

Metaphor of Thought on Online Teaching during Lockdown by Medical and Dental Students- A Comparative Study

Dr. R. Ravi Sunder¹, Dr. I. Jyothi Padmaja², Dr. Neelima. P³

¹Co-coordinator MEU, Professor, Department of Physiology, GIMSR,

²Principal, Chairperson MEU, Professor, Department of Microbiology, GIMSR,

³Professor, Department of Anatomy, GIMSR,

^{1,2,3}GITAM deemed to be University, Rushikonda, Visakhapatnam, Andhra Pradesh, India

ABSTRACT

Online learning has become the mainstay during this COVID -19 lockdown. Students in the professional courses had to adjust themselves to the new teaching method. The present study has been conducted to evaluate and compare the metaphor of thought by the medical and dental students regarding online teaching. A self directed questionnaire was given to 200 participants (120 medical, 80 dental) by Google form. Students were between 17-23 years age, pursuing their first year. Questions were given under five subheadings with three options- 'yes', 'somewhat' and 'no'. The responses were analyzed. 47.9% medical and 31.6% dental students replied 'yes' for blended learning. 40% medical and 30.9% dental students opined there was no contentment with the subject. Mentors advice was useful for 44.4% medical and 59.9% dental students. Only 6.8% medical and 19.1% dental students could be able to manage time. 26.8% medical and 13.4% dental students were satisfied with the clarity on the subject. Mixed responses were given by medical and dental students. Medical students preferred blended learning than dental students. Mentors advice was more helpful for dental students. Most of the medical students could manage time when compared to dental students. This study represents the opinion of medical and dental students for online learning.

KEYWORDS: Online learning, medical, dental students, metaphor of thought

INTRODUCTION

E learning in professional courses has been introduced in the teaching learning methods during the pandemic. It is completely a new teaching methodology like a double edged sword having impact on both students as well as educators. Students in particular has to adjust themselves to this unpredicted learning. Pahinis Kimon etal⁽¹⁾ described that online learning can be pursued from anywhere anytime outside the classroom. Ruiz etal⁽²⁾ adds that it saves time and overcomes faculty shortage. Ramolgan etal⁽³⁾ opines that it has the potential to shift the learning process from passive teacher-centered learning to active learner-centered learning. A study by Oliver⁽⁴⁾ defined teachers expertise, student readiness and quality of the online content determine the success factors. This has been extended to political cultural and economic factors by Alshare etal⁽⁵⁾. The present study was done to evaluate the opinion of medical

and dental students towards online learning for further implementation in their curricula.

MATERIALS & METHODS

A self directed questionnaire was given to medical and dental students by Google forms after taking an informed consent. 120 medical students and 80 dental students of age between 17-23 years participated in the study. The purpose of questionnaire was explained and were asked to mark the appropriate answers. The questionnaire had five subheadings- blended learning, contentment with subject, mentors advice, managing time and subject clarity. The responses were evaluated and illustrated graphically.

RESULTS

The self directed questionnaire with ten questions had three options each- yes, somewhat, no. The results are as follows:

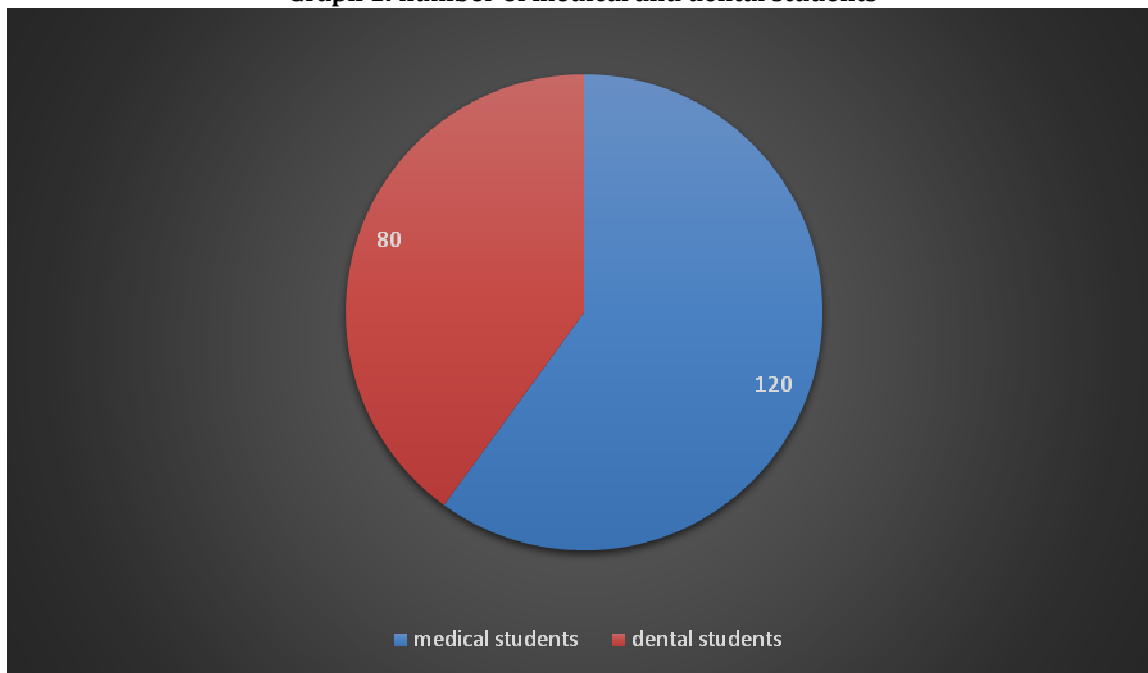
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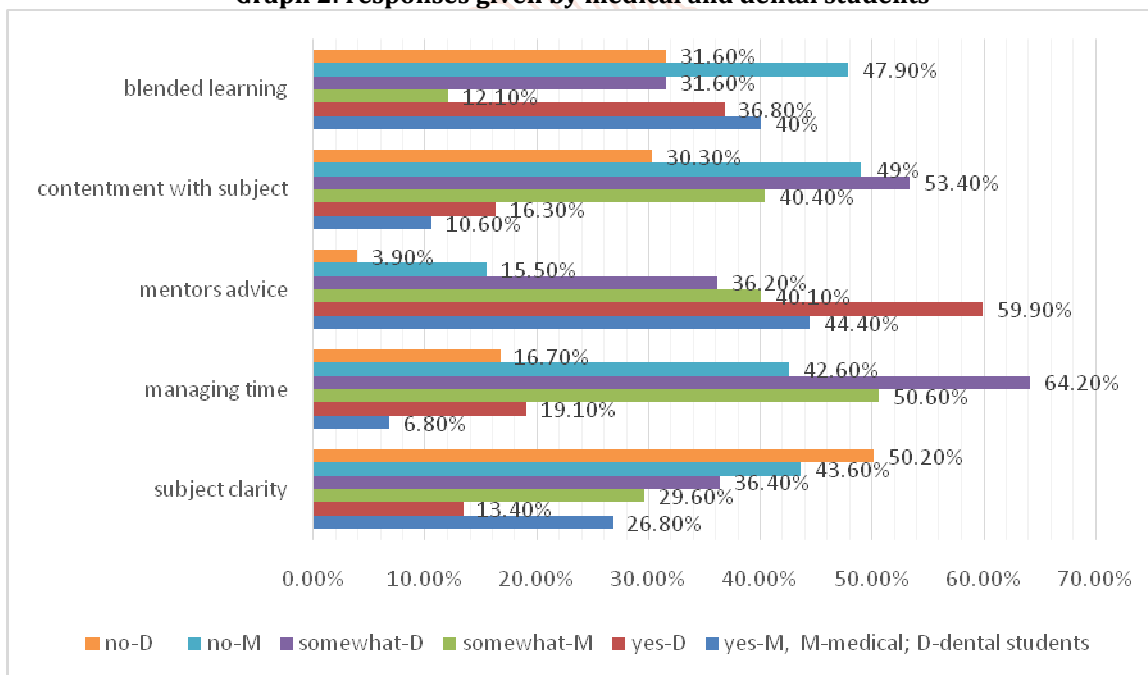
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Graph 1: number of medical and dental students



Graph 2: responses given by medical and dental students



DISCUSSION

Online education played a key role in medical education during the pandemic. Professional courses have chosen online teaching as the prime source. Evans etal⁽⁷⁾ have described that the unprecedented COVID-19 pandemic has caused sudden shift to adopt online learning enabling the students to learn remotely. Students should accustom to learn through internet and adapt themselves to different learning styles for the effective result. Khalil etal⁽⁸⁾ reported the use of blended learning in preclinical years especially in anatomical teaching. Longhurst etal⁽⁹⁾ focused on the quality of resources and compensations for the lack of exposure. Reinholz etal⁽¹⁰⁾ suggested the importance of digital health platforms for students and patients even after COVID-19. Dost etal⁽¹⁰⁾ has elaborated on the uses of online teaching in the continuing medical education. The present study depicts the opinions of medical and dental students towards online learning during this pandemic. Blended learning was opted

more by medical students. Contentment with the subject was more for dental students. Mentors advice was helpful for 59.9% dental students. Time management was somewhat possible for 64.2% dental students. 50.20% dental students opted there was no clarity on the subject. This study can be more elaborated for students pursuing other courses also.

CONCLUSION

Online teaching during the lockdown showed a mixed response of opinions between medical and dental students. Blended learning was more preferred by medical students. Mentors advice was more helpful for the dental students.

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