

Abstract**Medical students' perception on online learning facilitation**Wijerathne BTB^{1*}, Agampodi SB², Rathnayake A^{1*}, Agampodi TC², Siribaddana SH³¹Department Of Forensic Medicine, Faculty Of Medicine & Allied Sciences²Department Of Community Medicine, Faculty Of Medicine & Allied Sciences³Department Of Medicine, Faculty Of Medicine & Allied Sciences**Abstract****Background**

Several medical colleges in Sri Lanka have incorporated online learning management systems (LMS) into existing teaching systems. How medical students perceive these new educational techniques have never been evaluated in Sri Lanka.

Methods

We have conducted Moodle based online learning facilitation program for medical students in addition to traditional teaching methods. After a weekly lecture, they had to participate in online learning activities (discussion forum, quiz, assignment). A reward was given for student who scored highest mark in particular week. Student feedback using closed and open-ended questions was obtained to assess their perceptions.


Results

One hundred and eighty one students completed the self-administered questionnaire. The average age and male to female ratio was 23.5 (SD±1.1) and 0.6 to 1, respectively. 86% Students agreed that LMS facilitated their study while 1.7% disagreed and 11.7% were equivocal. Positive responses were; helped to prepare for essay and OSPE, facilitated revision, recall, self-study and self-evaluation, clarification after discussion with both peers and tutors, induced them to read other resources and readily accessible from anywhere. One disagreed as computer screen had precipitated migraine. 96.1% agreed that online colorful lecture notes facilitated studying, memorizing and understanding. 92.8% students agreed that weekly quiz had facilitated study while 1.1% disagreed. Most students found that quiz helped to revise and encouraged referencing. 80.5% agreed that discussion forum had facilitated their learning while 3.4% disagreed. Majority used discussion forum as a place for peer-facilitated learning and contact with tutors. 83.3% Student agreed that weekly assignment had assisted their studying while 2.9% disagreed. Many found it motivates and self-evaluates. Only 56.0% found reward for the best student facilitative to learning whereas 15.4% disagreed.

Conclusions

It is clear that students well received the online LMS. Unexpected difficulties such as computer screen precipitating migraine are important challenges that should be taken into consideration.

Key words: Medical Education; Sri Lanka; Learning management system**Copyright:** © 2015 Wijerathne BTB *et al*. This is an open access article distributed under the [Creative Commons Attribution License](#), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.*** Correspondence :** buddhikatbw@gmail.com, medanu89@gmail.com**Cite this abstract as:** Wijerathne BTB, Agampodi SB, Rathnayake A, Agampodi TC, Siribaddana SH. Medical student's perception on online learning facilitation. *Anuradhapura Medical Journal* 2015;9 (2Supp):S23.**DOI:** <http://dx.doi.org/10.4038/amj.v9i2Supp>.

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