

CLASSROOM DEBATE AS ONE OF THE LEARNING STRATEGIES IN UNDERGRADUATE PAEDIATRICS & ADOLESCENT MEDICINE POSTING: 5 YEARS' EXPERIENCE AT NDUM

SOE- SOE- AYE* & MOHD AZHAR MOHD NOOR**

*Professor/Head of Paediatrics & Adolescent Medicine, Faculty of Medicine and Defence Health, National Defence University of Malaysia, Kuala Lumpur WP, **MALAYSIA**

Deputy Dean, Academic/Professor of Obstetrics & Gynaecology, Faculty of Medicine and Defence Health, National Defence University of Malaysia, Kuala Lumpur WP, **MALAYSIA

ABSTRACT

A variety of teaching learning activities has been included into the Undergraduate curriculum at Paediatrics and Adolescent Medicine posting at National Defence University of Malaysia (NDUM) since inception in 2013 till presently. A Debate session has been included once in every posting for duration of 60 minutes. The topics chosen had ranged from areas related to General Paediatrics and Adolescents. The purpose of this paper is to highlight the implementation of Debate sessions at NDUM over a span of 5 years' period and also the literature review on Pros, Cons, Benefits of Debate. The implementation process had provided insights into the merits of using debate as a learning strategy and a useful way in which to help students be enriched in Paediatrics & Adolescent Health. It also proved that the ability of moderator in the Post-Debate feedback and discussion had ensured the pitfalls to be minimal to zero and the opportunity to learn the subject matter was enhanced. However, further research is needed on this teaching - learning strategy not only in terms of faculty perceptions and experiences but also in terms of student perceptions and experiences. This is needed in face of changing faculty and changing educational scenarios.

Keywords: Debate, learning strategy, undergraduate, Paediatrics, Adolescents.