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EXPERIENCE IN CONDUCTING AN INDEPENDENT EXAMINATION IN DISTANT FORMAT

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Abstract

Introduction. In medical education in recent years, there has been a transition from traditional forms of education to methods using distance learning. The new COVID-19 pandemic has changed medical education around the world.

Aim of research: To show the experience of conducting an independent examination of 5th year students in the specialty "General Medicine" (GM) of Semey Medical University (MUS) in a distant format.

Material and methods: An analysis of the independent examination of 584 students of 5th course who studied in 2019-2020 at the MUS was carried out: the Kazakh department - 296 students, the Russian department - 76, groups with the English language of instruction - 212.

Results: The final assessment of the independent examination of the 5th year students showed that in total there are passed: 331 students (56.7%) with "excellent" mark, "good" - 213 (36.5%), "satisfactory" - 40 (6.8%). As a result, the average score for the faculty was 87.0 (B +), the quality indicator was 94%. Last year, in total passed: "excellent" - 220 students (42.0%), "good" - 280 (54.0%), "satisfactory" - 23 (4.0%), the average score in the faculty was 86,29, and the qualitative indicator is 96%.

Conclusion. The results of an independent examination of 5th year students in the specialty "General Medicine" in 2019-2020 showed that the grades, which obtained in full-time education and in the distance format are almost the same, which can indirectly indicate the quality of the exam in the online format.

Keywords: *Independent examination, distant education.*

Резюме

ОПЫТ ПРОВЕДЕНИЯ НЕЗАВИСИМОЙ ЭКЗАМЕНАЦИИ В ДИСТАНЦИОННОМ ФОРМАТЕ

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Введение. В медицинском образовании в последние годы наблюдался переход от традиционных форм обучения к методам, использующим дистанционное обучение [1]. Новая пандемия COVID-19 изменила медицинское образование во всем мире [2]. Методы обучения и оценки знаний обучающихся в медицинских школах адаптировались к онлайн-обучению [3,4,5]. В данной статье представлен опыт проведения независимой экзаменации бакалавров в он лайн формате.

Цель исследования: Показать опыт проведения независимой экзаменации студентов 5 курса по специальности «Общая медицина» (ОМ) Медицинского университета Семей (МУС) в дистанционном формате.

Материал и методы: Был проведен анализ независимой экзаменации 584 студентов 5 курса, обучавшихся в 2019-2020гг в МУС: казахское отделение – 296 студентов, русское отделение – 76, группы с английским языком обучения - 212. Итоговая аттестация в дистанционном формате состояла из двух этапов: тестирование и практическая часть. Тестовый экзамен включал 100 multiple choice questions (MCQ) согласно конечным результатам обучения. Практическую часть студенты сдавали в виде objective structured clinical examination (OSCE) через cases. Итоговая оценка составила среднеарифметическую тестового и практического экзаменов.

Результаты: Итоговая оценка независимой экзаменации студентов 5 курса показала, что всего сдали на: «отлично» - 331 студент (56,7%), «хорошо» - 213 (36,5%), «удовлетворительно» - 40 (6,8%). В итоге средний балл по факультету составил 87,0 (В+), качественный показатель – 94%. В прошлом году всего сдали на: «отлично» - 220 студентов (42,0%), «хорошо» - 280 (54,0%), «удовлетворительно» - 23 (4,0%), средний балл по факультету составил 86,29, качественный показатель – 96%.

Выводы: Результаты независимой экзаменации студентов 5 курса по специальности «Общая медицина» в 2019-2020гг. показали, что оценки, полученные при очном обучении и при дистанционном формате, почти не отличаются, что косвенно может говорить о качестве проведения экзамена в он лайн формате. Однако дистанционный режим обучения требует совершенствования. Для выпуска качественных медицинских кадров необходимо обучение и оценку студентов медицинских школ проводить очно, у постели больного, и систему обучения в условиях пандемии необходимо адаптировать.

Ключевые слова: независимая экзаменация, дистанционное обучение.

Түйіндеме

ҚАШЫҚТЫҚ ФОРМАТТА ТӘУЕЛСІЗ ЕМТИХАН ӨТКІЗУ ТӘЖІРИБЕСІ

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Кіріспе. Медициналық білім беру жүйесінде соңғы жылдары дәстүрлі оқыту формасынан қашықтықтан оқытуды қолданатын әдістерге көшу байқалады. Жаңа COVID-19 пандемиясы бүкіл әлемдегі медициналық білім беруді күрт өзгертті.

Зерттеудің мақсаты: 5 курс студенттеріне Семей медициналық университетінің «Жалпы медицина» (ОМ) мамандығы бойынша тәуелсіз емтиханды қашықтық форматта өткізу тәжірибесін көрсету.

Материалдар мен әдістер: 2019-2020 жылдар арасында СМУ-да оқыған 584 студент ішінде 5-курс студенттерінің тәуелсіз емтиханына талдау жүргізілді: қазақ бөлімі - 296 студент, орыс бөлімі - 76, ағылшын тілінде оқитын топтар - 212.

Нәтижелер: 5 курс студенттерін тәуелсіз аттестаттаудың бірінші кезеңінің нәтижелері бұндай көрсеткіштерге ие болды, 397 студент (68%) тестілеу емтиханынан «өте жақсы» (А, А-) деген бағаға тапсырды, 66 студент (11,3%) «жақсы» деген бағаға (В+, В-, С+), «қанағаттанарлық» (С, С-, D+, D) - 121 студент (20,7%).

Қорытындылар: 2019-2020 жылдар арасында «Жалпы медицина» мамандығы бойынша 5 курс студенттерінің тәуелсіз емтихан нәтижелері күндізгі оқу бөлімінде және қашықтық форматта алынған бағалар шамамен бірдей екендігіне көз жеткізілді және бұл жанама түрде емтиханның онлайн форматта өткізілудің сапасын көрсетті.

Түйінді сөздер: Тәуелсіз сараптама, қашықтық формат.

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Introduction

In medical education in recent years, there has been a transition from traditional forms of education to methods using distance learning [1]. The new COVID-19 pandemic has changed medical education around the world. [2] The methods of teaching and assessing the knowledge of students in medical schools have been adapted to online learning [3,4,5]. This article presents the experience of conducting an independent examination of bachelors in an online format.

Aim of research: To show the experience of conducting an independent examination of 5th year students in the specialty "General Medicine" (GM) of Semey Medical University (MUS) in a distant format.

Materials and methods: An analysis of the independent examination of 584 students of 5th course who studied in 2019-2020 at the SMU was carried out: the Kazakh department - 296 students, the Russian department - 76, groups with the English language of study - 212. The final examination in the distant format consisted of two

stages: testing and practical part. The test exam included 100 "multiple choice questions" (MCQ) based on learning outcomes. The students passed the practical part in the form of an objective structured clinical examination (OSCE) through cases. The final mark was the middle arithmetic mean of the test and practical exams.

Results

The results of the first stage of independent attestation of 5th year students showed that 397 students (68%) passed the test exam for "excellent" (A, A-) mark, 66 students received the mark "good" (B +, B, B-, C +) (11.3%), "satisfactory" (C, C-, D +, D) - 121 students (20.7%). Last year, 113 students (21.6%) passed the test exam for "excellent" (A, A-), 277 students (53.0%) received the mark "good" (B +, B, B-, C +), "satisfactory" (C, C-, D +, D) - 133 students (25.4%). The average score on the test exam was 88.5 (B +), 3,4 - according to the traditional system, the quality indicator was 80%. Last year, the average score (AS) on the test exam was 77.46 (B-), the quality indicator (QI) - 74.6% (Table 1).

Table 1.

Results of the test exam of 5th year students.

Department	Number of students	A, A- (excellent)	B-, B, B+, C+ (good)	C, C-, D+, D (satisfactory)	F (not satisfactory)	Average Score (AS)	Quality Index QI, %
Kazakh department	296	294 (99,3%)	2 (0,7%)	-	-	99,8 (A)	100
Russian department	76	64 (84,2%)	10 (13,1%)	2 (2,6%)	-	96,7 (A)	97
English department	212	39 (18,4%)	54 (25,5%)	119 (56,1%)		69 (C)	44
Total:	584	397 (68%)	66 (11,3%)	121 (20,7%)		88,5 (B+)	80,3

Results of the second part of the independent examination (practical examination) showed, that 138 students passed with "excellent" marks amounted to 23.63%, 435 students (74.48%) got the mark "good" and only 11 students passed exam with mark "satisfactory" (1.88%). The

average score was 84.1 (B), QI-98%. Last year, 403 students passed with "excellent" marks, which counted as 77.0%, 118 students (22.0%) got "good" marks and 2 students passed OSCE for "satisfactory" marks (1.0%). The average score was 92.31 (A-), QI-99.6% (Table 2).

Table 2.

Results of the practical exam of the 5th year students.

Department	Number of students	A, A- (excellent)	B-, B, B+, C+ (good)	C, C-, D+, D (satisfactory)	F (not satisfactory)	Average Score (AS)	Quality Index QI, %
Kazakh department	296	81 (27,3%)	209 (70,6%)	6 (2,02%)	-	85,16 (B+)	97%
Russian department	76	28 (36,8%)	48 (63,1%)	-	-	88,48 (B+)	100%
English department	212	29 (13,67%)	178 (83,96%)	5 (2,35%)	-	81,08 (B)	97%
Total:	584	138 (23,63%)	435 (74,48%)	11 (1,88%)	-	84,10 (B)	98%

The final assessment of the independent examination of the 5th year students showed that in total there are passed: 331 students (56.7%) with "excellent" mark, "good" - 213 (36.5%), "satisfactory" - 40 (6.8%). As a result, the average score for the faculty was 87.0 (B +), the quality indicator was

94%. Last year, in total passed: "excellent" - 220 students (42.0%), "good" - 280 (54.0%), "satisfactory" - 23 (4.0%), the average score in the faculty was 86,29 and the qualitative indicator is 96% (table 3).

Table 3.

Results of the practical exam of the 5th year students

Department	Number of students	A, A- (excellent)	B-, B, B+, C+ (good)	C, C-, D+, D (satisfactory)	F (not satisfactory)	Average Score (AS)	Quality Index QI, %
Kazakh department	296	238 (80,4%)	58 (19,6%)	-	-	92,5 (A)	100%
Russian department	76	60 (78,94%)	16 (21%)	-	-	92,6 (A)	100%
English department	212	33 (15,56%)	139 (65,6%)	40 (18,9%)	-	77,35 (B-)	81%
Total:	584	331 (56,7%)	213 (36,5%)	40 (6,8%)	-	87,5 (B+)	93,6%

Conclusions

The results of an independent examination of 5th year students in the specialty "General Medicine" in 2019-2020 showed that the grades, which obtained in full-time education and in the distance format are almost the same, which can indirectly indicate the quality of the exam in the online format. However, distant learning requires improvements. In order to graduate high quality medical personnel, study and assessment of medical school students must be carried out in full-time education, at the patient's bedside, and the training system must be adapted in the context of a pandemic.

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