



STUDY OF TEACHERS' PERCEPTION IN MEDICAL UNIVERSITY TOWARDS ONLINE ASSESSMENT OF STUDENTS CONDUCTED DURING THE COVID-19 PANDEMIC

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Introduction

During this COVID-19 pandemic a large number of institutes have undertaken an online assessment of medical students such as zoom meets, online objective structured clinical examination [OSCE] google forms, etc. Online assessment improves the reliability of scoring and helps to reduce the drawbacks of the traditional paper-based assessment system, especially in terms of grading

The present study was undertaken to determine the perceptions and opinions of teachers towards online assessment so as to plan the future strategy regarding the assessment system.

Materials & Methods

An online questionnaire was validated and distributed among 120 teaching faculty at a tertiary care hospital in North India from October 2021 to February 2022, after obtaining informed consent from the participants and approval from the Institutional Ethics Committee (IEC). A pilot study was first formulated which comprised 24 questions in total and was distributed to 50 faculty members and experts in health profession education. The revised questionnaire was then validated by sharing it with additional faculty members and experts, leading to revisions and corrections. The questionnaire consisted of 22 standard Likert scale questions, grouped into five categories: demographics, Comparison between face-to-face assessment and online assessment, Advantages, and limitations of online assessment, types of assessment, and Acceptance of online assessment.

The responses were collected and analyzed using descriptive analysis.

Results

Table 1. Demographic Details of Teachers (n=120)

S no	Frequency	Percentage
1 Age		
25-35	36	30
35-45	43	35.84
45-55	31	25.83
>55	10	8.33
2 Gender		
Male	54	45
Female	66	55
3 Conducted online assessment before		
Yes	67	55.80
No	39	32.60
Maybe	14	11.60

The mean age of participants was 41.25 ± 9.35 years, with 55% of the sample being female.

Table 2. Comparison between face-to assessment and online assessment (n=120)

Item	Strongly disagree(%)	Disagree(%)	Neutral(%)	Agree(%)	Strongly Agree(%)
Effectiveness of online assessment in terms of assessing knowledge	31.60	23.40	21.90	17.20	5.90
Effectiveness of online assessment in terms of assessing clinical skills	37.50	32.80	17.20	10.90	1.60
Helps teachers improve their technical skill	6.30	14	37.50	34.40	7.80
online assessment is equivalent to the traditional face to face assessment.	53	21.90	17.20	6.30	1.60
Assessment is more practically feasible when done online	18.80	23.40	31.20	21.90	4.70
Face-to-face assessment is more organized	7.80	6.30	9.40	23.40	53.10

A majority (76.5%) found face-to-face assessments to be more organized compared to online assessments.

Table 3. Response of teachers toward the advantages of the online assessment (n=120)

Variables	Number	Percentage
A Can be conducted as per COVID - 19 norms	58	90.60
B Allows staying at home	29	45.30
C Stress-free comfortable surrounding	29	45.30
D Allows interaction with the examiner	10	15.60
E Facilitates the recording of the examination	30	46.90
F Provides instant feedback	80	67

90% of teachers felt that online assessment can be conducted as per COVID – 19 norms.

Table 4. Response of teachers toward the limitations of the online assessment (n=120)

S no	Variables	Number	Percentage
A	Less interaction with the examiner	44	68.80
B	No interaction with the patients	55	85.90
C	More stressful	14	21.90
D	Socially isolated atmosphere	26	40.60
E	Internet connection	43	67.20
G	Video quality	56	46.60

The main limitation experienced by the teachers in assessing the students was no interaction between the patients & students followed by poor internet connection.

Table 5. Response of teachers toward different types of assessment (n=120)

Item	Strongly disagree(%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree(%)
Self-assessment is an effective online assessment method .	10.90	21.90	40.60	18.80	7.80
formative online assessment with timely and appropriate feedback throughout a course is an effective online assessment technique	4.70	17	47	26.60	4.70
Assessment of students in virtual classes along with their participation in the discussion .	6.20	10.90	29.70	34.40	18.80
Summative online assessment to measure the progression of overall learning outcomes is an effective assessment technique	14	37	15	19	15

The main limitation experienced by the teachers in assessing the students was no interaction between the patients & students followed by poor internet connection.

Perception Towards Assessment Methods

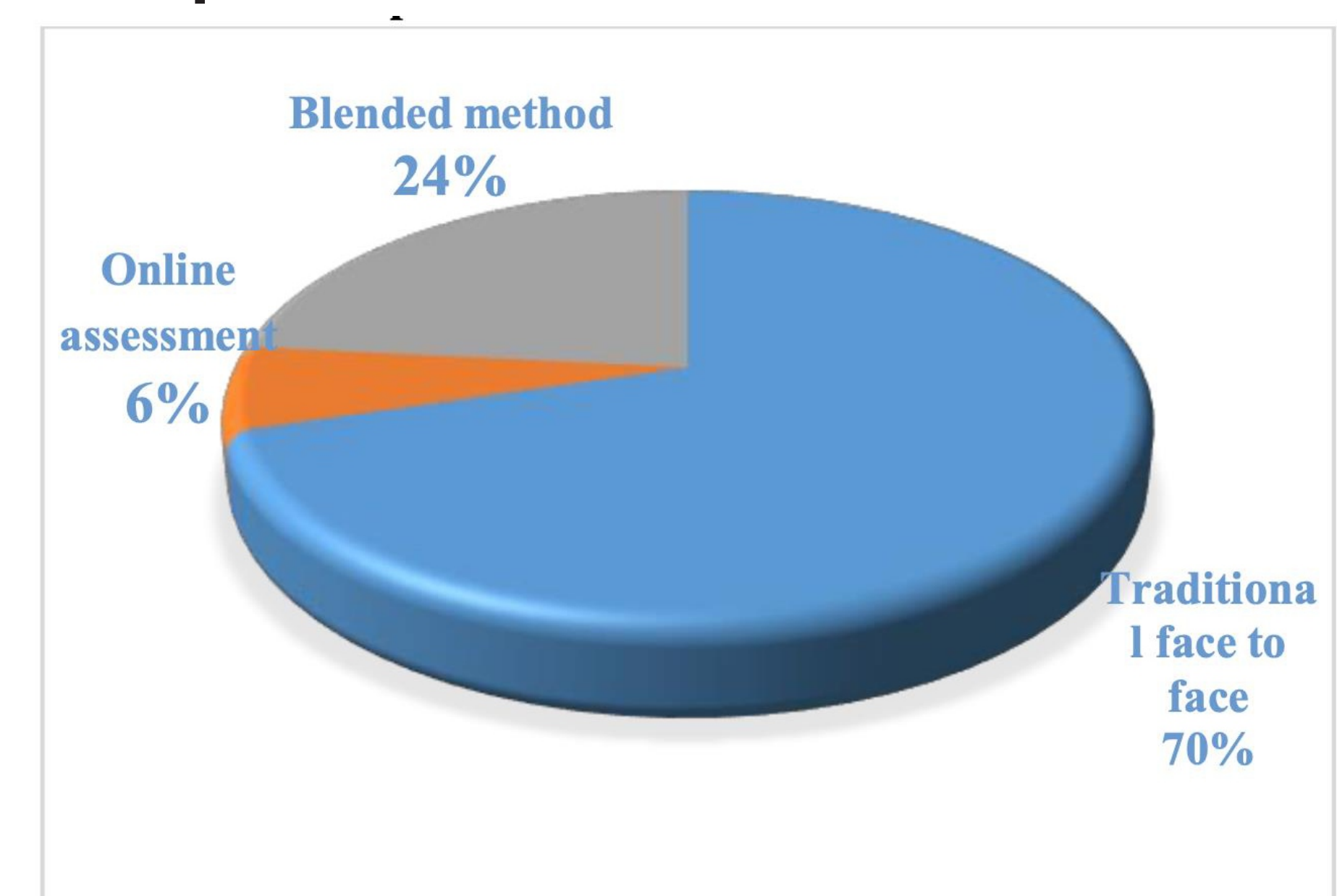


Figure 1. Comparison of different types of assessment methods favored by the teachers

Conclusion

The results from our study depicted that 70% of the teaching faculty prefer traditional assessment. The responses provided us with the viewpoint of the medical institute's teaching faculty, which will help us improve the logistic of the assessment program.

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