



DOI: <https://doi.org/10.56936/18290825-2025.19v.4-91>

THE DIFFERENCE IN PERCEPTION OF THE STUDENTS IN ANATOMY USING PROBLEM-BASED LEARNING AND LECTURES IN THE FACULTY OF MEDICINE, UNIVERSITY OF GADARIF.

MUSTAFA M.O.¹, IISA M.A.², ABU BAKR I.M.³, KARRAR ALSHARIF M.H.⁴, ADAM A.H.⁵

¹Department of Anatomy, Faculty of Medicine, University of Gadarif, Gadarif, Saudi Arabia

²ALqunfudah, College Head of Medical Education Center, Om-Alqura University, Saudia Arabia

³Department of Medical Education, Faculty of Medicine, University of Gezira, Wad Madani, Sudan

⁴Department of Basic Medical Science, College of Medicine, Prince Sattam Bin Abdulaziz University, Al Kharj, Saudi Arabia

⁵Department of Health of Rehabilitation Shagra University, Saudi Arabia

Received 27.11.2024; Accepted for printing 21.10.2025

ABSTRACT

Objectives: This research aims to evaluate the success of Problem-based learning as compared to traditional Lecture-Based Learning in gross anatomy in second-year bachelor of medicine, bachelor of surgery S by comparing the examination performances and students' responses to the questionnaires.

Methods: The type of study is cross-sectional. A total of 163 second-year bachelor of medicine, bachelor of surgery students at Gadarif area Medical College. The study divided the anatomy course into two parts. The first part was educated by Problem-based learning, and the second part was taught using a traditional teaching method as a control. Assessment scores from together methods and evaluation done by completing the student feedback questionnaires. In the study, 46 students were males, and 117 were female students, respectively. Later on, results were analyzed by comparing and analyzing the results using peer-reviewed multiple-choice questions. Descriptive statistics analysis was used to analyse students' responses collected through a feedback questionnaire.

Results: 84.0 % of students strongly agreed that the Problem-based learning process encouraged student responsibility for the learning objectives compared with the traditional teaching method, 5.5 % disagreed with this study, and the remaining 10.4 % were neutral in their response. Feedback from students was taken in the form of a questionnaire. Evaluation of the students before and after the Problem-based learning process showed an average increase in the marks scored; the average score for the traditional method test was 62.4 with a standard deviation of 9.39, and the Problem-based learning method test score increased to 69.4 with a standard deviation of 11.94. Mean±SD values were higher with the Problem-based learning method of study.

Conclusion: The P values in the traditional method test and the Problem-based learning method test are statistically highly significant ($p < 0.05$), which means the Problem-based learning is a better mode of teaching when compared to a traditional teaching method in anatomy. Therefore, the use of Problem-based learning is highly recommended as an educational method in medical schools.

KEYWORDS: problem-based learning, traditional lecture-based learning, medical education.

CITE THIS ARTICLE AS:

MUSTAFA M.O., IISA M.A., ABU BAKR I.M., KARRAR ALSHARIF M.H., ADAM A.H. (2025). The difference in Perception of the Students in Anatomy using Problem-Based Learning and Lectures in the Faculty of Medicine, University of Gadarif; The New Armenian Medical Journal, vol.19 (4), 91-96; DOI: <https://doi.org/10.56936/18290825-2025.19v.4-91>

ADDRESS FOR CORRESPONDENCE:

Dr. Mohammed H. Karrar Alsharif

Department of Basic Medical Sciences, College of Medicine Prince Sattam Bin Abdulaziz University, Al Kharj, KSA Al-Kharj 16278, Saudi Arabia

Tel.: +00966552644088

E-mail: m.alsharif@psau.edu.sa