

Table 1) Comparison between the Frequencies of Satisfaction Levels of the Medical Students with Traditional and Combined Methods in Teaching Kidney and Endocrine Topics (numbers in the parentheses showing percentage)

Teaching Methods	Completely Agree	Agree	No Idea	Disagree	Completely Disagree
Interests in the Topics Learning					
Traditional Method	(20) 10	(32) 16	(24) 12	(20) 10	(4) 2
New Method	(20) 10	(32) 16	(32) 16	(8) 4	(8) 4
Encourage to Participate in the Public Classroom Discussions					
Traditional Method	(4) 2	(44) 22	(36) 18	(16) 8	0
New Method	(8) 4	(36) 18	(36) 18	(16) 8	(4) 2
Relation between the Issue and the Field of Study					
Traditional Method	(4) 2	(36) 18	(44) 22	(12) 6	(4) 2
New Method	(16) 8	(40) 20	(24) 12	(20) 10	0
Effective and Useful in Topics Understanding					
Traditional Method	(20) 10	(64) 32	(8) 4	(8) 4	0
New Method	(16) 8	(36) 18	(12) 6	(32) 16	(4) 2
Enough Attractiveness and Emotions					
Traditional Method	(18) 9	(60) 30	(8) 4	(10) 5	(4) 2
New Method	(18) 9	(28) 14	(20) 10	(30) 15	(4) 2
No Anxiety during the Course Presentation					
Traditional Method	(30) 15	(44) 22	(20) 10	(6) 3	0
New Method	(18) 9	(20) 10	(38) 19	(18) 9	(6) 3
Tales about Daily Life to Understand the Issue					
New Method	(24) 12	(52) 26	(20) 10	(4) 2	0
Changes in the Sitting Mode for Better Understanding of the Issue					
New Method	(16) 8	(32) 16	(28) 14	(20) 10	(4) 2
Attributing Different Cell Roles to Students to Enhance Learning Quality					
New Method	(24) 12	(36) 18	(24) 12	(12) 6	(4) 2
To Show Educational Movies and Animations for Better Understanding of the Issue					
New Method	(24) 12	(52) 26	(16) 8	(8) 4	0
Utilization of Models to Enhance Learning Quality					
New Method	(28) 14	(56) 28	(12) 6	(4) 2	0
Utilization of Real Animal Parts in Teaching for Comprehension of the Issue					
New Method	(36) 18	(36) 18	(12) 6	(16) 8	0
To Note Clinical Items to Enhance Learning Motivation					
New Method	(40) 20	(36) 18	(16) 8	(4) 2	(4) 2