

**Assessment of learning styles of medical students and
teaching skills of staff members in Cairo and Fayoum
universities**

Thesis

Submitted for The Partial fulfillment of
Master degree in Public Health

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2010

Summary

The aim of the current study is to identify medical students' learning styles as well as teaching styles & skills of medical staff members. Awareness of staff members about students' learning styles assessed using quantitative as well as qualitative methodology. Matching between students 'learning styles and staff members', teaching skills in addition to differences between preclinical and clinical grades in Cairo and Fayoum universities investigated.

This study is **cross sectional descriptive** study conducted in Fayoum and Cairo universities on convenient sample of preclinical and clinical grades. Sample size is "1001" students and "70" staff members from Public health and Pathology departments. Four tools used in this study, two for students and other two for staff members.

- **As regards students tools:**

1. Standardized questionnaire includes four sections: section for personal data, section for educational data, section for assessment of lecturer and teaching methods, and section for different learning styles as visual, kinesthetic and auditory styles. This questionnaire take scoring for each question from "3 to 1 " then do summation to each section of the questionnaire to identify student's learning style.

2. Learning style inventory "VARK Questionnaire: includes 16 multiple choices questions included four main dimensions "Visual, Auditory, Read & Write, and Kinesthetic. Then scored using special scoring standardized sheet and computerized to put it in categories by special computer program .

- **The current study revealed the following key findings:**

- Learning styles profile of medical students in the current study revealed that the majority of students are multi-style

- The study revealed that preferred learning styles of medical students are matching with staff members' teaching skills but there is mismatch between actual learning style and teaching styles.

- Majority of staff members are not aware about students' learning styles.

- Although most of staff members receive training in teaching methods, presentation and communication skills, students are unsatisfied about lectures. Considerable percentage depends on private lessons instead of lectures.

- Staff members prefer mixing between teacher and student centered education. Student centered education should be enhanced as it will help effective learning.

- Staffs members accept evaluation by their students and this give medical faculties chance to improve and develop good quality medical education.