

Healthcare students' view on learning clinical subjects' theoretical part remotely during the Covid-19 pandemic

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Introduction. Due to the spread of Covid-19 in Latvia, distance and remote learning was introduced at all stages of education since March 13, 2020. The Covid-19 pandemic caused the utmost disruption to the education system in history, affecting approximately 1.6 billion students worldwide. On the other hand, this crisis stimulated introduction of sudden and unexpected innovations, which enabled solutions that had hitherto been considered very difficult to implement or even unrealistic. In contrast to crisis in medicine, the education system around the world as a whole responded quickly and adapted to changes through a wide range of remote learning tools. The transition to distance learning provides an opportunity to higher education institutions to consider transition to remote learning in the future. [1]

The aim of the study. The aim of the research is to establish Red Cross Medical College of Rīga Stradiņš University students' view on the remote studies' process during the Covid-19 pandemic.

Materials and methods. Quantitative research method is applied to the study with a questionnaire as its research tool. It is planned to collect responses of at least 200 respondents of the 2nd and 3rd study year programmes' "Treatment", "Nursing", "Pharmacy" and "Therapeutic Massage" students of Red Cross Medical College of Rīga Stradiņš University. An anonymous questionnaire was created in *Google Forms*. It comprises 18 questions in order to clarify respondents' study programme, age group, status of employment in healthcare sector, opinion on switching to remote study process, evaluation of remote lectures from the student's point of view, remote or face-to-face study preference, communication with lecturers, feedback from lecturers, self-assessment of progress in studies and digital skills. The obtained results will be displayed graphically in the form of diagrams. The study is currently ongoing.

Results. According to the survey answers provided by 85 respondents, it can be concluded that the majority of students (71%) switched easily to remote learning process. Comparing face-to-face lectures with remote lectures, 51% of respondents prefer remote lectures with a video recording, but 24% of respondents prefer an audio lecture as the most suitable form. Face-to-face lectures are still a preference of 19% of respondents. Overall, 96% of respondents appreciate the possibility to replay a lecture recording. Communication with lecturers was natural and unforced according 60% of respondents, however 23% of students found it difficult to engage in communication with lecturers remotely. 70% of respondents consider remote lectures appropriate to be implemented in practice in future. More than 2/3 (70%) of the respondents believe remote studies would encourage motivated students of all ages to obtain a first degree healthcare education.

Conclusions. Healthcare students are motivated students - they recognize that working in healthcare means lifelong learning. Students want to understand the information provided by the lecturer and comprehend the details of a topic in order to master the study courses better, which is proved by the students' distinct need of lectures' video or audio recording. Learning the theoretical part of clinical subjects remotely would allow motivated students of all ages to engage in healthcare studies, as the students would be unlimited in space and time at least partly, which is a key factor for a working student. The format of remote lectures does not mean poorer study performance, as the progress in studies depends on the individual involvement of each student in learning process.

Keywords: Covid-19 pandemic, distance learning, remote learning, student.

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