



“PERCEPTIONS OF MBBS STUDENTS REGARDING ONLINE LEARNING DURING COVID-19”

Medical Education

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ABSTRACT

Introduction: The Covid-19 pandemic has transformed the medical education and made the shift to online learning inevitable. The teachers and students are still in process of acquainted with the new education system. The needs of the students can be explored and viewpoint regarding blending of online learning can be done. **Aim:** Perceptions of MBBS students regarding online learning during COVID-19. **Objective:** 1] To determine Perceptions of MBBS students regarding online learning at GMERS Medical College, Vadnagar during COVID-19 **Methods:** The students of first, second year and third year part – I MBBS that had learnt through online mode during covid-19 lockdown was enrolled for the project particularly those who gave the consent to participate, were included for the project. Total 206 sample size calculated. A Google questionnaire form will be developed and validated by members of MEU. The questionnaire having 17 questions based on 5-point Likert scale. **Result:** The majority students [54.8 %] found that online learning cannot replace traditional learning, but 41.1% students found online learning more convenient & flexible. The Majority of students believe that interaction through online learning is less [38.4%], 69.8% students disagree that online learning can cover practical. **Discussion:** The students like idea of online learning, and believe that it should be encouraged but on the other side they believe that online learning cannot replace traditional learning. Blending is their preferred method of learning.

KEYWORDS

Online learning, covid-19

INTRODUCTION

The Covid-19 pandemic has transformed the medical education and made the shift to online learning inevitable. The covid-19 pandemic has enforced medical teachers to find diverse approaches to teach students as human contact is not possible during pandemic.¹

The online teaching in medical education has been in trend for many years now, but in India, is relatively new. Some of the teachers in India have had the experience of online teaching, some as facilitators, and some as students during faculty development interventions.^{2,3} but its use for Medical education is a rather new phenomenon.

There is acceptance of online learning worldwide, but In India no one believed to that online learning will become part of education in India until Lockdown during COVID -19 pandemic.⁴

The teachers are developing and using many ways of online learning platforms for the conduct of effective education. We can call this a relatively new normal in teaching learning process in India. The teachers and students are still in process of acquainted with the new education system. As of now, students' view is important. The needs of the students can be explored and viewpoint regarding blending of online learning can be done.

The descriptive cross-sectional study will be conducted at GMERS Medical College, Vadnagar, and would include students of phase I, II, III MBBS students to determine Perceptions of MBBS students regarding online learning

OBJECTIVE:

- 1] To determine Perceptions of MBBS students regarding online learning at GMERS Medical College, Vadnagar during COVID-19

METHODOLOGY:

After obtaining Institutional Ethics Committee permission, the descriptive cross-sectional study was conducted at GMERS Medical College, Vadnagar.

The students of first, second year and third year part – I MBBS that had learnt through online mode during covid-19 lockdown was enrolled for the project particularly those who gave the consent to participate, were included for the project. The total students are 500. Total 206 sample size calculated. A Google questionnaire form will be developed and validated by members of MEU. The questionnaire having 17 questions based on 5-point Likert scale, 3 items of questionnaire are of the demographics, one about the gadget was used. One leading

question about choice of preference for future learning which is of MCQ type was used. Two long answer questions to obtain viewpoint on strengths and weaknesses of online learning were used.

The Google questionnaire form was sent to all the participant students and collected response was analyzed using Microsoft excel.

The total 20 questions divided into 5 groups:

1. Online versus Traditional learning [4 items; Likert scale]
2. Quality of Online learning [5 items; Likert scale]
3. Online learning advantages versus disadvantages [5 items; Likert scale]
4. Attitude of students towards online learning [3 items; Likert scale]
5. Preferred choice of learning in future [1; MCQ]
6. Strengths and weaknesses of online learning [2 items: Long answer type]

RESULT:

Table:I: Demographic Profile Of Participants

No	Title	No. [%]
1.	Academic year	First Year MBBS 107[48.9%]
		Second Year MBBS 94 [42.9%]
		Third Year MBBS Part-I 18 [8.2%]
2.	Gender	Male 133 [60.7%]
		Female 86 [39.3%]
3.	Age	Less than equal to 20 years 176 [80.37%]
		More than 20 years 43 [19.63%]
4.	Preferred gadget for online learning	Smartphone 96.3%

The majority students are from First Year MBBS [48.9%] followed by second year MBBS [42.9%]. The Third year MBBS Part-I students are least interested to participate.

The majority students [54.8 %] found that online learning cannot replace traditional learning, but 41.1% students found online learning more convenient & flexible.

The Majority of students believe that interaction through online learning is less [38.4%], 69.8% students disagree that online learning can cover practical, 61.1 % students disagree that online learning can cover clinical aspects of medical education. Majority of students [43.9%] found downloadable online content is better than live content. The majority of students believe that there is financial burden to access online learning. The majority of students found online learning user friendly, easy to find information, can learn from anywhere.

The majority of students like idea of online learning, fun to use and must be encouraged.

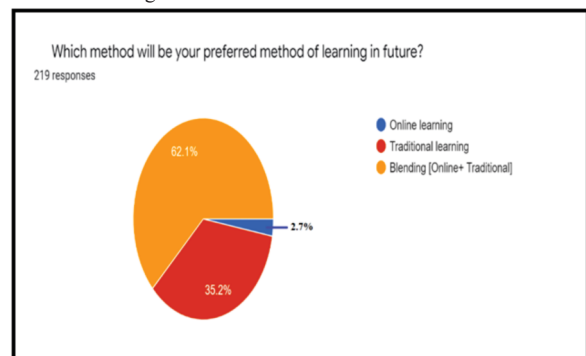


Figure I: Students' Preferred Method Of Learning In Future.

The students don't want to replace traditional learning by online learning, but 62.1% students found blended learning will be preferred in future.

Table II: Strengths and Weaknesses of Online learning.

Sr. No.	What was good in online learning?	What needs improvements in online learning?
1.	Professors were good at adapting to the changes. Comfortable environment at home to study.	It was less good compared to traditional.
2.	Crystal clear conceptual lectures.	Lecture taken for practical classes not effective
3.	Can study at anyplace	There should be more focus on Offline Learning
4.	Excellent efforts by faculties	Improvement in Sound quality should be done
5.	Can download lecture at your own convenience	Traditional learning is best for online learning so keep traditional learning
6.	Regular online test system	Consistency in taking lectures should be maintained.
7.	Pdf and ppt of lectures were provided as study material	Teaching Clinical aspects is not much effective
8.	We can easily study whenever we want by video lecture	Compulsory attendance was not there. It was not forced as in offline teaching.
9.	Lecture was uploaded on web site so we can see whenever we want!	In online lecture students cannot interact with the professors effectively
10.	No stress	In online classes students can't concentrate that much.
11.	In my view, the institute provided its best for online teaching.	Network issue
12.		It is more of a one-way communication than a discussion and also online classes are generally not taken as seriously as the traditional offline class

DISCUSSION

In present study, the majority students are from First Year MBBS [48.9%] followed by second year MBBS [42.9%]. The Third year MBBS Part-I students are least interested to participate.

In present study, the majority students [54.8 %] found that online learning cannot replace traditional learning, but 41.1% students found online learning more convenient & flexible.

In present study, the Majority of students believe that interaction through online learning is less [38.4%], 69.8% students disagree that online learning can cover practical, 61.1 % students disagree that online learning can cover clinical aspects of medical education. Majority of students [43.9%] found downloadable online content is better than live content.

In present study, the students like idea of online learning, fun to use and

must be encouraged, but majority of students showed neutral attitude towards online learning. Anjali N Shete et.al study observed that 30.8% students were showing positive, 69.2% showing negative attitude towards online learning.⁵

In present study, the students don't want to replace traditional learning by online learning, but 62.1% students found blended learning will be preferred in future. Sahar Abbasi et al study observed that majority of the students preferred face to face teaching over e-teaching.⁶ They believe that online learning is flexible but not effective for teaching practical, clinical examination, and they cannot interact with professor effectively. The network issue during live session during attending leads to decrease their concentration. The key outcome of the result shows that the students are not yet ready for e-learning.⁶

CONCLUSION

The students like idea of online learning, fun to use and believe that it should be encouraged but on the other side they believe that online learning cannot replace traditional learning. Blending is their preferred method of learning in future where face to face learning will be supported by online learning.

Limitations

The single institute involved in this project, so participation of other institute can be utilized for generalized statements.

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