

Association for Promotion of Education and Science Globalization SPACETIME

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Science and Education Center «Science Study Service»



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«Development of distance education and digital technologies in
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Proceedings of the II International Education Forum «Best Educational Practices: Ukraine, Europe, World» include the reports of the forum participants by sections: higher education in the era of globalization: best practices, innovations, efficiency, adaptability to new conditions during pandemics and quarantine; general secondary education and personality formation in the 21st century: tasks, methods, technologies and new approaches, organization and improvement of the quality of distance secondary education; professional education: integration of theory and practice; preschool education: pedagogical skills, effective pedagogical methods and techniques.

Top Topic BEP-2021: «Development of distance education and digital technologies in education»

The Proceedings are intended for scientists, teachers, graduate students, entrepreneurs and students.

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3. Про запровадження у вищих навчальних закладах навчальної дисципліни “Вища освіта і Болонський процес”: Наказ Мін. осв. і науки України від 21.05.2004, №414.

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PROCEDURE FOR CONDUCTING A PRACTICAL LESSON IN SURGERY WITH DISTANCE TEACHING

Keywords: *distance teaching, procedure, surgery, practical lesson, medical students.*

Preparation of doctors of the general practice is the principal task of the medical institution of higher education, and therefore the proper teaching of surgery in the whole complex of other disciplines will create conditions for quality medical practice doctor in the future, especially for those professionals who plan to work as surgeons in around world of countries [1, 5, 6].

Taking into account that the level of qualification of the doctor is in the first place in various gradational system of educational societies it's understood the necessity to improve the quality of the doctor in institutes of higher education, in which directed implementation of the credit-module system to the educational process [2, 3, 4].

Covid-19 has been declared as a pandemic disease by the WHO on March 11th, 2020. The disease started in Wuhan province in China in late December 2019. Since that time, the global incidence of COVID-19 disease has increased dramatically.

On the 13th of March, the emergency state was announced in Ukraine followed by the curfew on 21 March. Similar to other sectors, the educational sector has been affected by this pandemic situation. All educational institutions have been closed as well as educational activities have been suspended on the 15th of March. As part of that, the all medical schools in Ukraine in stopped all their teaching and training activities.

This study aims to explore the situation of distance e-learning among medical students during their clinical years and to identify possible challenges, limitations, satisfaction as well as their perspectives for this the approach of learning.

To the best of our knowledge, no published study discussing the current situation of distance e-learning among Jordanian medical students in their clinical years is available. Students' satisfactions, limitations, and perspectives have been addressed in our study as well.

The procedure for conducting a practical lesson in surgery with distance teaching and the main stages of remote conducting a practical lesson in surgery:

Stage 1 of the lesson - testing.

Primary requirements:

1) Testing should be carried out at the first stage, to determine the degree of assimilation of knowledge by students.

2) Test questions should be based on the material presented in the textbook in which students are trained due to the existence of many different interpretations of symptoms, methods from textbook to textbook.

3) Test questions should cover the main stages of the patient's examination - interview, physical examination, differential diagnosis, classification (to form the final diagnosis) and treatment.

4) Test questions should include control of the material of a pathophysiological, anatomical nature.

5) The most suitable tests for primary control are tests with the choice of 1 suitable option, as well as with multiple choice (with discrimination in evaluating each question by the number of right and wrong choices).

Stage 2 of the lesson – working of practical skills.

Since there is no contact with real patients for monitoring and practicing skills, it is important to provide material with videos that show the correct methods for checking symptoms during the physical examination, additional examination methods, which can best be presented in the form of videos filmed in a clinical setting.

These videos are accompanied by questions and comments and can be used both for control and for self-study of students.

The Moodle program is an effective tool for completing the first two steps.

Stage 3 of the lesson - a survey of students, which may have the character of a frontal, role-playing games (doctor-patient) with predetermined diagnoses or simply discussions during which the level of training of students is clarified, problematic points of the topic are analyzed, and a summary is summed up.

Satisfaction in distance learning is strongly linked to students' prior experience in distance learning as well as instructors' experiences and interactions.

Technical and infrastructural resources reported as a major challenge for implementing distance learning, so understanding technological, financial, institutional, educators, and student barriers are essential for the successful implementation of distance learning in medical education.

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