Teaching method in patient history taking in conjunction with MOODLE system

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Introduction: Patient history taking is important and the capacity of the MOODLE system is recognized as another form of teaching.

Purpose: To study the effectiveness of teaching methods, students’ opinions on activities and to compare the self-assessment mean of two student groups.

Method: Experimental research. The population is 130 4th year medical students in Introduction to Clinical Medicine II in 2010. The 2 groups of students used the parallel test method to take patient history. Patients were divided into 3 groups; febrile illness, abdominal pain and dyspnea patients. After history taking of each problem, students wrote up medical records and completed the MOODLE quiz. After which a survey of student opinions was conducted by using a rating scale and open-ended questionnaire. The average, standard deviation and T-Test were demonstrated.

Results: Overall students’ opinion in all eight aspects of instructional management showed a high level of satisfaction. A score of ten points for self-assessment reflected a high skill level of history taking made by the two groups. The average score for history taking skills for patients with febrile illness and dyspnea was not significantly different, but a statistically significant difference at 0.05 was shown for abdominal pain patient.

Conclusions: Instruction of history taking in conjunction with using the MOODLE system increased students self learning motivation and reflected the effectiveness of their study, and a high satisfaction level was rated.