Original Research Article

Student's and Faculty's perceptions of online learning in MBBS teaching

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Abstract

Background: Medicine is universally known as a practically oriented subject. This study puts in an effort to find the student's and faculty's perceptions of online learning. This is a very important study because we know the MBBS course is very much practically oriented and what impact does the online classes will be able to put is the question.
Aims and Objectives: To study the student's and faculty's perceptions of online learning.
Materials and Methods: This study was done in Kanachur Institute of Medical Sciences, Mangalore. The study was done from May 2017 to Nov 2018. A set of validated questionnaire was given to the students and teachers. 120 students MBBS phase 1 students were requested to participate in this study after taking written consent. All staff who were involved in the teaching of these students (n=30) were also asked to fill in a questionnaire to understand their perceptions.
Results: There is a significant difference between the teachers and the student's perception scores.
Conclusion: The results of the present study show that online teaching can effectively supplement regular offline teaching

Keywords: Faculty, students, perception, online teaching

Introduction

Education has been shifted into the techno oriented or rather E-platform based teaching. The change to online in higher education entails reshaping our view regarding higher education, including institutions and students' needs. For instance, theoretical courses can be taught online. In contrast, the practical courses should be conducted face to face to ensure best teaching practices in monitoring and guiding students. E-learning which refers to the Electronic learning is the use of technology or an electronic media is used as a platform to give the students the content, make them understand the subject and also helps in their assessment [1]. E-Learning has a lot of potential in its easiness to use, the vastness of understanding and the information can be sought after the student's convenient time [2]. But as discussed earlier the conventional lectures are so much buried in the system that it is very difficult to be uprooted. But things have changed in the recent past. With the introduction of the competency-based medical education, these medical students are expected to hit the ground running [3]. E-learning is the ability to understand, interpret and apply this knowledge

that is gained from a digital technology [4]. The success of the programme depends on a lot of factors. These can be students centric as well as the faculty centric [5, 6]. For a long time, the faculties were unable to cope up with the pressure for this change. They were even reluctant [7, 8]. There were very few efforts which were put to understand the difficulties and the solutions to implement e-learning [9, 10, 11]. So this study was one such sincere effort to find the perspectives of the students and the teachers in bringing a change.

Aims and Objectives

To study the student's and faculty's perceptions of online learning.

Materials and Methods

This study was done in Kanachur Institute of Medical Sciences, Mangalore. The study was done from May 2017 to Nov 2018.
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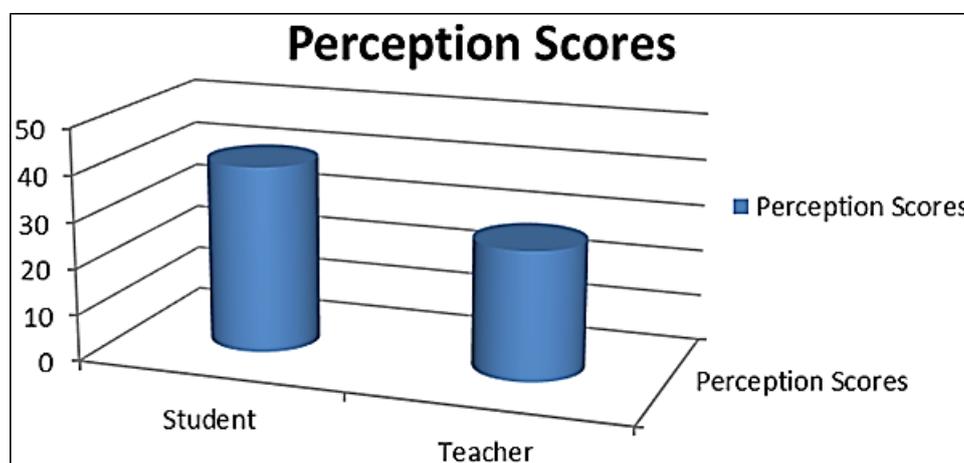## Exclusion criteria

Students/faculties who did not consent.
Statistical analysis: student's t teat.

Results

Table 1: Students and teachers perception scores

	Group	N	Mean	Std. Deviation	t	df	P Value
Perception	Teacher	15	27.72	6.34	-9.43	59.29	<0.001
	Student	150	40.38	3.49			

Graph 1:

There is a significant difference between the teachers and the student's perception scores. The teachers were finding it difficult to teach. But the students actually were satisfied with this method. This may be due to the generation gap.

Discussion

Medicine is universally known as a practically oriented subject. The faculties were asked to conduct the classes online. So this study puts in an effort to find the student's and faculty's perceptions of online learning. This is a very important study because as we know this Medical course is very much practically oriented. Research on faculty members' perceptions and attitudes toward online learning emphasized the role of instructors in facilitating communication and earning with students. Instructors acknowledged the content expertise and instructional design as the factors in the success of online learning. Similarly, the call for staff and student training is mandatory for online learning success. The mode of education has turned into student-cantered education, where students became independent learners. This is considered as an advantage as face-to-face instruction was teacher-centered education, where students receive their education from their instructors. Online learning initiated students' role in using additional resources to discover their abilities as independent learners. The comparison between students' attitudes toward teaching the same interactive courses in online and face to face is similar. It is found that students performed equally at the same interactive courses in online and face-to-face instruction. Face-to-face instruction's success depends on regular class attendance, while the interactive classes relied on completing interactive worksheets. Therefore, online and face-to-face success is based on curriculum structure, mode of delivery, and completion rate.

Online learning has been considered a useful tool for learning, cost-effectiveness, flexibility, and the possibility of providing world-class education. Online learning works as a tool to overcome abrupt crises. Online learning is considered as an entertaining way to learn. It has a positive impact on both students and teachers alike. Both faculty and students have optimistic opinions about online classes. Moreover, there is a positive correlation between students and faculty in their perception of teaching and learning.

Conclusion

The results of the present study show that online teaching can act as a supplement to the traditional teaching methods. The faculties need to put in their effort to match the expectations of the present generation students.

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