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| **Analysis of Online Classroom Vs Physical Classroom Learning Methods According to 2nd Year Medical College Students’ Perception** |
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| |  |  | | --- | --- | | Author: | Maulin Dhiren Mehta, Jayant Patharkar, Ervilla Dass | | Abstract: | Teaching learning methodology have impact on knowledge, attitude and communications skills of students. Due to advanced technology, online classroom is possible over physical classroom. Purpose of the study is to know its effectiveness by comparing with physical classroom. Observational, prospective study conducted after getting ethical approval. Total 120 students participated from 2nd MBBS, medical college after giving informed consent. They filled pre-validated Google questionnaires. Data was collected and analysed further. Total 96 students (80%) know about the online Classroom. For understanding of concept, total 99 (82.50%) students think that physical classroom is better. For interactive session, total 102 (85%) students believe that physical classroom is better. In terms of remaining focus, total 77 (64.16%) students think that physical classroom is favourable. For theory & practical examinations, total 92 (76.66%) and 114 (95%) students support physical classroom, respectively. Total 90 (75%) students find difficulty in getting 3G/4G internet. Various health issues due to online classroom are eye strain (89.3%), headache (46.6%), nervousness (12.6%). For total 86 (71.66%) students to achieve performing skills and 80 (66.66%) students to acquire communication skills are difficult by online classroom. Total 109 students (90.83%) think that online classroom is not permanent solution. According to available options for online, online video lecture is best option for 85 (70.83 %) students. Online classroom is not permanent solution for teaching learning methodology in medical education system. In situation like COVID-19, online video lecture with efficient networking tools may provide feel of face-to-face learning. | | Keyword: | Online Classroom, Physical Classroom, Teaching Learning Methodology, Communication | | DOI: | <https://doi.org/10.31838/ijpr/2020.SP1.072> | |