Appendix A: Typical notice to students introducing the key features of the innovative learning exercise to be carried out towards the end of the term.

ENDOCRINE & GIT PRESENTATIONS
2001

Timetabled:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 22nd</td>
<td>10h00-13h00</td>
</tr>
<tr>
<td>Wed 23rd</td>
<td>14h00-16h00</td>
</tr>
<tr>
<td>Wed 30th</td>
<td>14h00-16h00</td>
</tr>
</tbody>
</table>

Each presentation: 15 minutes + 5 minutes discussion

2 components:

A. Role play - Doctor/patient interviews (Signs & Symptoms of Disease)
B. Discussion - by doctors (other health professionals) about signs & symptoms, leading to diagnosis and treatment

Requirements:

20 groups comprising 8-9 students each
- Nominate chairperson for each group
- Compile group list (students names, numbers & signatures - printed please)
- Chairperson to hand in the completed group lists by 14h00 on Friday 30th March to Dr A Marszalek, Room 547B

Topics: to be drawn by group chairperson on Tuesday 3rd April at 12h00

Poster: on presented topic providing summary and explanations of signs and symptoms of disease, with particular reference to normal physiology (Poster to be handed in on presentation date)

Appendix B: Typical day’s programme of presentations, listing topics, presenting groups and chairpersons.

PROGRAMME - TUESDAY 3rd JUNE (13H30 - 16H00)

<table>
<thead>
<tr>
<th>TIME</th>
<th>PRESENTING GROUP</th>
<th>CHAIRPERSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>08H00</td>
<td>The Boys (SPRUE)</td>
<td>Group representative (The Victors)</td>
</tr>
<tr>
<td>08H20</td>
<td>IRRITABLE BOWEL SYNDROME Grp</td>
<td>Group representative (HEPATIC JAUNDICE)</td>
</tr>
<tr>
<td>08H40</td>
<td>The Victors (PRE-HEP JAUNDICE)</td>
<td>Group representative (The Kungas)</td>
</tr>
<tr>
<td>09H00</td>
<td>HEPATIC/ POST HEP JAUNDICE Grp</td>
<td>Group representative (Siya’s Grp)</td>
</tr>
<tr>
<td>09H20</td>
<td>Green &amp; Mean (GALLSTONES)</td>
<td>Group representative (The Boys)</td>
</tr>
<tr>
<td>09H40</td>
<td>The Big 10 (PANCREATITIS)</td>
<td>Group representative (IBS)</td>
</tr>
<tr>
<td>10H00</td>
<td></td>
<td>Group discussion followed by Presentation of Prizes</td>
</tr>
</tbody>
</table>

NB: The presentations will start at 8h00 PROMPTLY at which time a REGISTER will be taken
Appendix C: Advice given to students regarding the preparation for their oral and written presentations of their respective GIT and endocrine topics

Guidelines and Suggestions for the Presentations

• try and approach your oral presentation of the topic by “highlighting” the problem
• signs and symptoms are best presented by “role” play
• emphasis should be placed on the physiological basis of the disease
• each group must prepare either a poster or a document, preferably in MS Word together with their Power Point-generated slides (the latter will be placed on the file server for the use by the rest of the class) NB: illustrations can be scanned into your documents in the library
• a bibliography must accompany the poster/computer generated presentations
• names of group members must be included on the poster/computer-generated presentations
• poster/computer-generated presentations should be ready by the oral presentation date

Guidelines for Oral Presentations

1. Each groups should nominate a member who will be required to act as chairperson for the presentation session of another group (a list will be compiled once the names have been given to Dr SB Higgins-Opitz, not later than Thursday 12th March)
2. The duties of the chairpersons include
   • introduction of the topic to be presented and the group
   • ensuring that the time limit available for the presentation (10 minutes) is adhered to
   • facilitating the question time
3. Assessment will be done by students (peer assessment) with specific guidelines as well as by staff members
4. Attendance at ALL presentations is compulsory (NB topics are examinable)
5. The whole group must be available to answer questions during question time
6. You should familiarize yourself with the terms which you use during your presentation and be able to clarify them to the audience
7. Presenters should ensure that they speak loudly and clearly; equally so the audience should respect the speakers and remain silent during the presentations (excluding question time !!)
8. When preparing your overheads / computer-generated slides, remember to ensure that they will be legible from the back of the lecture theatre
### Appendix D: Typical mark rubric used by students and staff for the assessment of group presentations

**ASSESSMENT OF GROUP PRESENTATIONS**

Below is a guideline for a Scoring Method for the purpose of assessing the Presentations by the various groups. Any suggestions for improving this are welcome!

*Marking to be done by ALL Peer Groups and Staff*

Final Mark = Mean Student Mrk (n=19) + Mean Staff Mrk

<table>
<thead>
<tr>
<th>ASPECT</th>
<th>SCORE AWARDED</th>
<th>Guideline for Scoring</th>
<th>Purposes Good</th>
<th>Purposes Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content</td>
<td>1-3, 4-6, 7-9</td>
<td>Average</td>
<td>4-6</td>
<td>7-9</td>
</tr>
<tr>
<td>2. Visual Presentation</td>
<td>1-3, 4-6, 7-9</td>
<td>Good</td>
<td>4-6</td>
<td>7-9</td>
</tr>
<tr>
<td>3. Oral Presentation</td>
<td>1-3, 4-6, 7-9</td>
<td>Exceptional</td>
<td>4-6</td>
<td>7-9</td>
</tr>
<tr>
<td>4. Response to questions</td>
<td>1-3, 4-6, 7-9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Participation by Group Members / Behaviour etc</td>
<td>1-3, 4-6, 7-9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Maximum Score = 45 marks
Appendix E: Questionnaire used to obtain informal/immediate feedback on students of the exercise

Year 2000 Student Endocrine & GIT Presentations

We would like to get some "immediate" feedback about your experiences and impressions of the 2000 endocrine and GIT student presentations. Would you kindly complete the following short questionnaire.

1. What benefits did you perceive this exercise to have?

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

2. List 3 things you liked the most about the presentations and explain why.

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

3. Name 3 things you liked the least about the presentations and give reasons for your answer.

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

4. Please indicate (by means of a or a ) your recent performance in the following class tests

<table>
<thead>
<tr>
<th>Class Test</th>
<th>&lt; 40%</th>
<th>40 - 50%</th>
<th>50 - 60%</th>
<th>60 - 70%</th>
<th>70 - 80%</th>
<th>&gt; 80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology Test 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Histology UCT 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biochemistry Test 1</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Do you think this exercise benefited your learning

YES       NO
Please give reasons for your answer

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

6. What changes would you suggest to be implemented to improve this exercise?

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

Thank you
Appendix F: Two examples (1997 and 2000/2001) of the questionnaires used to survey students’ perceptions, illustrating the modifications made to elicit information on issues identified by feedback obtained from previous exercises

THE ORAL and POSTER PRESENTATIONS ON GIT ABNORMALITIES 1997

We would like some feedback from you regarding the GIT presentations you were asked to prepare and that you were involved in. This is so that we can make constructive changes for students in the future. Please think about your answers carefully.

Either answer the question directly or where appropriate circle the number 1 - 4 that best represents your opinion, where:

1 = strongly agree  2 = agree  3 = disagree  4 = strongly disagree

1. I found the topics interesting
2. I found the topics relevant to the course
3. I found that the topics helped me to understand the normal functioning of the gastrointestinal system
4. The presentations have encouraged me to read more about the GIT
5. I have become more enthusiastic towards my studies
6. The presentations helped me to understand the relevance of my studies
7. I would like to have such presentations extended to other sections of the 2nd year course
8. I found that working in a group was beneficial to my learning process
9. I found this exercise a waste of time
10. I think presentations such as this should be part of the 2nd year curriculum
11. I found that the TB module experience helped me to tackle this assignment
12. I found the groups too large
13. The presentations encouraged me to contact faculty staff members outside the department of Physiology
14. I found staff members in other departments of the Faculty, when approached, willing to assist me
15. The presentations and contacts with faculty staff members helped me to feel more responsible for my own learning
16. I felt good about being in control of my own learning
17. I was in a group that co-operated well
18. I found the oral presentations informative
19. I was one of the presenters
20. I am generally reluctant to speak in front of a large group
21. The oral presentations helped me to overcome my fears about addressing a group of people
22. I found the feedback from the audience helpful in identifying deficiencies of the presentations
23. I had difficulties in following / understanding the subject matter presented by other groups
24. I was hesitant to ask questions during discussion time
25. The presentations have contributed to a more friendly “camaraderie” atmosphere within class
26. I found members of the Physiology department whom I approached helpful
27. I was involved in the making of the poster
28. I found the posters produced by other groups informative
29. I have read up about the various topics, other than that presented by my group
30. My main source of information about the other topics was the oral presentation
31. The posters were my main source of information about the other topics
32. I had little previous experience in preparing posters
33. Preparation of the posters assisted the group to focus and summarise the material relevant to our topic
34. I was unhappy about the peer evaluation carried out
35. I would have preferred the evaluation to have been carried out by the staff members
36. I found that the assignment helped me to integrate the information I have learnt on the GIT with other material covered in my second year Physiology course
37. Do you think this exercise should be discontinued?
38. We would appreciate any constructive comments you might have on the GIT presentations as a learning exercise

Thank you very much for your time!

SB Higgins-Opitz & A Marszalek
THE GIT and ENDOCRINE PRESENTATIONS 2001

We would like some feedback from you regarding the textbook(s) you are using for your studying, the amount of time you spend studying for Physiology, the format of tests, and the GIT and Endocrine presentations. This is so that we can make constructive changes for students in the future. Please think about your answers carefully. Either answer the question directly or where appropriate circle the number 1 - 4 that best represents your opinion, where:

1 = strongly agree  2 = agree  3 = disagree  4 = strongly disagree

1. My home language is
   English  isiZulu  isiXhosa  SeSotho  SeTswana  Other ............(please specify)

2. Please indicate your gender
   Female  Male

COURSE IN GENERAL

3. I use the following textbooks for my studying (please circle or specify as appropriate):
   Guyton (latest edition) Guyton (older edition) Marieb None Other ............................... because.................................................................

4. I like using Guyton
   YES  NO  (please circle as appropriate)
   because.................................................................

5. I think the following format for tests is the best
   MCQs only  Essays only  Combination Essays & MCQs
   because.................................................................

6. Compared with Anatomy the time I spend studying Physiology is
   (please circle as appropriate)
   about the same as  less than  more than
   the time I spend on Anatomy
   because........................................................................

7. Compared with Histology the time I spend studying Physiology is
   (please circle as appropriate)
   about the same as  less than  more than
   the time I spend on Histology
   because........................................................................

8. Please indicate your average performance in Physiology tests so far this year:  (please circle as appropriate)
   less than 40%  40-50%  50-60%  60-70%  70-80%  above 80%

GIT & ENDOCRINE PRESENTATION

9. I found the topics interesting
   1  2  3  4

10. The topics were relevant to the course
    1  2  3  4

11. The topics helped me to understand the normal functioning of the
    i) gastrointestinal system
        1  2  3  4
    ii) endocrine system
        1  2  3  4

12. The presentations have encouraged me to read more about the
    i) gastrointestinal system
        1  2  3  4
    ii) endocrine system
        1  2  3  4

13. I have become more enthusiastic towards my studies
    1  2  3  4

14. The presentations helped me to understand the relevance of my studies
    1  2  3  4

15. I would like to have such presentations extended to other sections of the 2nd year course
    1  2  3  4

16. I found that working in a group was beneficial to my learning process
    1  2  3  4

17. I found this exercise a waste of time
    1  2  3  4

18. I think presentations such as this should be part of the 2nd year curriculum
    1  2  3  4

19. I found that the TB module experience helped me to tackle this assignment
    1  2  3  4

20. The groups were too large
    1  2  3  4

21. I felt good about being in control of my own learning
    1  2  3  4

22. I found it useful to work in a group
    1  2  3  4

23. I was in a group that co-operated well
    1  2  3  4

24. I would have preferred to have done the assignment on my own and not in a group
    1  2  3  4

25. All members of my group contributed something useful to the assignment
    1  2  3  4

26. I found the oral presentations informative
    1  2  3  4
27. I gained an easier and better understanding of the disorder, when the symptoms were presented in a “role-play” manner

28. “Role-play” made the presentations more entertaining

29. I was one of the presenters

30. I am generally reluctant to speak in front of a large group

31. The oral presentations helped me to overcome my fears about addressing a group of people

32. I found the feedback from the audience helpful in identifying deficiencies of the presentations

33. I had difficulties in following / understanding the subject matter presented by other groups

34. I was hesitant to ask questions during discussion time

35. The presentations have contributed to a more friendly “camaraderie” atmosphere within class

36. I found members of the Physiology department whom I approached helpful

37. I was involved in generating the powerpoint slides

38. I found the powerpoint presentations produced by other groups informative

39. I have read up about the various topics, other than that presented by my group

40. I made use of following resources for obtaining information pertaining to my assignment/presentation

i) prescribed textbooks

ii) other textbooks

iii) journals

iv) the internet

v) staff members of physiology department

vi) students from other years

41. I found the information that I retrieved from the internet to be at a more superficial level than that required for my second year studies

42. I visited a number of websites on the internet whilst doing research for the assignment

43. I checked the validity of the information I retrieved from the internet against information I obtained from other sources

44. In my preparation for the mid-year test and final examinations, I used the following resources

i) the slides and documents of the 1998 presentations on the server

ii) the slides and documents of the 1999 presentations on the server

iii) the slides and documents of the 1999 presentations on the server

45. I would have liked the posters prepared by us to have been displayed for learning/revision purposes

46. I was unhappy about the peer evaluation carried out

47. I would have preferred the evaluation to have been carried out by the staff members only

48. I would have put more effort into the preparation of the presentation, if the presentations had been awarded marks contributing towards the year mark

49. I have found that the assignment helped me to integrate the information I have learnt on these topics with other material covered in my second year Physiology course thus far

50. Do you think exercises such as this should be take place again at a later stage during your studies (i.e. 3rd, 4th or 5th year)?

51. I enjoyed the final feedback session

52. If you were in a group that did not work well together, please explain the type of problems that were encountered and suggest any possible solutions.

53. We would appreciate any constructive comments you might have about the textbook, any aspects of the Physiology course thus far and the GIT and Endocrine presentations as a learning exercise.

Thank you very much for your time!

*SB Higgins-Opitz, A Marszalek & M Tufts*