

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

Alisa Shum
School of Biomedical Sciences

Question:

Is there anything not good about **didactic** teaching?

Didactic: Negative ?

Lesson learnt from changes in teaching of Anatomy

Old curriculum  New curriculum (PHUS)

Old curriculum

New curriculum

Teaching format

- **Lecture** 46 hr (46 man-hr)

- Practical 66 hr (264 man-hr)
4 professors

- **Lecture** 31 hr (31 man-hr)

- Tutorial 23 hr (115 man-hr)
5 professors

- Practical 70 hr (350 man-hr)
5 professors

- Demonstration 8 hr (8 man-hr)

- Q&A 2 hr (2 man-hr)

Total man-hr

310 man-hr

506 man-hr

Student no.

160

160

Duration of course

20 weeks (2 terms)

12-13 weeks (1 term)

Problems with New curriculum

Tutorials

1 professor : 30 - 40 students

- Student-teacher ratio: very high
- Content to be covered: a lot (lectures are for introduction)
students have no prior knowledge before
tutorial
- Limited time: 1 hr per tutorial
- Greatly increased man-hr

Anatomy tutorials in Stanford Medical School:

- 1 professor : 8-10 students
- tutorial after lecture (clarify, discuss)
- 3 hours per tutorial

TUTORIAL is not TUTORIAL

Problems with New curriculum

Students complained that there were variations in amount of materials taught by different tutors.

They preferred lectures because:

- everyone would be taught the same material
- they wanted lecture notes

Didactic Teaching

“Medical Council” recommended reducing the didactic component

~~Didactic Teaching~~

Major Changes in New curriculum

Teaching format:

- Tutorials change back to lectures: reduce man-hr
 - Change the “title” Practical → Dissection-based interactive learning
 - Add 5 Q & A sessions
 - Add 2 case discussion
-

Student-teacher ratio:

- Student no: 160 → 130 → >160
- 5 professors → 4 professors → 2/3 professors
+ 5 teaching fellows + 3/4 instructors + 3 instructors

Question:

Is there anything not good about **didactic** teaching?

Considering:

1. Student's learning attitude
2. Student-teacher ratio
3. Time allowed to teach

Is there any better format?

Teaching

Didactic / Non-didactic

Good / Bad

Topics more important:

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

How can we improve teaching to
enhance student's learning?