Medical Education

Questionnaire of Third-Year Medical Students of the Ivano-Frankivsk National Medical University Undergoing Shortened Course of Study About Delivered Lecture in Clinical Anatomy and Operative Surgery

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Abstract

The educational process in Ukraine, that is undergoing reform due to the introduction of the European Credit Transfer System, requires the improvement of the basic forms of education, namely lectures. This is due to the dynamic development of scientific advances in medicine, the appearance of innovative technologies, the growth of requirements for the formation of a competitive specialist, a doctor who constantly needs to improve his/her knowledge and practical skills in particular. The questionnaire of student audience helps clarify the advantages and disadvantages of the teaching material presented during the lecture and the level of mastering the key moments of the lecture by students. We present the results of a questionnaire of students about the lecture delivered at the Department of Clinical Anatomy and Operative Surgery.

Keywords
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The European Credit Transfer System, introduced in Ukrainian educational space, requires changes and improvement of the forms of student training. Despite many ways of gathering information, the lecture remains one of the most important forms of teaching [4], in a higher medical institution in particular. The lecture carries informational, orientational, explanatory, systematic, evidential and educational functions [1]. At the same time, under modern conditions, the lecture is characterized by rapid accumulation of scientific data, an increase in the rate of professional technology updating [2], thereby forcing students to study the learning material more actively, as well as to pay more attention to independent learning and mastering of practical skills to be a competent specialist in future.

According to the course schedule at the Department of Clinical Anatomy and Operative Surgery, the lecture “Topographical Anatomy of the Lumbar Region, Retroperitoneal Space and Pelvis. Renal, Ureteral, Pelvic and Perineal Surgeries” was delivered to medical students of the Ivano-Frankivsk National Medical University undergoing shortened course of study. This category of students differs from others since they have already received basic medical education and possess some practical skills used in medical practice. When discussing with these students, one can note more pronounced educational space, requires changes and improvement of the forms of student training. Despite many ways of gathering information, the lecture remains one of the most important forms of teaching [4], in a higher medical institution in particular. The lecture carries informational, orientational, explanatory, systematic, evidential and educational functions [1]. At the same time, under modern conditions, the lecture is characterized by rapid accumulation of scientific data, an increase in the rate of professional technology updating [2], thereby forcing students to study the learning material more actively, as well as to pay more attention to independent learning and mastering of practical skills to be a competent specialist in future.

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To evaluate the lecture, we conducted a questionnaire of 46 students attending the lecture. At the end of the lecture, the student audience was asked to answer the questions concerning the assessment of the lecture delivered and the level of students’ perception of the lecture material: How do you evaluate the lecture? Are there any critical comments to the lecture? What is located between the uterus and the rectum in the peritoneal pelvis? The aforementioned questions were presented on the screen and the students were able to remain anonymous when writing answers. According to the questionnaire results, all the students positively evaluated the lecture; however, 57% of students wished for an increase in the number of video films during the lecture, and 8.7% of students proposed to increase the number of illustrations and figures to certain sections of the lecture material. Considering the huge volume of material presented, additional illustrations and videos will help in mastering the learning material. More than 26% of students offered to pay more attention to practical
skills and their explanation. About 7% of students proposed to supplement the lecture material by clinical cases using own practical experience. It should be noted that we use clinical cases from own practical experience for better understanding the lecture material by students and further applying gained knowledge in their future medical practice. The combination of theoretical material and practical experience of the lecturer helps a student better understand the study material. During the lecture, the teacher, conversationally, tried to interconnect the main moments of the lecture material, draw students’ attention to applying acquired knowledge in the practice of the doctor, thereby attempting to gain students’ interest and teach the basic material. More than 2.2% of students wished for more active communication and dialogue with the teacher concerning the main moments of the lecture. This approach allows the student not only to memorize the information presented, but to independently work out and experience it [3]. The analysis of the questionnaire results showed that 71% of students answered the last question correctly, while 29% of the students were mistaken. Such results indicated insufficient attention of students to quite voluminous lecture material. This is another problem which arises in connection with the reduction of lecture hours and requires a solution under modern conditions. In addition, according to the authors [3], the lecture is not always equally perceived by different students.

Thus, the lecture as one of the forms of training at a higher medical institution remains an integral part of the educational process; along with the fact that it allows students to generalize or deepen their knowledge of the discipline, it requires further improvement.

References


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