



Use of Near Peer Interactions for Anatomy Teaching by Online Method During Covid 19 Pandemic

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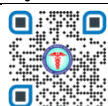
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ABSTRACT

Covid 19 pandemic lead to new teaching learning methods mainly by online and virtual mode. But learning Anatomy by online method was a difficult task as students had to face many challenges. Hence this study was done to see effectiveness of near peer interaction during online learning of Anatomy. Senior students from previous batch interacted with students regarding issues faced during online learning of Anatomy. Google form was shared for the feedback and analysed for the result.

Key Words: *near peer, online, virtual, teaching learning*



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INTRODUCTION

Covid 19 pandemic affected everyone including medical teaching. There were no cadavers & students were at home. This lead to virtual learning method which was a big challenge for students and faculties. In addition to that less staff was available due to covid duty. Another challenge was of New curriculum. But as new technologies were emerging many ways were found for effective, easy & interesting teaching learning. One of such is peer interaction.

Aims and objectives

To assess use of Near peer interactions, while teaching Anatomy by online method, to overcome challenges faced by 1st MBBS.

Material and method

Peers, near peer / cross year peers are the students from similar background or learning field.

1st MBBS 2020-21 Batch was selected as they faced 2nd lockdown after 3 weeks of joining & shifted to online method of learning. They got less time for orientation with subject and interactions with batch mates. Students were informed about interaction so they can have their doubts in hand & were involved in co-ordination.

1st MBBS 2019-20 Batch was new curriculum batch & 1st batch facing lockdown. They had 2 internal exams online, Online teaching from 2nd internal & with new online setup. Hence seniors students from this batch were selected depending on their marks, their ability to interact, interest, enthusiasm.

They were expected to discuss-

1. Self Introduction- for representation from different background like city area and village side.
2. Difficulties faced in learning anatomy during lockdown.
3. How did they cope up with it?

Two Online zoom sessions conducted during 2nd lockdown.

Recorded sessions were shared for those who could not attend.

130 1st MBBS 2020-21 Students participated in the study voluntarily.

A questionnaire with open and closed ended questions was shared as Google form after the completion of the session; to check the effectiveness & efficacy of the method. 100 students responded. The response was analysed and tabulated. It was conducted with ethical committee clearance.

1. Did you like the concept of peer interaction?

a. Yes

- b.No
 - c.Can't say
 - 2. Did you find the points discussed sufficient?
 - a.Yes
 - b.No
 - c.Can't say
 - 3. Did you think the time duration was sufficient?
 - a.Yes
 - b.No
 - c.Can't say
 - 4. Are your all queries resolved?
 - a.Yes
 - b.No
 - c.Can't say
 - 5. Do you think this session was needed in current situation?
 - a.Yes
 - b.No
 - c.Can't say
 - 6. How helpful was the session?
 - a. Excellent
 - b. Good
 - c. Average
 - d. below average
 - 7. Would you like to participate in such type of session in future?
 - a. Yes
 - b. No
 - c. Can't say
 - 8. Do the number of peers sufficient?
 - a. Yes
 - b. No
 - c. Can't say
 - 9. Which part did you like the most?
 - 10. What modifications do you think will be needed?
- Peer Interaction Response

9. Which part did you like the most?

69 responses

The seniors explaining everything in detail

Point wise and subject wise like histology, diagrams, theory , revision discussion is very helpful.

The part where they gave tips for coping up with studies during the lockdown was probably the most helpful

Anatomy section

The session was arranged and the seniors spared their time for us and even agreed to drop their helping hand whenever needed in future, that was so generous of them .And ofcourse the teachers part is the most crucial and appreciative and hopeful for me in this pandemic effects on our curriculum.

Nimish sir's explanation

How they told us the mistakes they made and we shouldn't repeat them

10.What modifications do you think will be needed?

46 responses

Nothing
I guess no modifications will be needed
How to study everyday like regularly and how we can spend our time regarding all subjects?
A physical interactive lecture would be better because the internet services and the bandwidth might not be great for all every single time
For physiology and biochemistry also deep peer interaction required now
The sessions should be arranged on regular basis if possible.
can we improve Cv in 1st year?
It was sufficient

Table1

	Yes	No	Cant say	partly
1. Liked the concept?	100	0	0	-
2. Were the points discussed sufficient?	83	6	11	-
3. Was time duration sufficient?	94	3	3	-
4. Are all queries resolved?	51	3	4	42
5. Was this session needed in current situation?	99	1	0	-
6.How helpful was the session?	Excellent -65	Good- 33	Avg-1	Below avg- 1
7. Would you like to participate in such session in future?	84	1	15	-
8. no. of peers was sufficient?	88	5	7	-

Discussion

Topping KJ discussed The effectiveness of *peer tutoring* in further and higher education, and said peer assisted learning as “people from similar social group who are not professional help others to learn and learn themselves”(1). Evans DJR and Cuffe T.-*Near-peer teaching* in Anatomy: An approach for deeper learning. T. A(2). Jackson, D.J.R. Evans-Can medical students teach? Conducted near-peer-led program for year 1 students and found students embraced it. 98.73% students found it very useful(3).

Duran CEP et.al.- Near peer teaching in Anatomy course with **low faculty to student ratio(4)**. Alexander Olaussen et al discussed in their article of Peer-assisted learning: time for nomenclature clarification about different terminologies used in peer assisted learning(5).

Joshua Jauregui et.al.- A novel approach to medical student peer assisted learning through case based simulations-cost, recourses, time effective. 74% agreed it was more interactive (6).

Kashinath Garkal et.al. Learning by teaching: Role of “peer- assisted learning” in medical education. **Found PAL as student centric**. 80.40% peer teachers agreed they would like to teach again. 89.77% students strongly agreed peer teaching should be encouraged(7).

Sausan Al Kawas et.al. Peer – assisted learning associated with Team –based learning in Dental education and suggested its importance in learning and professional development. Students found it was supportive environment(8). Dr. Manohar Lal Bhandari, Dr. Ravindra Wadhwani, Dr. Aparna Joshi, Cross – Year Peer Tutoring- A Self- Assesment Tool in Medical Education. They said it helped tutors and tutees both. 100% students agreed it helped in confidence enhancement, concising, organising , communication skills and problem based learning(9).

Khalid AM et al shared, Perception of Peer learning, as an innovative learning strategy among first year medical students lacking senior guidance. It improved understanding of the core of the subject. 61% agreed that method was useful (10).

Rompolski K et.al. The Benefits of Near-Peer Teaching Assistants in the Anatomy and Physiology Lab: An Instructor and a Student's Perspective on a Novel Experience. Near –peer teaching is a type of peer teaching in which students who are one or more years senior in the same program who have completed the same coursework. A well designed and closely monitored undergraduate near peer teaching experience can have a number of expected and surprising benefits for students (11).

In our study 100% students liked the concept. In the session students learned about tips and direction to cope up with studies, to learn from mistakes done, time management, realistic, specific, practical solutions, interaction, group study, more medium of learning, concentration, problem based learning, backlogs, honest opinion from seniors without judgments, application based study, relatable, mental support.

Modifications suggested by students includes physical interactive session, connectivity issues, more no. of students, guidance for internal assessment, weekly sessions, topic-wise sessions, also for other subjects,

Merits

- I. Triggered new students to interact with batch mates and their seniors.
- II. Helped to understand new curriculum.
- III. Faculty control- no wrong/ misinformation.
- IV. Useful for all students- different social background.
- V. Helpful for senior students- leadership, communication skill.
- VI. Team building/ bonding- mental health (stress, anxiety).

Demerits-Connectivity issues, Technical problems

Scope-can be done on regular basis and offline mode, also Topic/ concept specific like Histology/ Embryology in form of Peer tutorials

Interactions with interns and residents can also help in PG perspective.

Conclusion

Peer interactive sessions can be useful tool in Anatomy teaching not just online but physical as well.

It not only helps students academically but also to develop confidence, communication skills, team building which is need of the hour to develop Indian medical graduate.

Acknowledgement

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