



Questionnaire Based Feedback of Medical Students Regarding Online Assessment Conducted During COVID 19 Pandemic

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Introduction

The present study was undertaken to determine the perception of medical students towards the Online Assessment in North Indian medical university amidst COVID-19 pandemic

Materials & Methods

An online questionnaire was validated and distributed among 500 undergraduates (UG) medical students belonging to all 3 phases of MBBS studying in our tertiary care hospital in North India from August 2021 to September 2021 after approval from the Institutional Ethics Committee (IEC).

After conducting successful pilot study and collecting informed consent the google form was distributed among 500 medical students of the institute. The data collected was analyzed anonymously. Google form consisted of standard Likert scale questions, close-ended and open-ended questions comprising a total of 22 questions. The questionnaire was grouped into 4 categories such as demographics, Comparison between traditional and online assessment, Advantages and limitations, and Acceptance of online assessment. The responses were analyzed by using descriptive analyses.

Results

Out of the 500 students, 430 responded out of which 57.8 % were females and within 20-25yrs (86.8%)

Table 1: Comparison between face to face assessment and online assessment (n=430)

Item	Strongly disagree N (%)	Disagree N (%)	Neutral N (%)	Agree N (%)	Strongly Agree N (%)
Setting up of online assessment is, in practice, more difficult	28 (6.6%)	68 (15.9%)	178 (41.5%)	88 (20.5%)	68 (15.5%)
Adherence to the time schedule is strict in online	27 (6.2%)	36 (8.5%)	128 (29.8%)	123 (28.7%)	116 (26.8%)
Fairness in the conduct of tests can be ensured in online tests	48 (11.2%)	63 (14.7%)	154 (36%)	83 (19.4%)	82 (18.7%)
Face to face assessment is more time consuming as compared to online assessment	35 (8.1%)	45 (10.5%)	137 (31.8%)	103 (24%)	110 (25.6%)
Face to face assessment is more organized	18 (4.3%)	35 (8.1%)	131 (30.6%)	112 (26%)	134 (31%)

54.6 % students found online exams less stressful, comfortable (58.13%) & within the covid norms (75.11 %).

Table 2: Response of students towards the advantages of the online assessment (n=430)

S NO	Variables	Number of students	Percentage (%)
a	Can be conducted as per COVID - 19 norms	323	75.11
b	Allows staying at home	250	58.13
c	Stress-free comfortable surrounding	235	54.6
d	Allows interaction with the examiner	103	24
e	Facilitates the recording of the examination	129	30

Limitations of online assessment included no interaction with patients (64.88%), social isolation (36.04%) & bad internet connection (80.9%).

Table 3: Response of students towards the Limitations of the online assessment (n=430)

S no	Variables	Frequency	Percentage (%)
a	Less interaction with the examiner	176	40.93
b	No interaction with the patients	279	64.88
c	More stressful	129	30
d	Socially isolated atmosphere	155	36.04
e	internet connection	348	80.9
f	Video quality	223	51.8
g	Lack of technical knowledge	90	20.9

42% of students agreed that there are more practical difficulties while giving written tests online. The majority agreed that adherence to the schedule is strict in online assessment.

Table 4: Response of students to practical issue in online class (n=430)

Item	Strongly disagree N (%)	Disagree N (%)	Neutral N (%)	Agree N (%)	Strongly Agree N (%)
There are more practical difficulties when doing a written theory test online	27 (6.2%)	52 (12.2%)	171 (39.8%)	96 (22.3%)	84 (19.5%)
Adherence to the time schedule is strict in online	27 (6.2%)	37 (8.6%)	128 (29.8%)	123 (28.7%)	114.8 (26.7%)
Online assessments reduce the exam stress	27 (6.2%)	51 (11.7%)	150 (35%)	79 (18.3%)	123 (28.8%)
Assessments facilitate cheating	49 (11.4%)	67 (15.7%)	149 (34.6%)	90 (20.9%)	75 (17.4%)

50 % of undergraduate students preferred traditional assessment while 30% prefer blended method and least number of students preferred online assessment (20%).

Table 5: Response of students related to better assessment method (n=430)

S no	Type of assessment	Frequency	Percentage (%)
1	Traditional face to face	215	50
2	Online assessment	86	20
3	Blended method	129	30

Conclusion

On the basis of results, we concluded that undergraduate students prefer traditional more than online assessment. The online assessment provides several limitations such as technical issues, no interaction with patients, etc. The student's responses provided the educators an insight into the online assessment and will help in improving the assessment method.

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