Abdelhamid’s chart for evaluating teaching in medicine

Evaluation of teaching methods is an important task in medical education. The following chart is aimed at helping medical educationalists to evaluate the teaching process of a particular teacher (or a teaching program) from an objective point of view. The chart is based on the use of cognitive psychology strategies to evaluate the potential effectiveness of the teaching. If the teaching involves the use of all the eight strategies mentioned (see the chart), the result will be eight out of eight for this form of teaching. On the other hand if the teacher uses only three strategies in his/her teaching, the result will be three out of eight. The teacher can then give more care to integrate the other cognitive psychology strategies to enhance his/her teaching.

The chart also gives the chance to add special comments on each particular strategy. This will enable the teacher to increase the use of a strategy that is rarely or not commonly used.

The chart can be used either for personal evaluation of teaching or by a peer who observes it.

The result of teaching according to this chart could then be compared to the examination results for more detailed analysis. For example, if the students’ academic performance in examinations (for a particular teacher) improves after adding one of the mentioned cognitive psychology strategies to his/her teaching, then this will encourage other teachers to use such a strategy.

The chart could be also used to evaluate the educational validity of computer programs that are used to teach medicine (or other subjects).

The cognitive psychology strategies used in the chart are well known strategies that enhance the learning process and improve human memory (for more details on these strategies see Houston JP. Fundamentals of learning and memory. 4th ed. Florida: Harcourt Brace Jovanovich; 1991)

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<table>
<thead>
<tr>
<th>Cognitive psychology strategies</th>
<th>If the strategy is used put a tick</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-The generation effect (e.g. the use of questions to make the students generate the information)</td>
<td></td>
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<tr>
<td>2-The use of illustrations and graphics to enhance memory</td>
<td></td>
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<tr>
<td>3-Interconnecting the information within the same subject</td>
<td></td>
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<tr>
<td>4- Applying the data into other subject areas</td>
<td></td>
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<tr>
<td>5- The use of auditory memory</td>
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<tr>
<td>6- The use of problem solving exercises</td>
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<tr>
<td>7- The use of real pictures to enhance learning e.g. pathology and histology slides, jars, pictures for clinical signs, X rays, ECGs and etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-The use organizational processes to improve memory e.g. categorizing the data, Mnemonics, and others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total number of ticks out of 8**

/8