The most common way of learning in medical school is listening to a lecture and preparing for an exam. It usually requires students to study alone and learn by rote. However, some students are not successful through these learning strategies and fail to show good academic achievement. Providing an open and cooperative learning environment, Peer Assisted Learning (PAL) program could be helpful to these students.

Study purpose: This study investigated the education benefit of same-level PAL in medical students preparing for Korean Medical Licensing Examination (KMLE).

Results

Result 1: Effects of PAL on medical students' learning attitude and perception

Survey outcomes showed a tendency of improvement in SDL (self-directed learning), AI (academic interest), and SE (self-efficacy), although all items were not statistically significant. There was no change in TA (test anxiety).

Result 2: Changes in learning variable of SDL

To analyze the effect on self-directed learning more in depth, this study focused on each of the eight variables under the SDL.

Among eight variables, ‘self-reflection’, ‘choosing a learning strategy’, ‘identify resource for learning’, and ‘learning desire’ were increased (p<.05). However, ‘setting learning goal’ slightly decreased (p<.05).

Conclusion

PAL had beneficial effects on medical students’ learning attitude and perception on the process of preparing KMLE. Further researches with larger number of participants and longer duration of program are necessary.