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Quality Assessment of Applying Distance Learning Systems in Training of Students for Licensed Integral Examination ‘KROK – 2. Dentistry’

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Abstract: The article presents the analysis of efficacy to apply a distance learning system (DLS) in unsupervised students' training to take the Licensed Integral Examination (LIE) “KROK-2. Dentistry”. The analysis has been conducted for the last three years. For this purpose the data concerning the initial level of students' knowledge, the results of training in «MOODLE» system and official results of the examination among the fifth-year students of the Stomatological Faculty obtained. Application of DLS for unsupervised training and testing knowledge of the fifth-year students of the Stomatological Faculty while preparing to LIE “KROK-2. Dentistry” has been found to promote better level of training and achieving higher results.

Keywords: distance learning, information technologies, Licensed Integral Examination, unsupervised training.

Accession of Ukrainian higher medical educational institutions to the European educational system and space has stipulated high requirements concerning the quality of training of young specialists. Nowadays one of the major tasks of higher medical education is advancing educational level of physicians as a factor of their competitive power.

One of the methods to access the quality of education at a medical university for the students of stomatological faculties is Licensed Integral Examination “KROK-2. Dentistry”. Preliminary training to pass it includes application of up-to-date computer technologies and testing students by means of an open information data base in Internet in the distance learning system. To develop and organize DLS various program systems are applied. Examples of commercial program systems are: "Black Board", "Web-Tutor", "Lotus Learning Space". "Open Source MOODLE", "ILIAS" have general public license (GPL). At Higher State Educational Establishment of Ukraine “Bukovinian State Medical University” students are trained in the DLS “MOODLE. KROK-2. Dentistry”.

The platform of the DLS “MOODLE” corresponds to a special philosophy of learning assuming the fact that a teacher is no more simply “a source of knowledge”, but transforms into a supervisor of the educational process focusing on individual requirements of the personality, and at the same time directing the discussion and activity of students to achieve general educational purposes. The following can be considered as advantages of distance learning technologies: flexibility (learners study in comfortable time and convenient place for them), a large audience of learners (simultaneous work of a great number of users with numerous sources of educational information), efficiency (effective use of the educational area and technical aids, concentrated and unified representation of information assumes reduced expenditures for professional training), pedagogical technology (at the expense of prevailing application of up-to-date information technologies in the educational process stipulating possibilities of a high variability and individual approach in the content and regimen of learning), a new teacher’s role (the teacher becomes an advisor-consultant directing and coordinating educational-cognitive activity of learners). The experience of applying educational computer means becomes topical under modern conditions and enables to improve the quality of professional training of medical specialists. The main advantages of this system are: encouragement and motivation of interns to regular intensive work during their professional training. A high quality of education by means of application of distance technologies is ensured at the expense of a high professional level of the teaching staff of the university, the use of newest educational technologies, up-to-date technical and software, effective organization of the educational process.

Objective: to assess the efficacy and quality of training for testing Licensed Integral Examination “KROK-2. Dentistry” for the students of specialty “Dentistry” at the Stomatological Faculty, Higher State Educational Establishment of Ukraine “Bukovinian State Medical University” during the period from 2014 to 2016.

Main part. The results of studies of the fifth-year students of the Stomatological Faculty, HSEE of Ukraine “Bukovinian State Medical University” for the three years (2014-2016) were taken for the analysis. The major criteria determining the results and efficacy of training to LIE “KROK-2. Dentistry” were: the initial level of knowledge, that is, the results of a written complex test paper at the beginning of the fifth academic year, and the results of testing in “MOODLE” system “KROK-2. Dentistry” according to the booklets of 12 previous years and the booklets designed on the basis of open data base of the Testing Center at the Ministry of Public Health of Ukraine in 2014. The results obtained were analyzed by means of the methods of variation statistics using the program “Statistica 10.0”.

According to the processed data the percentage of correct answers after writing a complex test to determine initial level of knowledge for the fifth-year students on specialty “Dentistry” in 2013/2014 academic year was 59,2 %, in 2014-2015 it was 47 %, and in 2015-2016 – 56 % respectively (Fig. 1).

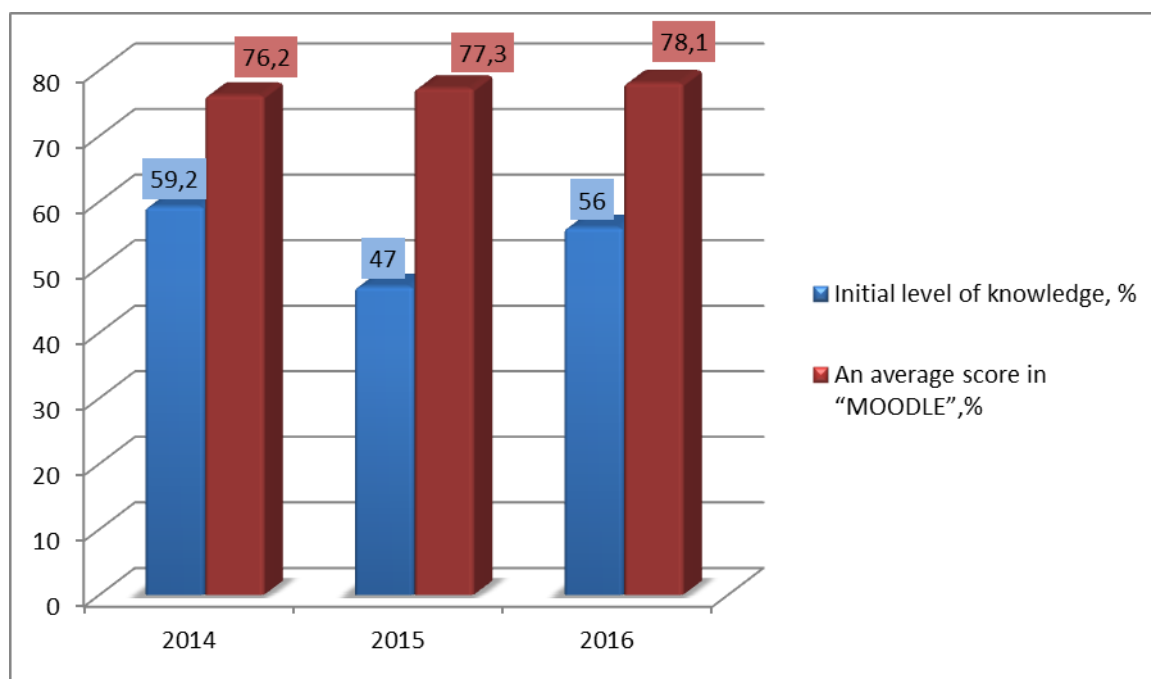


Fig. 1. Results of testing of Stomatological Faculty students in the distance learning system “MOODLE”

Assessing the results of students' testing during their training to LIE "KROK-2. Dentistry" in the distance learning system "MOODLE" "KROK-2. Dentistry" according to the booklets of 12 previous years and the booklets designed on the basis of open data base of the Testing Center the following indices were obtained. The results of testing according to the booklets of recent years were higher than those of previous years. This tendency was found among the fifth-years students in all the academic years. At the end of the academic year an average percentage of students' tested in 2013-2014 in the distance learning system "MOODLE" was 76,2 %, in 2014-2015 – 77,3 %, and 78,1 % among the students in 2015-2016 (Fig. 1).

The results of the analysis conducted were indicative of the fact that practically all the fifth-years students on specialty "Dentistry" in 2014-2016 passed the Licensed Integral Examination "KROK-2. Dentistry". Thus, in 2014 only 1 student out of 94 taking the exam failed. In 2015 there were no negative results among 97 students taking the exam, and in 2016 1 student failed out of 83. The students demonstrated rather high grades. Thus, in 2014 an average rate among the fifth-year students was 77,9 % being 0,2 % lower than that of the national index. Although in 2015 and 2016 average indices among the fifth-year students were 80,7 % and 81,5 % respectively, being 2,6 % and 5,4 % higher than those of national indices (Fig. 2). The results of passing the exam "KROK-2. Dentistry" by the students for all the three years were positively associated with their training in the distance learning system "MOODLE".

Considering the indices of the initial level of knowledge of the fifth-year students of the Stomatological Faculty (the graduates of 2014 – 59,2 %, 2015 – 47 % and 2016 – 56 %), the results of testing in the distance learning system "MOODLE" (the graduates of 2014 – 76,2 %, 2015 – 77,3 % and 2016 – 78,1 %) and official results of passing LIE "KROK-2. Dentistry" (the graduates of 2014 – 77,9 %, 2015 – 80,7 % and 2016 – 81,5 %), a positive dynamics was observed (Fig. 2).

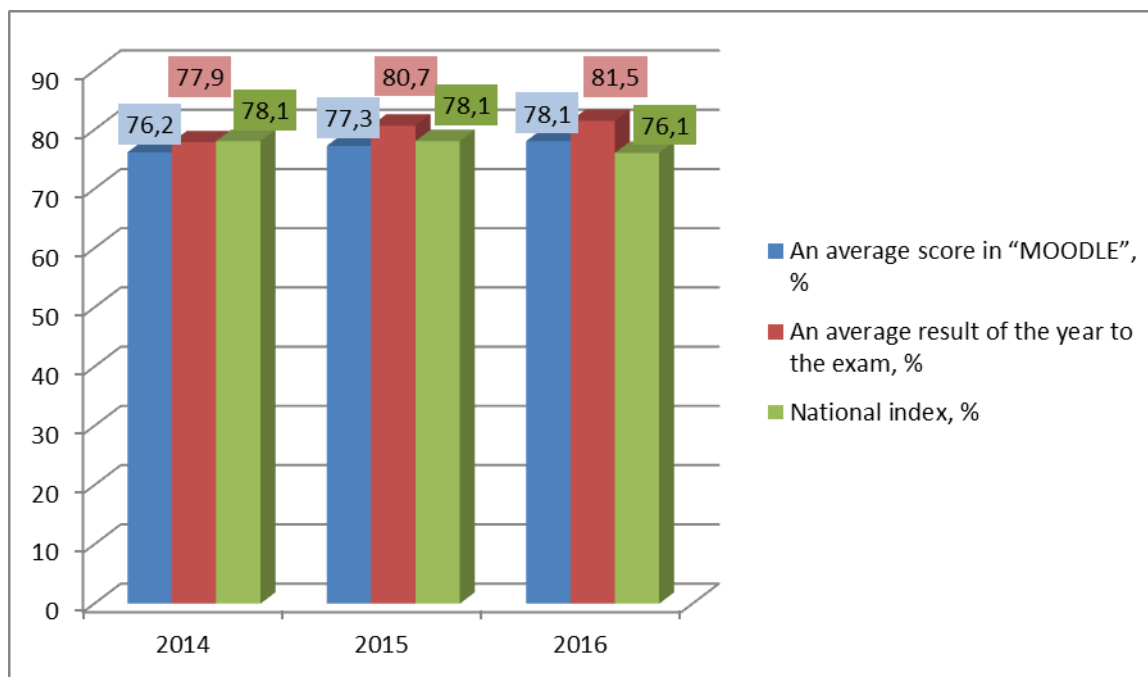


Fig. 2. Dynamics of results of students training to the LIE "KROK-2. Dentistry"

Therefore, training of the fifth-year students on specialty "Dentistry" to take the testing Licensed Integral Examination "KROK-2. Dentistry" at HSEE of Ukraine "Bukovinian State Medical University" is implemented as a systemic directed process including various forms of intermediate testing at different stages. Repeated training testing in the distance learning system "MOODLE" stimulates the efforts of students in their learning and training to the exam, promotes the efficacy of educational process, makes the system of testing and self-control simpler and more effective.

Conclusions

1. Application of distance learning systems (DLS) for unsupervised work and self-control of the fifth-year students of the Stomatological Faculty in their training to the LIE "KROK-2. Dentistry" promotes advanced level of training and achieving higher results.

2. Application of DLS enables to find and form a so-called "risk group" out of general number of students for further individual training with them.

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