The students’ view of video-assisted learning as an addition to traditional peer teaching of clinical examinations

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BACKGROUND
At our faculty, 3rd-year medical students are taught clinical examinations under the supervision of peer tutors educated by teachers-mentors in the scope of the subject Internal medicine and propaedeutics. Two clinical examinations were recorded (abdominal and pulmonary system examination) in order to upgrade peer teaching (PT) and offer students additional way of revision. A survey was conducted to evaluate students’ view of the video-assisted learning (VAL) as an addition to PT of clinical examinations.

METHODS
The survey was carried out at Clinical Skills Laboratory in November 2016. Ninety-three students participated in the peer tutor supervised educational process for a month before taking objective structured clinical examination (OSCE). The videos were accessible on the Youtube platform five days prior to and mid OSCE. The students who watched the videos were asked to fill out a 5-question survey after their OSCE. The statistical analysis was performed using descriptive statistics.

RESULTS
The videos were viewed by 85 out of 93 students. Most of the students viewed the videos 1-2 times (70%), 18% of students viewed them 3-4 times and 3% of students 4 times or more. Students felt that VAL improved their OSCE score (3.5±1.1/5) (fig. 1). Majority of participants (84%) would prefer combination of VAL and PT as the optimal teaching method for clinical examinations. Only 15% of students felt that introduction of VAL would be unbeneficial. Only one student wanted to learn clinical examinations through the videos only. All students agreed that VAL should not replace PT.

DISCUSSION
Our results showed that students seek additional ways of learning, as 91% of students used the videos in their rehearsal for OSCE. In the previous study that was carried out at our faculty no statistically significant difference was found between the students who watched the videos and the control group in their OSCE score (1). Nevertheless, students felt that their results on the OSCE were improved by VAL. This may be due to higher self-confidence as videos enable them rehearsal of the protocol and the technique of clinical examination. In the future, it may be beneficial to make videos available from the start of the educational process.

CONCLUSION
As students are seeking out new ways of learning, more effort should be made to offer students learning materials in different ways. VAL should be considered as an additional learning method in a PT.

REFERENCES
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Methods: The survey was carried out at Clinical Skills Laboratory in November 2016. Ninety-three students participated in the peer tutor supervised educational process for a month before taking objective structured clinical examination (OSCE). The videos were accessible on the Youtube platform five days prior to and mid OSCE. The students who watched the videos were asked to fill out 5 questions survey after their OSCE. The statistical analysis was performed using descriptive statistics.

Results: The videos were viewed by 85 out of 93 students. Most of the students viewed the videos 1-2 times (70%), 18% of students viewed them 3-4 times and 3% of students 4 times or more.

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Conclusion: As students are seeking out new ways of learning, more effort should be made to offer students learning materials in different ways. VAL should be considered as an additional learning method in a PT.

References: