

**Gen Z Students' Perception on Hand Hygiene Dance Competition as Innovative Teaching Tool**

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**Abstract**

**Introduction:** Indian medical Graduates are expected to recall, retain and use skills lifelong with confidence. We, the teachers belong to the group of Gen X and Y Teaching Generation Z (Internet generation, Zoomers). This generation study in their own pace and look forward for immediate rewards. Taking inspiration from 2012 French hand hygiene day, where they had introduced hand rub dance which was later popularized by reels even by Indian doctors' We introduced competition for group dance based on steps on hand hygiene for our second year medical students trying to be in syn with the characteristics of Generation Z (Gen Z)

**Aim:** To document and analyze Gen Z students' perception on the effectiveness of hand hygiene dance competition as innovative teaching tool.

**Material and Method:** On hand hygiene day, in the month of May 2025 we arranged for a group dance competition based on the steps of hand hygiene, along with a skit and a short film for the program. A self-administered, pre-validated feedback questionnaire was used to record perception of students in 5-point Likert scale.

**Results:** A very good feedback from students was obtained. Feedback response with 80 to 90% positive feedback with average of 10 to 15% giving an inconclusive “sometimes” response. The negative feedback was negligible for all questions asked. Dance competition was considered as the better innovative method compared to skit and short films

**Conclusion:** For Generation Z, creativity should be the core of teaching learning method, with hands-on participation, reflection, and discussion. Generation Z

calls in for more innovation, and we should be ready with more creative methods to teach them if we want to make them successful doctors.

**Keywords:** Hand hygiene, Gen Z, innovative teaching tool

### **Introduction**

Education is not just memorizing, as Indian Medical Graduates we are expected to recall, retain and use our skills lifelong with confidence.<sup>1</sup> We, the teachers belong to the group of Gen X and Y Teaching Generation Z (Internet generation, Zoomers): born between 1997 and 2017. This generation born into technology, like to study in their own pace and look forward for immediate rewards. One of the reason National Medical Commission might have introduced Self-directed learning. The dominant feature of this generation is self-expression and peer acknowledgement. Amidst technology they are excited, and, at the same time, worried about the future.<sup>2</sup> Hand hygiene being a integral part for any doctor in any specialisation is something we want our students to remember for life. The steps require actions which are often logistically challenging and time-consuming. Taking inspiration from 2012 French hand hygiene day, where they had introduced hand rub dance which was later popularized by reels even by Indian doctors. We organized competition for group dance based on steps of hand hygiene for our second year medical students. Skit and short film based on hand hygiene was included to make the day more enjoyable as well as to evaluate the students' preference.<sup>3</sup>

### **Material and Methods**

This was a cross-sectional study done in Department of Microbiology, Akash Institute of Medical Sciences and Research Center Devanahalli, Bengaluru, Karnataka.

The study participants were second year MBBS students. On hand hygiene day, in the month of May 2025 we arranged for a group dance competition based on the steps of hand hygiene. There were total of 3 groups and 1 solo competition. 1 short film and 1 skit based on hand hygiene were also included for the program. There was reluctance for participation in competition but after repeated requests they gave their names. The main problem they said was that they were not able to form a groups due to difference of opinion. A skit and a short film was added as a comparative tool of learning and the audience were their peers as well as faculty from other departments.

Assessment scheme included creativity, use of the all the steps of hand hygiene, costume and song selection and was done by other departmental faculties two of them who had knowledge about dance and hand hygiene. The first, second prizes were given as per the scores of the judges and participation prizes were given to all participants. A self-administered, pre-validated feedback questionnaire<sup>4</sup> was used for perception of students in 5-point Likert scale. Pre-validation was done by two external subject experts.

**Statistical analyses:** All data was maintained in Microsoft office excel. The statistical analysis was carried out using Microsoft office excel. Statistical tool such as Likert scale and percentages was used for analysis.

**Results**

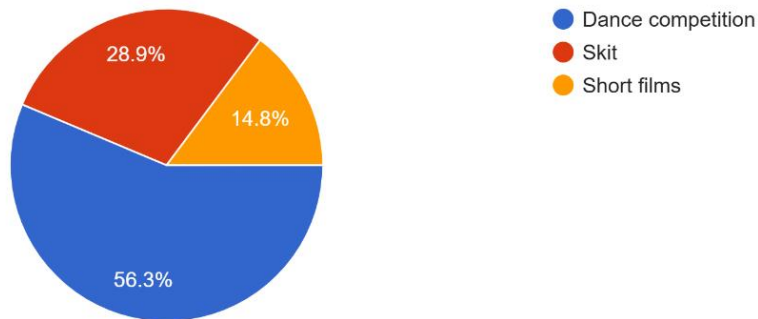
A total of 142 responses were collected and they are as follows

Table 1: Feedback questionnaire expressed as percentage

Sl No	Questions	Never	Rarely	Sometimes	Often	Always
1.	Did this teaching method elicit interest in this topic	Negligible	Negligible	14.1%	35.9%	47.2%
		Strongly disagree	Disagree	Not sure	Agree	Strongly agree
2.	Did this teaching method make it easy for you to understand the concept	Negligible	Negligible	Negligible	54.9%	43.7%
		Never	Rarely	Sometimes	Often	Always
3	Did this teaching method enhance your creativity	Negligible	Negligible	10.6%	37.3%	50%
4	Were you able to sit through the event without getting bored	Negligible	Negligible	15.5%	32.4%	50%
5	Will this kind of teaching method help you to apply your knowledge practically in the real world	Negligible	Negligible	8.5%	41.4%	50%
6	How often do you want this kind of session scheduled	Negligible	Negligible	14.1%	45.8%	39.4%
7	Has this kind of teaching method increased your team bonding as a class.	Negligible	Negligible	19%	36.6%	42.3%

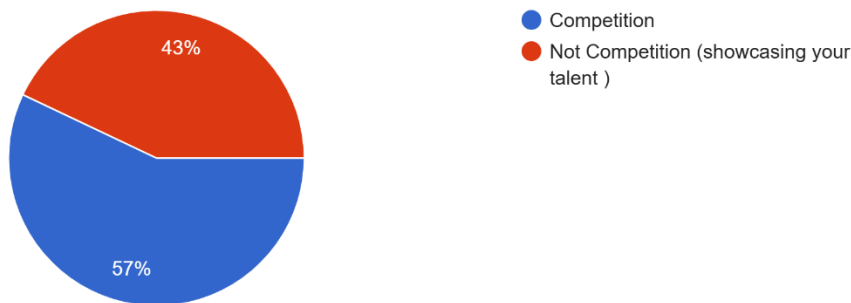
8. Among the teaching method which u felt was most appropriate and fun ?

142 responses



9. Do you want these kind of innovative teaching methods as competition or just as a method of showcasing your talent

142 responses



10	Give your rating out of 5 (5 being highest marks and 1 being lowest) for innovative teaching method compared to traditional methods	Negligible	Negligible	9.9%	36.6%	52.8%
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As you can see in the above-mentioned table the hand hygiene program called “Shake a leg for Hand hygiene” had a very good feedback from students as documented and faculty members. From the above table the feedback response, 80 to 90% gave a positive feedback with average of 10 to 15% giving an inconclusive “sometimes” response. The negative feedback on the overall was negligible. Majority (56.3%) of the students felt the dance competition a better innovative way of learning in comparison to skit and short film. They wanted it as a competition (57%) rather than just a method of showcasing talent. Around 52.8% always wanted these kind of innovative teaching methods in comparison to boring didactic lecture.

**Conclusion**

As Benjamin Franklin said “Tell me and I’ll forget, Teach me and I’ll remember, Involve me I’ll learn”. This saying was long time ago but it still holds good now more than ever for the Generation Z. Generation Z has spent more time with gadgets and internet compared to

any previous generation. As result there is lack of socializing face-to-face interactions, with happiness scale showing a low.<sup>5</sup> This could be the reason when given a group task they were hesitant to participate and one of the students wanted to do solo performance which we had to allow to increase participation. To bring them out of the comfort zone and allow them to interact and bond such a activity was thought of. Members of Generation Z have an “a la carte” approach to education meaning they will learn what they want to and will regard something not useful if it does not appeal to them. Generation Z also prefers hand on experience and learning while doing. That is why such an activity like dance was introduced. They want to know what is needed to succeed in that moment itself. The reason to make this learning experience is for immediate reward which this generation craves for.<sup>6</sup> It is important to bring historically changes in medical education to teach our current generation. For Generation Z, creativity should be the core of teaching learning method, with

hands-on participation, reflection, and discussion. Generation Z calls in for more innovation, and we should be ready with more creative methods to teach them if we want to make them successful doctors<sup>7</sup>.

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