

Introduction

Peer-assisted learning (PAL) is increasingly used in higher education as an academic support system and several benefits of this approach have been reported(2,3,4). Most of the studies have focused on the benefits of peer tutoring of junior students by senior students or pre identified peer leaders teaching same level students(1). We used a PAL model of same level students where all the students would benefit from collaborative learning and teaching their peers as a shared responsibility during the maternal medicine module session.

Objective

Aim of the study was to assess the effectiveness of the peer led group activity in improving problem solving skills. This was measured in terms of student's satisfaction and their perception of usefulness in learning.

Mixed Methodology

Quantitative

Questionnaire

Purposive Sampling

- Stage 3 M.B.,B.S students during Women's health Rotation
- n=67

Data Analysis

Statistical analysis

Qualitative

- Free text comments
- Focus group discussion (FGD)

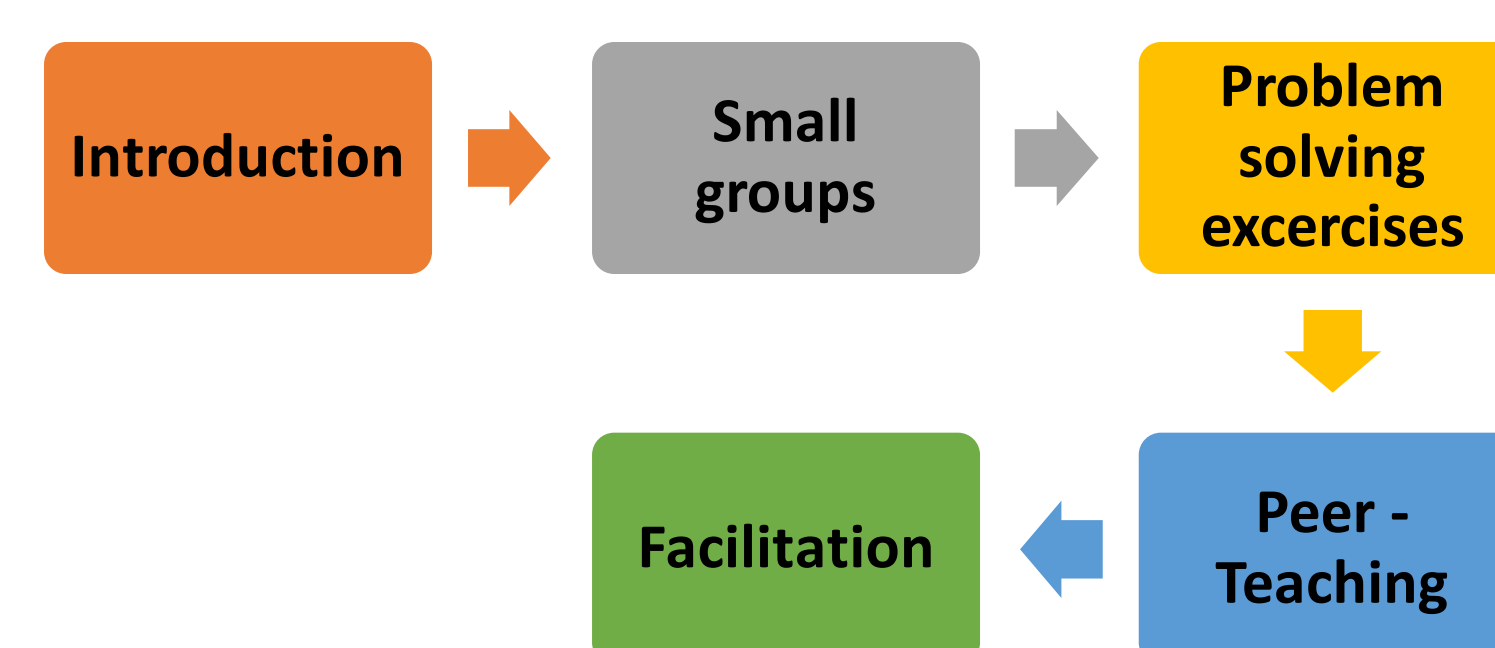
Purposive sampling

- Stage 3 M.B.,B.S students during Women's health Rotation
- n=5 for FGD
- n=67 for free text comments

- n=5 for FGD
- n=67 for free text comments

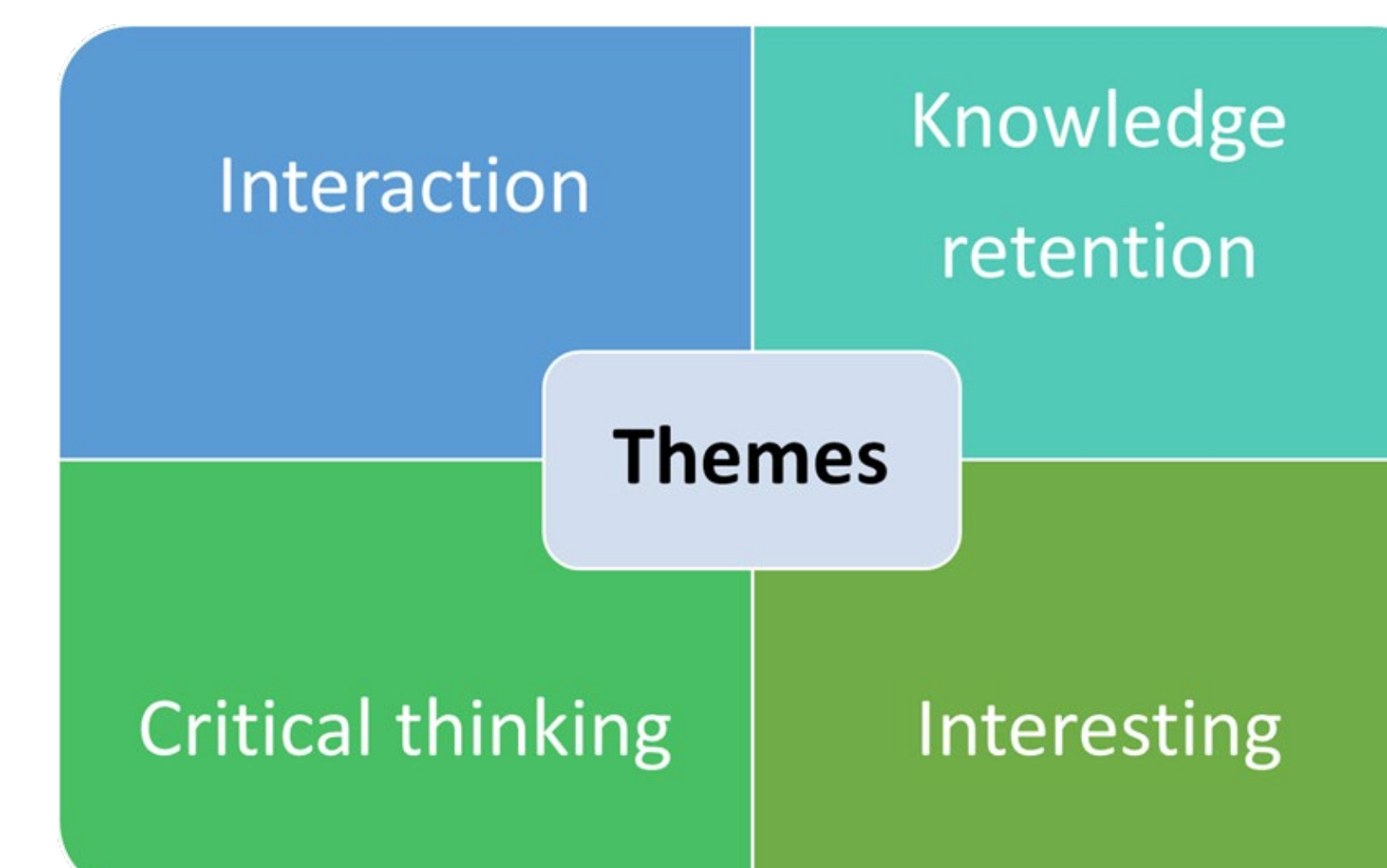
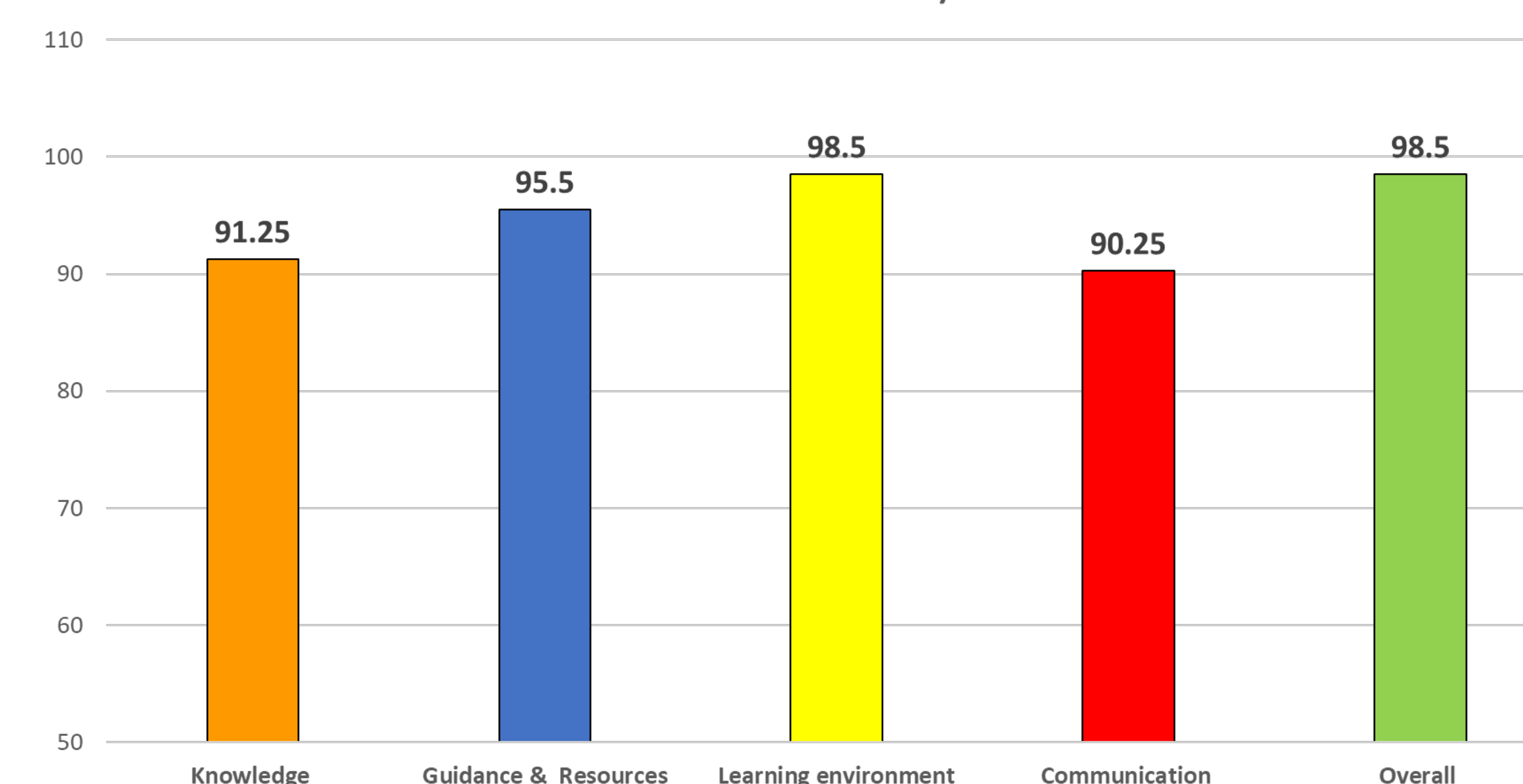
Data Analysis

Thematic analysis



Results

Questionnaire Survey - Results



Conclusion

- ❑ Understanding the risks and management of complex issues associated with broad topics like maternal medicine is quite challenging. It is important to ensure that students learn the basic concepts and apply it in clinical scenarios.
- ❑ Students perceived PAL as a great opportunity to learn and improve their study skills.
- ❑ Interactions in the class made learning more effective and enjoyable.
- ❑ Discussions of cases as a community promoted critical thinking and knowledge retention.
- ❑ Overall, the student's feedback shows an excellent satisfaction rate and a valuable learning experience in a safe environment.

References

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2. Khalid, H., Shahid, S., Punjabi, N. & Sahdev, N.(2018). An integrated 2-year clinical skills peer tutoring scheme in a UK-based medical school: perceptions of tutees and peer tutors. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5996860/>
3. Menezes, A., Burgess, A., Clark, A. & Mellis, C. (2016). Peer-assisted learning in medical school: tutees' perspective. <https://www.dovepress.com/peer-assisted-learning-in-medical-school-tuteesrsquo-perspective-peer-reviewed-article-AMEP>
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