**Original article:**

**Interactive interventions for enhanced active learning in first M.B.B.S. students**

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**ABSTRACT:**

**INTRODUCTION:** Lectures in medical education are considered as most ‘cost effective’ as compared to other teaching learning methods. Lack of interaction or interaction with only few students and the teacher makes the lecture monotonous. With this background, the current study was carried out to introduce interactive teaching to Ist year MBBS students in Physiology to enhance active learning and to understand their perspectives.

**METHODS:** Different interactive techniques were used in a module of 12 respiratory physiology lectures in Ist year MBBS students (n=100) of Smt. Kashibai Navale Medical College & GH, Pune. Feasibility of interactivity in terms of time and the topic to be covered was taken into consideration. Students’ feedback was taken at the end of the lecture series.

**RESULTS:** Students’ feedback revealed that 79% of the students liked and enjoyed the lecture. 45% of the students stated that use of interactivity helped to maintain their attention span and reduced boredom. Some of the students were initially reluctant to participate actively, but group activities also aroused interest in them. Overall the students enjoyed the interactive lectures and recommended their use for all the systems in Physiology.

**CONCLUSION:** Interactive teaching helps to improve students’ attention span, arouse their interest in the subject and reduce monotony of the didactic lectures. Interactivity, if well planned lasts for only 5-10 minutes and doesn’t consume much of the lecture time. So we suggest that wherever possible, interactive lectures should be used.

**Key words:** Interactive lectures, Ist year students, Physiology