



On-Line Questionnaire of Second-Year Students Specialty in Medicine of the Faculty Preparation of Foreign Citizens at Department Clinical Anatomy and Operative Surgery at Distance Learning

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Abstract

Distance learning in Ukraine was declared in 2000. In recent years, this form of education is gradually being introduced into the educational space of Ukraine and has become one of the priority task of modernization of higher education. A world global processes contribute for reforming higher education in Ukraine [1]. Distance learning has become possible due to the active development of computer technology. The use of modern information technologies, the development of which has achieved significant success in the world, can significantly improve the learning process. Different educational and state studies proved that distance form learning is an efficient modality of learning. The introduction of this form of education in the educational space has become especially relevant in the context of the COVID-19 pandemic. In a relatively short period of time, teachers and students had to change the traditional form of learning and actively master new computer platforms, formats and interfaces to provide the learning process [2]. Due to the distance form of education, the educational process in higher education institutions has not been suspended. Students had the opportunity to get knowledge and continue their studies. Successful implementation of distance learning can take place, in particular, in the presence of appropriate material and technical base (hardware and software, the presence of high-speed communication lines), the development of quality criteria etc. Distance learning, like any other form of learning, needs constant improvement. Obviously, one of the methods of improving the educational process in this form of education is the study of students' opinions, as a subject of the educational process [3,4]. On-line conducting student questionnaire helps to identify current drawbacks and problems that arise in the educational process at distance learning. This will contribute to the organization of the educational process and the study of the discipline by students.

Keywords: COVID-19; Anatomy; AIDS; Hepatitis-B; Hepatitis-C

Introduction

We conducted a questionnaire of 84 second-year student's specialty in "Medicine" of the Department of Foreign Citizens of Ivano-Frankivsk National Medical University at the Department of Clinical Anatomy and Operative Surgery. Questionnaires of students were conducted on-line on the TEAMS platform, which is used for the educational process at a distance form in IFNMU. Questionnaires of students in the on-line mode were conducted as follows. A questionnaire with questions was sent to a group of

students by the teacher. Every student had the opportunity to think individually and answer the questions in the questionnaire. After answering the questions, the student sent his questionnaire with the answers to the chief-student of the group. The chief-student of the group, collecting all the questionnaires, were sending them to the teacher. Students were offered a list of questions about thinking of students to a distance learning, technical support of students for the practical classes and the educational process at the department. The questionnaire questions had answers, and students were asked to express their

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opinion on a current learning on our department. The following questions were included in the list:

- To own a practical skill I prefer: A) draws B) video C) teacher has to show D) other.
 - What do you think about distance learning: A) provides knowledge B) does not provide knowledge C) not matter.
 - I used for distance learning: A) phone B) comp C) laptop;
- Why I did not use the computer:
- Internet speed was: A) good B) bad C) could change.
 - I had problem with internet: A) yes B) no.
 - During distance learning, my preparation for the practical lesson was: A) the best B) worse C) has not changed.
 - I used a textbook or manual when answering during distance learning: A) yes C) no.
 - I used the online consultation: A) yes B) no;
 - During distance learning I was in: A) my country B) Ukraine.
 - In your opinion, it is better to conduct practical classes in the case of distance learning.
 - Was the discipline of clinical anatomy and operative surgery useful: A) yes B) no C) not matter?
 - How much the lectures helped you in preparation for the practical lesson A) 0-10% B) 11-30% C) 31-60% D) 61-100%.

- Whether there were disadvantages of the lecture in the form of distance learning. The results of the questionnaire among students were different, but important for improving the educational process at the department. According to the questionnaire, during the distance form of education the vast majority of students of the Department of Foreign Citizens (67%) were abroad, and 33% of students continued their studies in Ukraine (Figure 1).

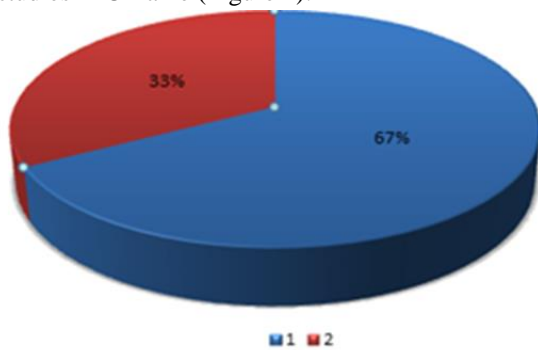


Figure 1: Location of foreign students during their studies (1- abroad; 2- in Ukraine).

In distance learning, students mostly used telephones (63%), which coincides with the results of student questionnaire in other countries [4]. A laptop or netbook were used by 27% of students, while only 10% of students used a computer (Figure 2).

Interestingly, the lack of computers in 51% of students is the reason why they did not use a computers for practical training. Students believe that the phone is a more convenient and economical electronic device. The vast majority of students (54%) noted a sufficient speed of the Internet to provide communication in the form of distance learning. However, 46% of students indicated that their internet speed was insufficient. On practical classes, these drawbacks of technical support are often observed. In addition, students did not always have the channels of communication properly prepared and set up for work. Sometimes, there was no sound, the image on the screen disappeared or was not stable. This was affecting the course of the practical lesson and delayed the time administered for one student.

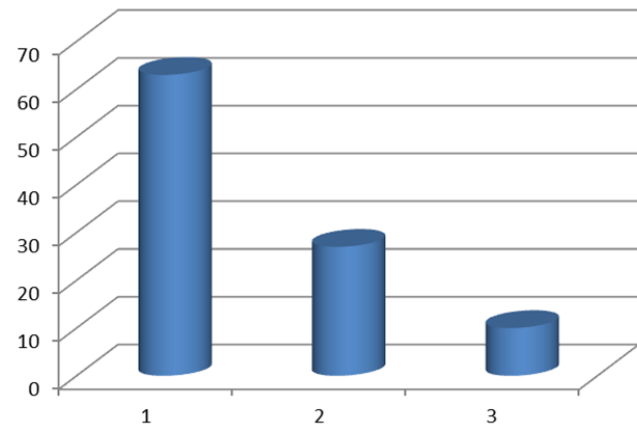


Figure 2: Using of foreign students the channel of communication in the conditions distance learning (1-phones; 2- laptops or netbooks; 3- computers).

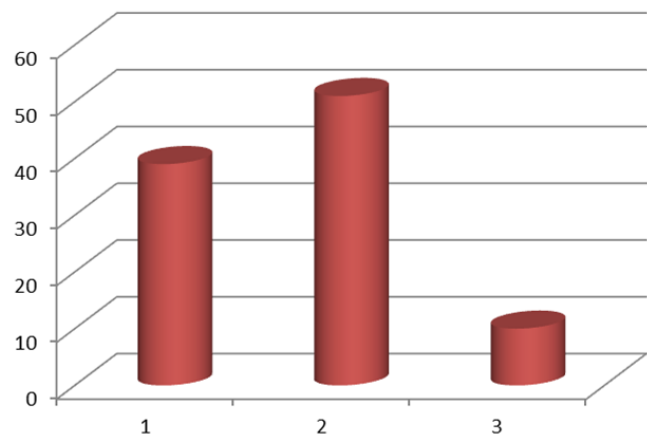


Figure 3: Usage additional materials during the answer by foreign students (1- "yes" used; 2- "no" did not use; 3- did not answer the question).

The different attitude of students of the department of foreign citizens to the distance form of education is noted. So, 43% of students consider that distance learning does not provide adequate



knowledge, while 39% of students answered that distance learning can provide knowledge. Not a large percentage (18%) of students believe that it does not matter what form of studying. During the distance form of education, the preparation of students for practical classes is great important. According to the results of the questionnaire, 45% of students noted an improvement of their preparation for classes, 29% of students noted that the preparation for practical classes became worse, and for 26% of students, according to their answers in the questionnaire, change of education did not effect on their preparation for practical classes. During the practical lesson, in the case of distance learning, the teacher's control for using the additional materials at student response is significantly reduced. The teacher cannot fully control the usage of additional materials by students on the distance. In keeping with results of the survey, 39% of students used textbooks or other means to answer the questions asked by the teacher in on-line. About 51% of students answered negatively to the question about the usage of additional materials at their answer, and 10% of students did not answer the question (Figure 3).

Especially, important and relevant is the mastering practical skills by students of medical universities in distance form of learning. Ultimately, practical skills are an integral part of training future doctors. It is important for us to study students' opinions on how best to master a practical skill. In their questionnaire, the majority of students (62%) showed that for mastering their practical skills, the teacher must demonstrate practical skills, and 27% of students preferred to see videos on practical skills to master them. Although, among these students (11%) there were students who can master practical skills by combining video with skills and demonstration practical skills by the teacher. As our experience shows, the work of students in the educational and practical centre together with the teacher in combination with various forms of presentation of educational material (including video) helps students better and more effectively learn practical skills. There is consultation time on department clinical anatomy and operative surgery for better mastering theoretical material, and practical skills by students. According to questionnaire, the majority of students (52%) attended on-line consultations, and 48% of students did not use consultations. Distance learning was assessed positively by 39% of students. Students argued that distance learning is interesting because many videos are used in practical classes. Understanding the dangers of the COVID-19 pandemic, 30% of students also preferred distance learning. However, 31% of students were against distance learning, as there is not possibility to master practical skills. For us, the attitude of students to the discipline "Clinical Anatomy and Operative Surgery" remains important. According to the results of the questionnaire, 89% of students positively assessed and noted that this discipline was useful for them, for 7% of students this

discipline was not useful, and 4% of students did not answer on this question. One of the forms of learning that needs further improvement is a lecture. Therefore, it was important for us to know from the students how much the lecture material was useful for their preparation for practical classes. On 61-100% a lecture material was used by 47% of students to prepare for practical classes. On 31-60% the lecture material was used by 46% of students to prepare for practical classes. Only 7% of students used 11-30% of the lecture material for studying discipline. When questionnaire students about the drawbacks of conducting lectures on-line, 88% of students answered that disadvantages were absent and 12% of students informed the presence of disadvantages caused by poor internet. Thus, the distance form of learning, being widely introduced into the educational process, requires further improvement of material - technical providing and the usage of new learning approaches in various forms of student learning. Continuous study of student opinion, which is conducted through on-line questionnaire, will improve the learning process and eliminate its drawbacks in distance learning.

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