



Virtual class room

Analysis of student's feedback

Pramod Jnawali

VCR Committee

Patan Academy of Health Sciences

Introduction

- Patan Academy of Health Sciences is dedicated to provide socially accountable health professions education.
- One of the component of the undergraduate training is community based teaching and learning.
- During final year of under graduate curriculum, students are posted to rural sites for six months.
- To continue their learning activities, the concept of virtual classroom (VCR) was designed.
- These sessions are designed to address the contextual queries via online session, so that guided learning activities continues.

- The objective of this manuscript is to analyze feedback given by students on sessions

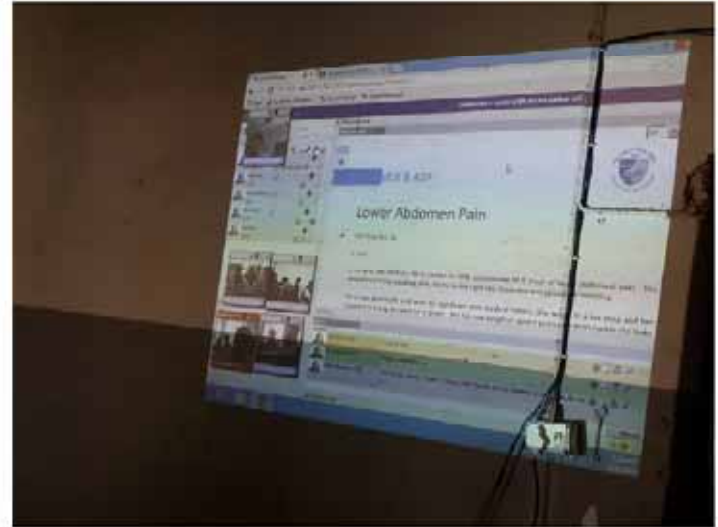
Classes

- Students posted in four different Rural sites of Nepal
- Classes run every for Friday 2hours
- They are given the topics of discussion one week earlier
- Students will find out the topic related case in this one week.
- Each site will discuss on their case in short on Friday.
- Discussion is facilitated by the faculty from PAHS site.

Photo of VCR Class at PAHS



Photo of VCR at Gorkha

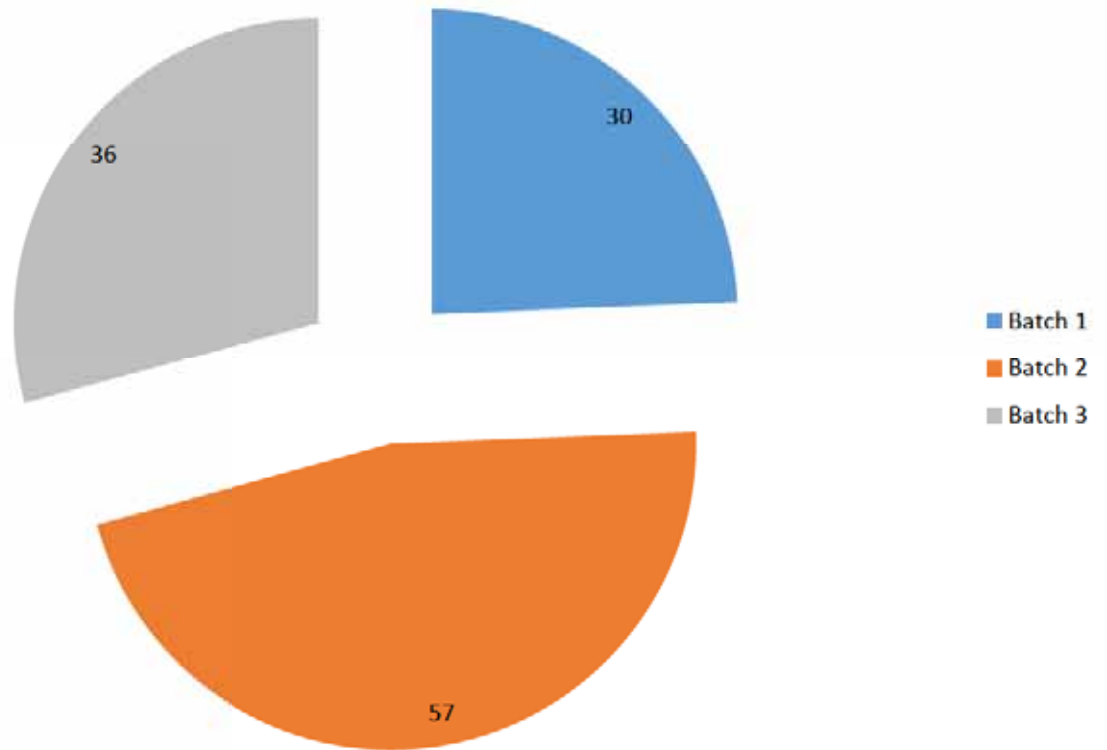


Methods

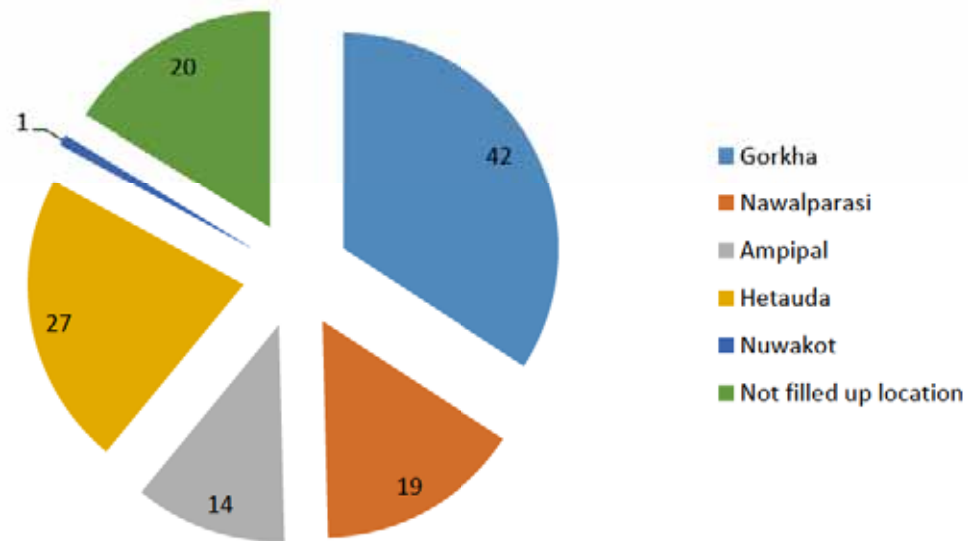
- Feedback form of first, second and third batches of students were analyzed (2015-2017)
- The feedback consisted of open questions and close questions.
- Close questions were designed using four-point Likert scale where one was “least appropriate” and four was referred as “most appropriate”.
- Open questions were categorized under various thematic areas
- These were observed and analyzed critically through manual content analysis.

Results

- 123 feedback forms were analyzed



Data collected from various peripheral sites



Close question were analyzed in the likert scale of four.

Students of all batches responded that

- VCR helped them to strengthened their ability to collaborate with class mate (Average score =3.1/4)
- Helped them stay connected (Average score = 3.0/4) and
- Strengthened their case presentation skills (Average score = 3.0/4).

Areas	2015	2016	2017
Helped them to strengthened their ability to collaborate with class mate	3.1	2.9	3.1
Helped them stay connected	3.0	2.9	3.1
Strengthened their case presentation skills	3.0	3.0	3.0
Technical (Video and Audio)	3.0	2.9	2.8

Areas	Ampipal	Gorkha	Nawalparasi	Hetauda	Nuwakot	Not filled
Helped them to strengthened their ability to collaborate with class mate	3.1	3.1	3.1	3.1	3.1	3.1
Helped them stay connected	3.0	3.1	3.0	2.9	3.0	3.0
Strengthened their case presentation skills	3.0	3.0	3.0	3.0	3.0	3.0
Technical (Video and Audio)	2.8	2.9	2.8	3.1	2.9	2.9

Concerns

- Their major concern was on technical support.
- Satisfaction rate for video and sound quality was above 50% but still trend of satisfaction was observed to be decreasing with each batch.
- Analysis of open question were classified into satisfaction and dissatisfaction.

- Under satisfaction out of 23 comments 19 were about their positive view to remain connected.
- Twelve themes were on support from the center to clear confusions or manage case.
- The major concerns on dissatisfaction areas were on quality of sound and video.

Discussion

- No difference has been observed between internet and non internet format of teaching in terms of learner satisfaction, change in knowledge, skills and behaviour
- Advantages of web-based learning in medical education include overcoming barriers of distance and time, cost effectiveness
- Disadvantages include social isolation, up-front costs, and technical problems.

- Utilizing e-learning can result in greater educational opportunities for students
- This potential of e-learning assumes a certain level of institutional readiness in human and infrastructural resources that is not always present in LMICs.
- Institutional readiness for e-learning adoption ensures the alignment of new tools to the educational and economic context.

- Educational objectives was met, moreover students felt that it helped to connect with each other
- Technology and its investment can be major challenges in our context
- As seen in this study, technology did not achieve the adequate satisfaction level
- Availability of internet in rural sites, local technical support for maintenance are the factors that limits the optimal use of facility
- Unreliable power supply is yet another factor that hinders the smooth running of the session.

Conclusion

- Virtual class room is an important educational tool for students posted in rural to stay connected and collaborate with colleagues and mentors.

References

- Cook D, Levinson A, Garside S, Dupras D, Erwin P, Montori V: Internet-Based Learning in Health Professionals: A Meta-analysis. JAMA. 2008, 300: 1181-1196. 10.1001/jama.300.10.1181.
- David Cook. Web-based learning: pros, cons and controversies. Clin Med January/February 2007 vol. 7 no. 1 37-42. doi: 10.7861/clinmedicine.7-1-37
- Seble Frehywot , Yianna Vovides, Zohray Talib, Nadia Mikhail, Heather Ross, Hannah Wohltjen et. Al. E-learning in medical education in resource constrained low- and middle-income countries. Frehywot et al. Human Resources for Health 2013, 11:4

Thank you