

考試引導教學在影像診斷學課程的應用

Applying an Examination-guided Teaching Model in a Diagnostic Radiology Curriculum

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摘要

目的：在醫學生課堂缺席率逐年上升的情況下，我們希望能夠利用「考試引導教學」的模式，評估對提升上課出席率與對學生上課專注與理解的成效。研究方法：我們選擇臺北醫學大學醫學系四年級下學期修習影像診斷學的學生，採不記名問卷方式調查，包括 91 學年度學生 140 名和 92 學年度學生 154 名。隨堂小考皆於課堂前十分鐘進行，91 學年度學生為實行預習隨堂小考模式，考試內容為與該堂課程相關之指定教科書範圍或補充資料，目的即是使學生能於課前得到整體概念。92 學年度則為複習隨堂小考模式，考試內容為前一堂影像診斷學上課內容。結果：利用隨堂小考模式對學生出席率有明顯的提升，以問卷回收率評估，預習考可達到 80.0 %、複習考為 97.4 %。46 % 學生認為預習考對於上課理解是有幫助的，64.5% 認為複習考有助於對上課專注的程度。比較預習考與複習考對學生獲益方面，83.2 % 的學生認為複習考優於預習考，有 42.5 % 的學生認為複習考具有可評估學習成效的意義，甚至有 76 % 學生認為隨堂考試可取代傳統的期中、期末考試。結論：在利用考試引導教學的模式下，對於學生出席率、上課專注與內容理解有明顯的提升，尤以複習考較佳，值得學界更進一步的研究與推行。

Abstract

Purpose: A low class attendance rate is a major problem in medical school teaching. In this study, we attempted to use an "examination-guided" teaching model to increase the class attendance rate of medical students undertaking a diagnostic radiology curriculum. Method: This study recruited 140 and 154 fourth-year students who attended a diagnostic radiology course in 2002 and 2003 respectively. Examinations were held 10 minutes before each class. In 2002, pretests were performed that consisted of questions based on selected reading materials assigned to students before the teacher taught on the same topic. One of the purposes was to allow students to gain some knowledge of the concepts before the class. In 2003, post-tests were performed: an examination was held one week after the class and questions for the examination were related to the topics taught in the previous week. Learning attitudes were assessed by questionnaires as well as open comments from the students. Results: A total of eight pretests and thirteen post-tests were performed over the two class years. The class attendance rates markedly increased: the pretest groups

had 80.0% attendance and the post-test groups 97.4%. Of the students, 46% and 64.5% respectively, reflected that the pretests and post-tests were of benefit to student concentration during the classes. 83% believed that a post-test was superior to a pretest in examining student knowledge, 42.5% of students believed that learning efficacy could be assessed by post-tests and 76% of students suggested that such an examination held every week could even substitute for traditional midterm and final examinations. Conclusion: The "examinationguided" teaching model can increase the class attendance rate of medical students, and can enhance learning concentration and understanding during the class. A post-test is superior to a pretest according to our preliminary findings. (Full text in Chinese)