



## Comparative Study of Different Teaching Methods – Blackboard and Power Point Presentation

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### Abstract

**Aim:** To obtain feedback from the undergraduate nursing students on their preference of different teaching methods in the College of Nursing (CON), Medical Directorate, Imphal.

**Methods:** The study was conducted among the 143 undergraduate B.Sc Nursing students in CON, Medical Directorate, Imphal, and Manipur. A questionnaire consisting of 15 questions was circulated among the students and was asked to tick appropriately the teaching methods which they preferred according to the question.

**Results:** The student's preferred blackboard (BB) teaching methods over power point presentation (PPT) and some important overall comments of the students regarding the merits and demerits of both teaching methods were recorded.

**Conclusion:** The undergraduate nursing students preferred the use of BB teaching methods over the PPT methods but they commented to include the PPT methods whenever necessary. A combination of both these methods could be valuable.

**Keywords:** Blackboard, Power Point Presentation, Undergraduate

### Introduction

The primary aim of lecture delivery is to increase understanding and retention of concept of the subject. Blackboards (BB) were used as a tool in teaching science and medicine from the 19<sup>th</sup> century.<sup>1</sup> Because of the advancement of technology new tools are now available. Amongst them are overhead slide projector (OHP) and Microsoft power point presentation (PPT)<sup>2,3</sup>

PPT is now commonly used as a teaching tool in delivery of lecture.<sup>4</sup> It is generally believed by some that PPT is better method of teaching than conventional BB. And many a times BB lectures are underestimated.<sup>5</sup> However there are experienced teachers who prefer BB rather than PPT.<sup>6</sup>

So, the present study is undertaken to find out the perception about BB and PPT used in the undergraduate teaching and also there is very less study available from this region on the perception of undergraduate students on these two teaching methods.

### Materials And Methods:

The study was conducted in the College of Nursing, Medical Directorate, Imphal, including both 1<sup>st</sup> and 2<sup>nd</sup> year B.Sc Nursing students.

At the end of the term 143 students were asked to fill up a questionnaire made specifically for this purpose. The questionnaire was designed to assess the opinion

of students regarding BB and PPT teaching methods. An informed written consent was taken from the participants after explaining the purpose of the study and were asked to give an overall comment regarding each teaching method. Data were analysed in Microsoft excel Window 7.

The questionnaire consists of 15 (fifteen) questions and the response were collected without having responder’s identification.

**The questions were:-**

1. Generate interest to learner.
2. Able to concentrate.
3. Able to take notes.
4. Better understanding of diagrams and charts.
5. Retention.
6. Better interaction.
7. Ease to eyes.
8. Better flow of thoughts.
9. Covering more topics per lecture.
10. Flexibility in teaching and learning.
11. Better summarisation.
12. Stressing important points.
13. Well organised lectures.
14. Maintaining pace with facilitator.
15. Overall preferred method of teaching

Sl.No	Parameter	Black Board		PPT	
		Number	Percentage	Number	Percentage
1	Generate Interest to Learner	57	39.86	86	60.13
2	Able to Concentrate	94	65.73	49	34.26
3	Able to take notes	122	85.31	21	14.68
4	Better understanding of diagrams and charts	12	8.39	131	91.60
5	Retention	84	58.74	59	41.25
6	Better interaction	99	69.23	44	30.76
7	Ease to eyes	117	81.81	26	18.18
8	Better flow of thoughts	88	61.53	55	38.46
9	Covering more topics per lecture	8	5.59	135	94.4
10	Flexibility in teaching and learning	92	64.33	51	35.66
11	Better summarisation	25	17.48	118	82.51
12	Stressing important points	82	57.34	61	42.65
13	Well organised lectures	47	32.86	96	67.13
14	Maintaining pace with facilitator	80	55.94	63	44.05
15	Overall preferred method of teaching	102	71.32	41	28.67

**Discussion:**

In the present study, it is seen that the students showed more preference of BB (71.32%) over PPT

(28.67%). It may be because of the fact that writing and listening at the same time has got a long term beneficial effect on the students. The same finding

was also reported by Debanjan Bhattacharjee *et al*<sup>6</sup> and Sunita B Dera and MuKundaraj S Keny.<sup>7</sup> Blackboard was also preferred by the students as a method of lecture delivery in many other studies.<sup>8,9,10,11</sup>

In BB method, students actively participate as they take down the notes and are able to follow the teaching speed of the teacher. BB methods provide better understanding and retention of the topic. There is better interaction and can give better focus on the important points. Moreover there is less straining of the eyes and no issues of technical failure during the lecture.

However in the present study, the students also pointed out that BB method is less effective in understanding the diagrams and charts which is found to be easier with the PPT method. The students felt that the PPT method has better summarisation, quick covering of the topics as well as provide more organised lecture.

Moreover, some students commented that PPT should be used along with BB lectures simultaneously to give an effective lecture whereas some commented that good lectures depend upon the capability, experience and skill of the lecturer regardless of the teaching method.

### Conclusion

The undergraduate students preferred BB method over PPT method in term of its ability to take notes, better flow of thoughts, flexibility in learning and ease to eyes. On the other hand, student preferred PPT in term of its organised points, better understanding of the diagram and charts and better summarisation.

The present study showed BB method has significant upperhand over PPT method. But the study has some mixed students feedback favouring both methods for different reasons. So a blended method may be effective for the active learning of the students.

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