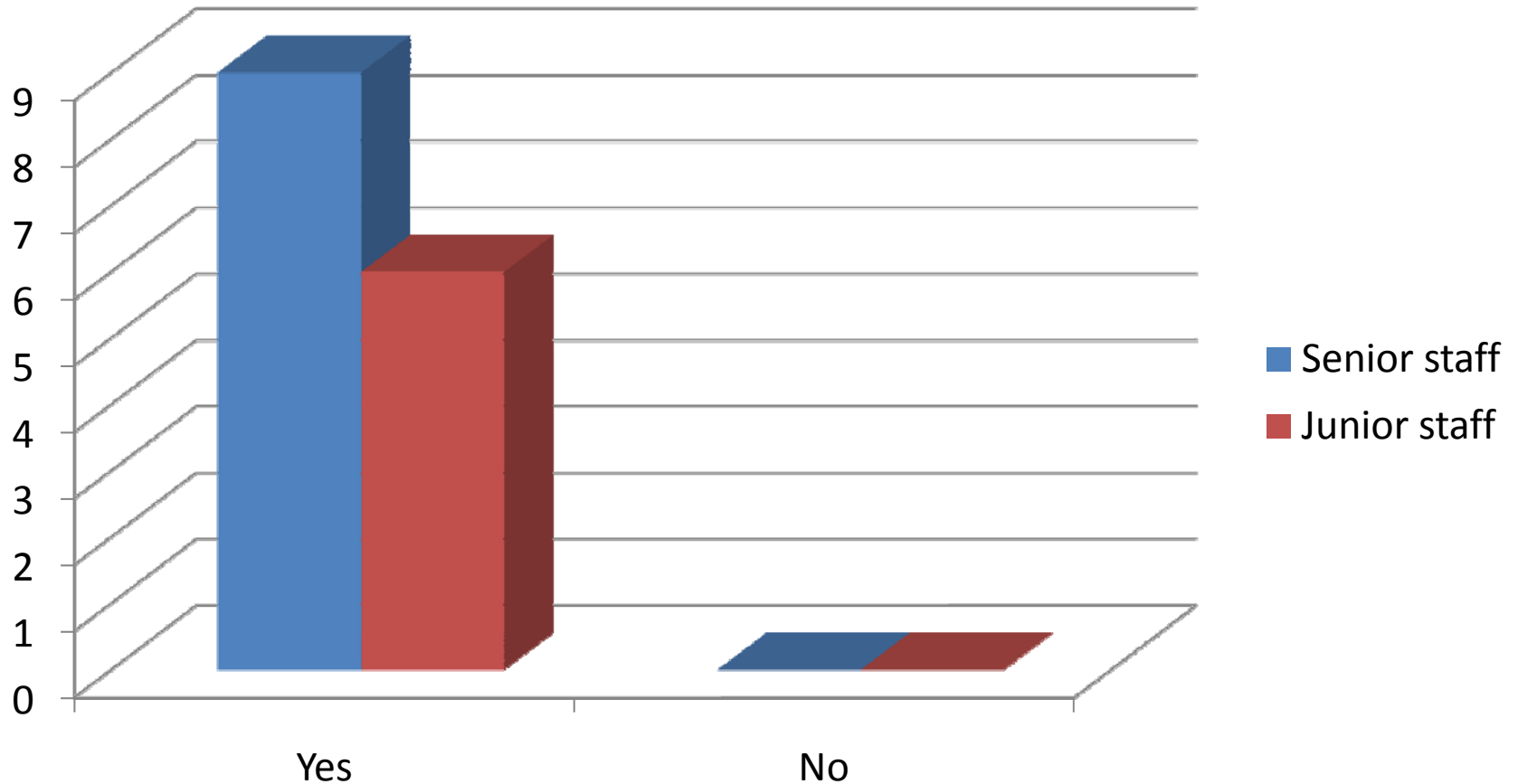
# Q3: Can students retain the knowledge taught within the didactic lecture?



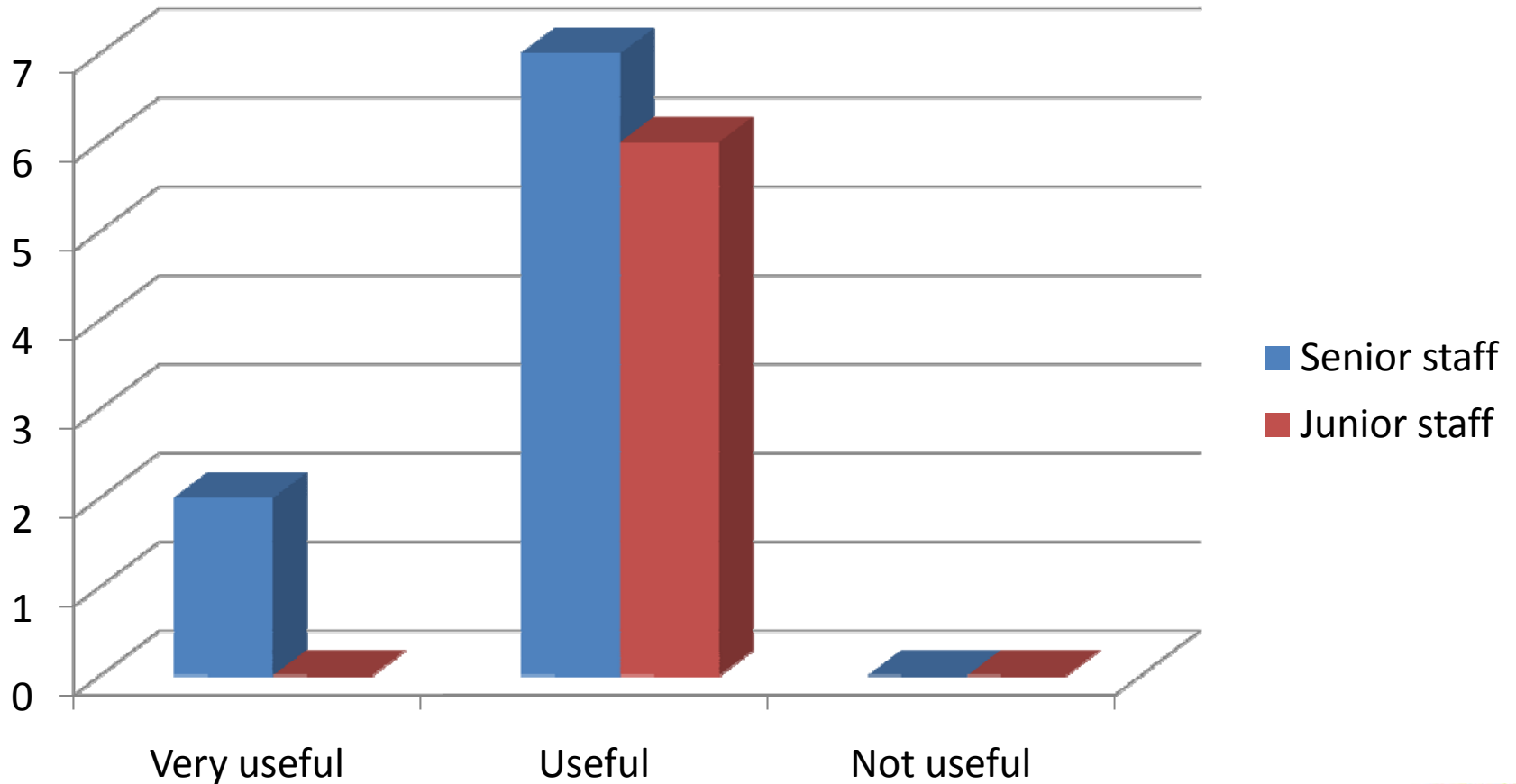
## Q4: Can students retain the knowledge taught within small group tutorial?



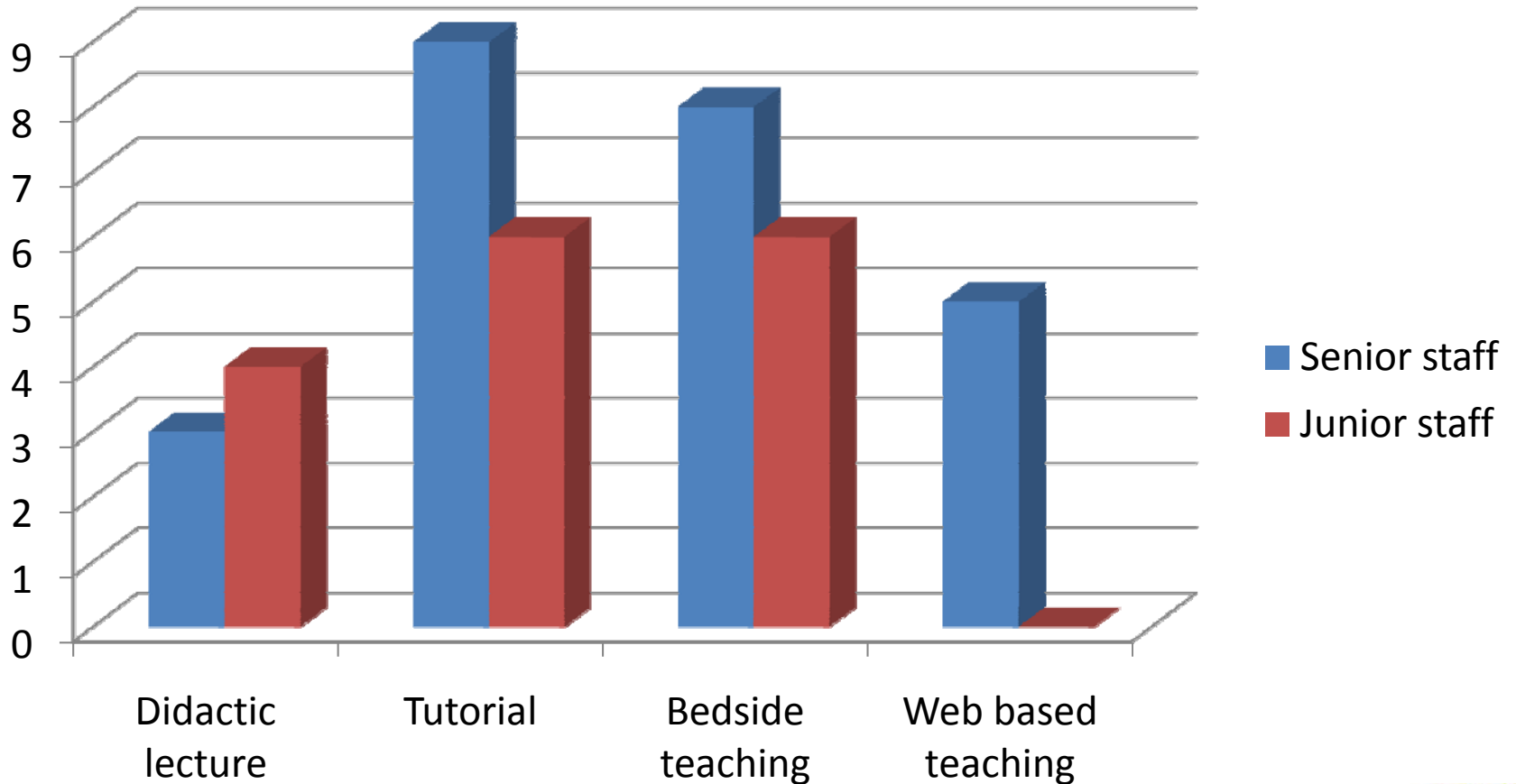
## Q5: Can student retain the knowledge taught within bedside teaching



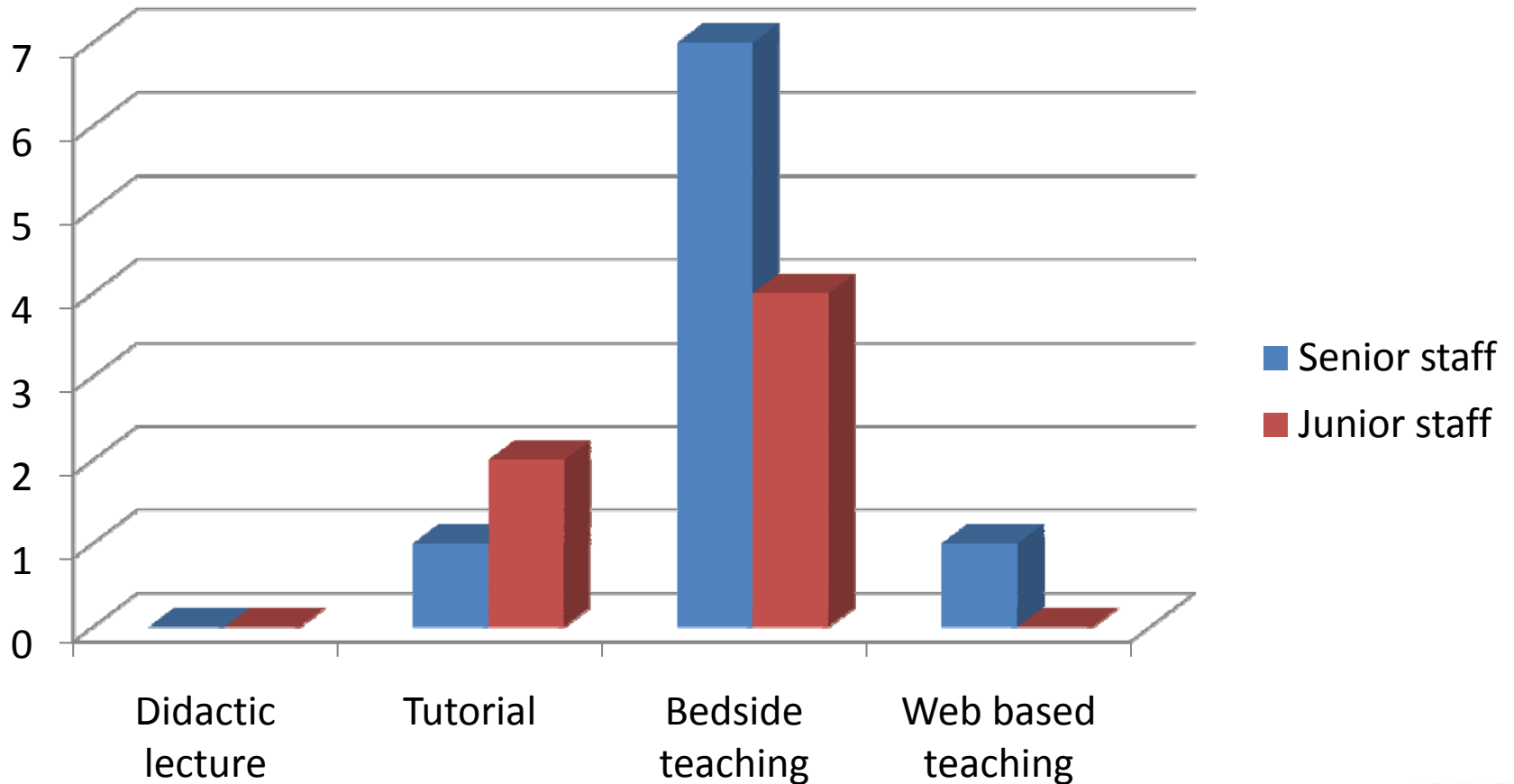
## Q6: In understanding a particular surgical topic, didactic lectures were



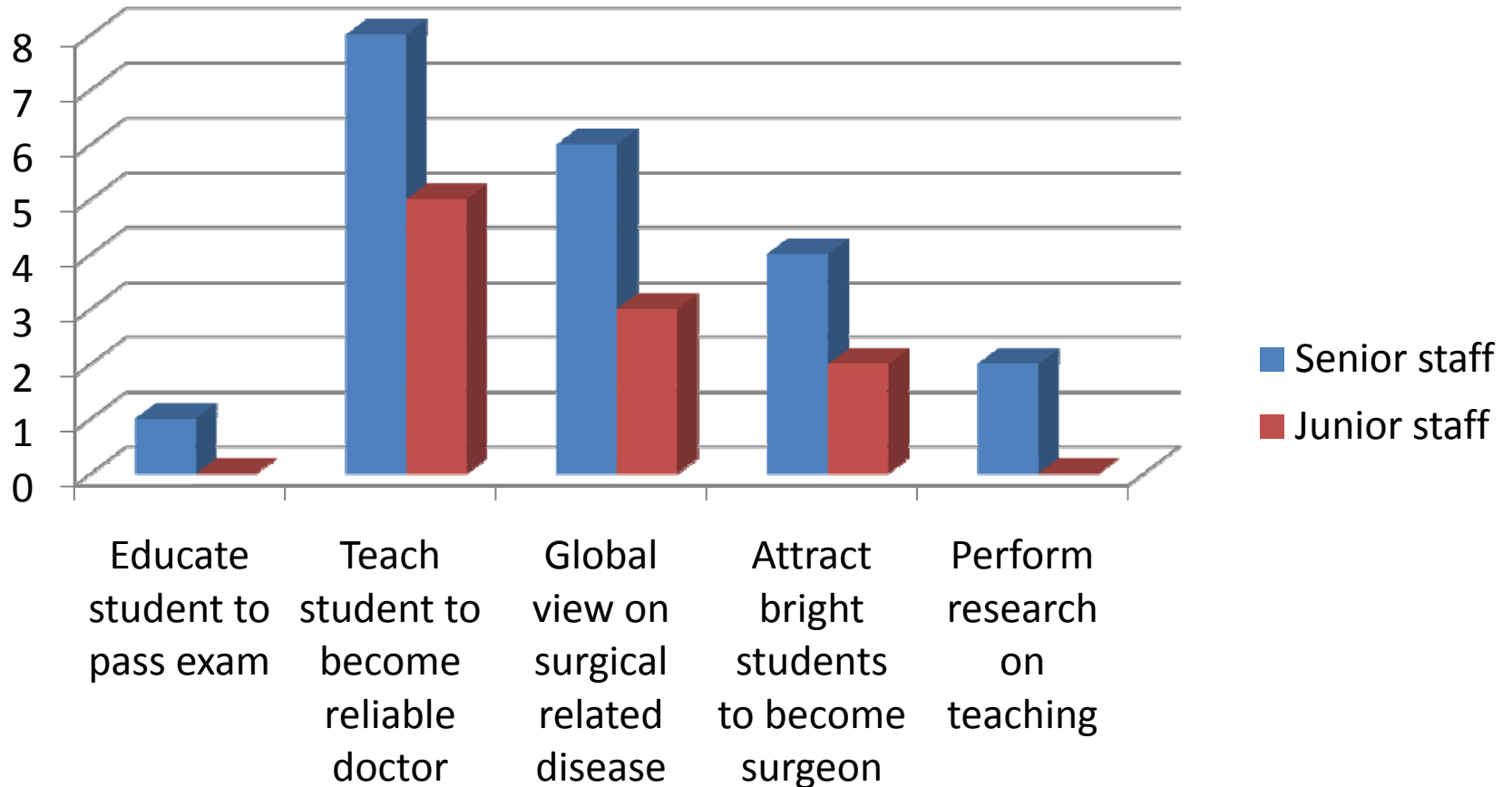
## Q7: Which of the followings are effective ways to teach in surgery (can choose > 1)



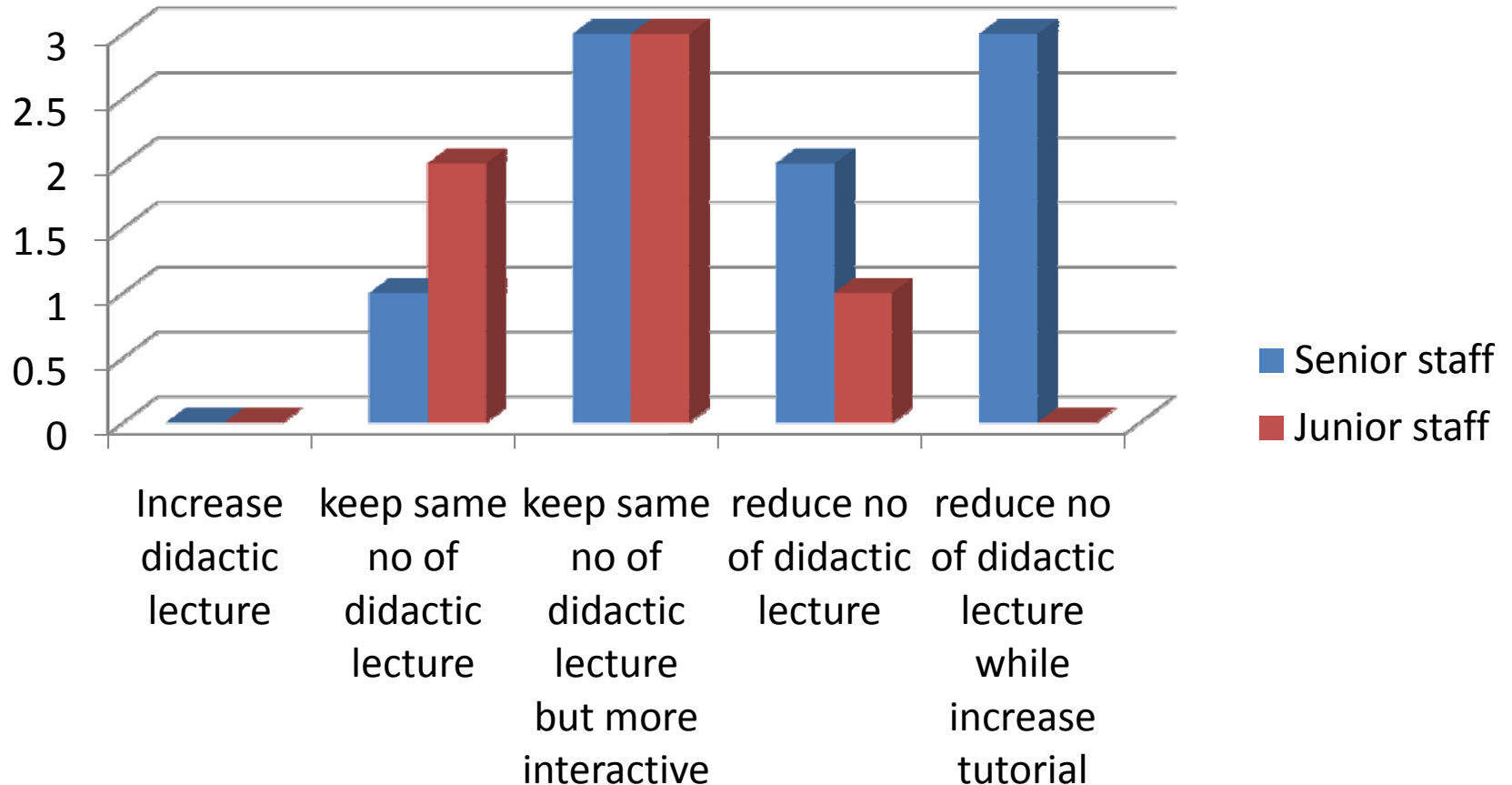
## Q8: Which of the following formats of teaching can caught the best attention from students



# Q9: Our attitude as teacher towards medical student teaching?



# Q10: What do you think we should do for the didactic part of our surgical teaching



# Summary

- **Most of us found that Didactic lecture is not an effective way to teach, with poor retention of knowledge**
- **However, Didactic lecture still served a role in our surgical teaching**
- **Most suggest to modify didactic lectures into more interactive sessions**
- **“I think the problem of our lecture is not quantity but quality”**

