The suitability of a multimedia resource for teaching undergraduate histology in a developing country.

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The suitability of a multimedia resource for teaching undergraduate histology in a developing country.

By

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Abstract

The suitability of a multimedia resource for teaching undergraduate histology in a developing country.

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This thesis reports on a literature survey and an investigation that was done on the Histology course for MBChB II learners at Medunsa. All aspects of the course were investigated including the present course as well as the possibility of replacing the lectures by multimedia computer presentations and a video. The multimedia computer presentations were specially developed for the study while an earlier developed video was also included into the study. Two instruments were used to gather information from the learners. Responses from a questionnaire as well as learner records were statistically evaluated. This information as well as information gathered from the literature was used to design a new proposed course in histology.

A number of issues emerged from the study. The first issue is that histology is the least favourite of all the subsections of Anatomy. Learners prefer to study their histology by watching a video. The learners who watched the video more than four times did not do better than the others. Multimedia changed the attitude of the learners towards histology to some extent. Learners have a perception, which could not be proved, that if they study with the aid of multimedia their marks and their recollection will improve.

Learners often left lectures before the end or did not attend. The reason that the learners indicated for this tendency was lack of concentration. Most learners want the system of lectures changed. They want some lectures to be replaced by multimedia. Most learners rate the histology lectures as good. The majority of learners do not want the histology course to be changed into a multimedia course.

From the study it is clear that the microscope can be successfully replaced by an instructivist way of learning like a video or a multimedia computer presentation. It is however not ideal to replace a constructivist way of learning, like using a microscope,
with a way of learning that is only instructivist, therefore it is suggested that the microscope is replaced by another constructivist way of learning. Providing groups of learners with unique images from the histology slides to be studied and annotated was suggested.

It also became clear that if a computer-based histology course is to be implemented in future, learners will have to go through a transitional phase where the lectures and practicals are gradually replaced by multimedia.

**Keywords:**

Histology; anatomy; multimedia computer presentations; practicals; lectures; video; histology textbook; questionnaire; records; microscope;
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# TABLE OF CONTENTS

## CHAPTER 1 INTRODUCTION AND BACKGROUND
- 1.1 Background
  - 1.1.1 Histology
  - 1.1.2 How is histology taught?
  - 1.1.3 Histology tests and exams
  - 1.1.4 The learners at Medunsa
  - 1.1.5 What problems do we want to solve by changing the Histology course.
- 1.2 The project
  - 1.2.1 History of the project
  - 1.2.2 Literature on similar projects
  - 1.2.3 Value of the research
  - 1.2.4 What makes this study unique?
  - 1.2.5 Limitations and boundaries of the project
    - 1.2.5.1 Practical limitations
    - 1.2.5.2 Research limitations
  - 1.2.6 The myths surrounding multimedia and computer based learning.
  - 1.2.7 Questions
    - 1.2.7.1 Developmental questions
    - 1.2.7.2 Research questions

## CHAPTER 2 LITERATURE SURVEY
- 2.1 The project
  - 2.1.1 What are the myths surrounding computer-based learning?
- 2.1.2 Development
  - 2.1.2.1 Multimedia
  - 2.1.2.2 What are the issues around tests?
- 2.1.3 What lies in the future for teaching in general and histology specifically?
- 2.1.4 Research
  - 2.1.4.1 Instruments
  - 2.1.4.2 Learner profiles

## CHAPTER 3 DEVELOPMENT AND COLLECTION OF DATA
- 3.1 Research in general
- 3.1.1 Introduction
- 3.1.2 Instructional technology research
- 3.1.3 Developmental research
- 3.2 The Project
- 3.2.1 Development
  - 3.2.1.1 Introduction
  - 3.2.1.2 Multimedia
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1.3 Tests</td>
<td>104</td>
</tr>
<tr>
<td>3.2.2 Research</td>
<td>107</td>
</tr>
<tr>
<td>3.2.2.1 Instruments</td>
<td>108</td>
</tr>
<tr>
<td>3.2.2.2 Learner profiles</td>
<td>143</td>
</tr>
<tr>
<td><strong>CHAPTER 4 RESULTS</strong></td>
<td>145</td>
</tr>
<tr>
<td>4.1 Research</td>
<td>145</td>
</tr>
<tr>
<td>4.1.1 Instruments</td>
<td>146</td>
</tr>
<tr>
<td>4.1.2 Learner profiles</td>
<td>198</td>
</tr>
<tr>
<td><strong>CHAPTER 5 DISCUSSION AND RECOMMENDATIONS</strong></td>
<td>200</td>
</tr>
<tr>
<td>5.1 Development (From the developer’s perspective)</td>
<td>200</td>
</tr>
<tr>
<td>5.1.1 Multimedia</td>
<td>201</td>
</tr>
<tr>
<td>5.1.2 Tests</td>
<td>204</td>
</tr>
<tr>
<td>5.2 Research</td>
<td>205</td>
</tr>
<tr>
<td>5.2.1 Instruments</td>
<td>205</td>
</tr>
<tr>
<td>5.2.2 Learner profiles?</td>
<td>234</td>
</tr>
<tr>
<td>5.3 Recommendations</td>
<td>236</td>
</tr>
<tr>
<td>5.4 Conclusion - How should histology be presented in future</td>
<td>243</td>
</tr>
<tr>
<td>5.5 Suggestions for further research</td>
<td>249</td>
</tr>
<tr>
<td><strong>REFERENCES</strong></td>
<td>254</td>
</tr>
<tr>
<td><strong>APPENDIX</strong></td>
<td>265</td>
</tr>
<tr>
<td>Questionnaire on the histology course</td>
<td>265</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 1.1: Layout of Chapter 1 4
Table 1.2: Swedish rating system 7
Table 1.3: Issues investigated 20
Table 2.1: Layout of Chapter 2 24
Table 2.2: Reproducibility of different types of exams 68
Table 3.1: Layout of Chapter 3 82
Table 3.2: Pasteur’s quadrant 83
Table 3.3: Layout of the question topics and question groups 112
Table 3.4: Ratings of lectures 118
Table 3.5: Reasons for not attending or leaving a lecture 119
Table 3.6: Reason for leaving a lecture 120
Table 3.7: Concentration during lectures 121
Table 3.8: Number of lectures 122
Table 3.9: Reasons for not missing a lecture 123
Table 3.10: Presentation of a lecture 123
Table 3.11: Reasons for not attending or leaving a practical 124
Table 3.12: Use of the prescribed book 125
Table 3.13: Learners and histology on the internet 126
Table 3.14: Use of the multimedia computer presentations 127
Table 3.15: Reasons for not using the multimedia computer presentations 128
Table 3.16: Reason for only using some of the multimedia computer 128
Table 3.17: Enjoyment of the multimedia computer presentations 129
Table 3.18: Aspects of the interface 131
Table 3.19: User friendliness of the multimedia computer presentations 132
Table 3.20: Technical problems 133
Table 3.21: Multimedia computer presentation versus a lecture 135
Table 3.22: Video in the library 137
Table 3.23: Replacing the traditional course with a multimedia histology course 138
Table 3.24: Video versus multimedia computer presentations 139
Table 3.25: Test information 141
Table 4.1: Layout of Chapter 4 145
Table 4.2: Layout of the question topics and question groups 147
Table 4.3: Example of calculation of average rating for gross anatomy 149
Table 4.4: Subject preferences 149
Table 4.5: Reasons for subject preference 150
Table 4.6: Venue for watching video 152
Table 4.7: Computer use 152
Table 4.8: Affordability of computers 153
Table 4.9: Average rating of lectures 155
Table 4.10: Reasons for not attending or leaving a lecture 156
Table 4.11: Leaving lectures 158
Table 4.12: Reasons for leaving lectures
Table 4.13: Concentration during lectures
Table 4.14: Number of lectures
Table 4.15: Lectures that cannot be missed
Table 4.16: Reasons for not missing lectures
Table 4.17: Presentation of lectures
Table 4.18: Reason for not attending or leaving practicals
Table 4.19: Use of the prescribed book
Table 4.20: Internet access
Table 4.21: Use of the multimedia computer presentations
Table 4.22: Reasons for not using the multimedia computer presentations
Table 4.23: Reasons for not using all the multimedia computer presentations
Table 4.24: Time spend using multimedia computer presentations
Table 4.25: Enjoyment of using multimedia computer presentations
Table 4.26: Time spent on histology because of the multimedia computer presentations
Table 4.27: Collaboration between computer users
Table 4.28: Questions and responses on aspects of the interface
Table 4.29: Errors in the multimedia computer presentations
Table 4.30: Ease of use of the multimedia computer presentations
Table 4.31: Multimedia computer presentations and vocal explanations
Table 4.32: Explanations in the multimedia computer presentations
Table 4.33: Systematic explanations in the multimedia computer presentations
Table 4.34: Navigational errors in the multimedia computer presentations
Table 4.35: Technical errors in the multimedia computer presentations
Table 4.36: Multimedia computer presentations and recollection
Table 4.37: Multimedia computer presentations and marks obtained
Table 4.38: Multimedia computer presentation versus a lecture
Table 4.39: Multimedia computer presentations and attitude
Table 4.40: Number of times learners watched the video
Table 4.41: Video in the library
Table 4.42: Favourite ways of studying
Table 4.43: Replacing the traditional histology course with a multimedia course
Table 4.44: Response of learners that had used all the multimedia programs
Table 4.45: Other responses of the learners that want the histology course to be replaced by a multimedia course
Table 4.46: Multimedia computer presentations versus the microscope
Table 4.47: The video versus the multimedia computer presentations
Table 4.48: Reward for effort in practical histology
Table 4.49: Reward for effort in the theory of histology
Table 4.50: Test averages
Table 4.51: SRS points of learners
Table 5.1: Layout of Chapter 5
Table 5.2: Layout of the topics discussed
Table 5.3: Popularity of different study material
Table 5.4: Features of the light microscope and virtual microscope compared to the video and CD
LIST OF FIGURES

Figure 2.1: First example of the virtual microscope 32
Figure 2.2: Second example of the virtual microscope 33
Figure 2.3: First example of the interface of histology multimedia 55
Figure 2.4: Second example of the interface of histology multimedia 56
Figure 2.5: Example of the interface of a histology test 69
Figure 2.6: Average learning retention rates pyramid 76
Figure 3.1: Example of the video interface 89
Figure 3.2: Menu of the multimedia computer presentations 91
Figure 3.3: Opening page of the multimedia computer presentations 92
Figure 3.4: Selection page of the multimedia computer presentations 93
Figure 3.5: Slide menu of the multimedia computer presentations 93
Figure 3.6: Instructions page of the multimedia computer presentations 94
Figure 3.7: Examples of the elements of the multimedia computer presentations 95
Figure 3.8: Example of an arrow used with text 96
Figure 3.9: Button for playing a sound file 96
Figure 3.10: Navigation buttons 97
Figure 3.11: Example of how to make a drawing 98
Figure 3.12: Example of an animation 98
Figure 3.13: Example of a micrograph 99
Figure 3.14: Example of a scanning electron micrograph 100
Figure 3.15: Example of a drawing 101
Figure 3.16: Example of text used in a multimedia computer presentation 101
Figure 3.17: Example of a practical MCQ 106
Figure 3.18: Example of a written practical question 107