

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ
БУКОВИНСЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ

МАТЕРІАЛИ

III науково-практичної інтернет-конференції



**РОЗВИТОК
ПРИРОДНИЧИХ НАУК
ЯК ОСНОВА НОВІТНІХ
ДОСЯГНЕНЬ У
МЕДИЦИНІ**

*м. Чернівці
21 червня 2023 року*

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THEORETICAL AND PRACTICAL SKILLS CONTROL IN DISTANT LEARNING OF TRAUMATOLOGY AND ORTHOPAEDICS

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Learning of theoretical and practical skills of ‘Traumatology and orthopaedics’ on-line should be followed with the proper knowledge control. It is important when it is performed during all steps of medical education, and particularly for clinical disciplines, such as “Traumatology and orthopaedics”.

So we tried to analyse the educational process that is provided for foreign students in hybrid mode (on-line and off-line) during the war period. The choice of best knowledge control measures during everyday classes was made to improve the quality of education at ‘Traumatology and orthopaedics’ course for 5th year students.

For the theoretical skills control needs to develop a new approach for preparing educational materials for practical classes and lectures, controlling the knowledge lever of students more effectively. For many years the important part of education process was electronic resources based on Bukovinian State Medical University ‘Moodle’ website. Now it was updates and adapted for on-line and hybrid education. The students log in the “Moodle” website with their unique ID that makes it possible to check the results of the test and their activities during the educational year. This allows us to save time for clinical case discussions and practical skills on assessment X-rays, differential diagnostics and choosing treatment plan. To improve our educational process PowerPoint and multimedia presentations of clinical cases, videos, charts and X-rays that can be shown via Hangouts Meet during practical class were developed. After presenting the X-ray with a bone fracture it is widely discussed in terms of diagnostics and treatment.

The link for online test developed in the “Moodle” website is given for students. The tests are made in such ways, that they allow us to control different aspects of students’ education from single pathology only to the whole topic.

Theoretical knowledge control is used also during the lectures. As lectures are given on-line for hybrid form of education, so tests are given at the end of the lecture to find out how the students were able to remember the given material. We use mostly a test that contains from 5 to 10 questions with shot answers, that allows saving the time for a big amount of students that are connected

on-line. The results of such tests are analysed late. It helps to improve the future lectures as by mean of such test we can determine the points that should be explained better and need more detail explanation or more examples should be given for students.

Practical skills for students include their experience with clinical cases, particularly with diagnosis and treatment procedures. For online educational process the learning of practical skills and evaluation of students` knowledge begins to be more complicated. As “Traumatology and Orthopaedics” is surgical based discipline, so this problem is even more important. Many possibilities and approaches were analysed, as case learning method, use of online test systems and online tasks, online discussions with students, etc., to find more effective way of learning. Students must have more experience with clinical cases, particularly with interactive diagnosis and treatment procedures. Learning such practical skills by students, as clinical examination of patients, the technique of measurements limbs` length and joints` range of motion, first medical aid for fractures are still difficult on-line. So the way of resolve this problem should be found later, may be by the use of virtual reality technologies.

Conclusion. The control of student`s knowledge within on-line education is more complicated than for off-line studding. The complex approach using online and PC test systems can improve educational process, so it can be recommended for everyday use. It gives many possibilities for teachers and allows organising individual educational approach during on-line and hybrid forms of education.

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METHODOLOGICAL APPROACHES TO TEACHING THE COURSE OF THE STUDENT'S CHOICE
"DEVELOPMENT OF MEDICINAL PRODUCTS"

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Teaching and learning factors – any factors that can influence the learning process, include individual teacher`s or student`s experience, relationships, rules, programs, and strategies. Real differences in pedagogical strategies cannot definitely reflect on expected program results. Meta-analyses of studies studying education show the dependence of learning effectiveness on methodological techniques in teaching disciplines that provide professional training that meets