

Online teaching-learning and assesment during COVID-19 period: Perception and fondness of preclinical MBBS Students of UniKL RCMP

ATM Emdadul Haque, Atira Roslan, Keshvnie Nair A/P Raghu, Lewineshuan A/L Yuvaraja, Nik Nadya Fazniera, Nor Adilla Hamzah, Muhammad Dhiyaur Rahman Mujibur Rahman

Royal College of Medicine Perak, Universiti Kuala Lumpur, Ipoh, Malaysia

ABSTRACT

Introduction: The COVID-19 pandemic has had a severe impact on education as the premises of the universities and schools were closed, and countries shut their borders in response to lockdown measures. Majority of the higher education institutions were quick to replace face-to-face teaching-learning (T&L) sessions with online learning. But these closures affected learning and assessments severely, and in some places the course had to defer or extended for weeks or months. **Objective:** The objective of the study was to determine the perception and fondness of preclinical MBBS students of UniKL RCMP on online teaching learning and assessment during COVID-19 period. **Materials and methods:** This was a cross-sectional study, conducted in December 2021 to January 2022, the study population included MBBS preclinical students. A set of questionnaire was prepared and distributed to the students who were willing to respond. The participants' responses were then entered and the analysis was done by using SPSS-25. **Results and conclusion:** Among the 162 students who responded, 43 (26.5%) were male while 119 (73.5%) were female, and 79 (48.8%) were from year 1 while 83 (51.2%) were from year 2. In this study, there was no significant relationship on perception and preference of online teaching-learning and assessment with gender distribution or year of study of the respondents. COVID-19 has given an unexpected, 360 degree impact on every spheres of life and especially in education sector. Students all around the globe were pushed to online classes that really has impacted badly on the medical students. Unfortunately, this study has shown that perception and fondness on online T&L activities and assessment are not significantly associated with gender or year of study of the respondents. Hence, there is a need for further study to uncover the impact of online teaching and assessment.