

ASSESSING THE ATTITUDES AND EFFECTIVENESS OF E-LEARNING FOR MEDICAL TECHNOLOGY STUDENTS ON THEIR PROFESSIONAL SUBJECTS

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ABSTRACT

The Medical Technology program is a program that is highly dependent on hands-on laboratory experience aside from the traditional delivery of topics through lecture classes. Given the COVID-19 pandemic wherein the operation of face-to-face classes was immediately halted, there has been a shift in the delivery of all classes to full-time online learning or e-learning. This study aims to assess the attitudes of the students toward e-learning and their perceived effectiveness of utilizing it in the professional courses offered in the Medical Technology program of the University of Santo Tomas (UST), including which professional course or courses can be optimized in this particular format. A total of 250 respondents were recruited to partake in this study. A stratified disproportionate random sampling method was used in the selection & recruitment of respondents per year level. A two-part questionnaire was formulated, which is composed of general questions about their personal experience regarding e-Learning, and specific questions about their respective professional subjects. ANOVA and Pearson correlation were utilized in the data analysis for the testing of the relationship between the attitudes and effectiveness. The positive attitude towards e-learning varies from different year levels that are taking up professional courses. Lecture courses are perceived to be ineffective, while laboratory courses are very ineffective. There is an inverse relationship between the quantity of professional courses and the perceived effectiveness of it in a full-time e-learning format. No particular professional course is perceived to be effectively optimizable in a full-time e-learning format. Medical technology students taking up professional courses in UST in a full-time e-learning format generally have a positive attitude towards e-learning in their professional courses; however, their perceived effectiveness of e-learning as a platform for different professional courses was ineffective, with the e-learning in laboratory courses being more ineffective than in the lecture courses.

Keywords: e-Learning; education; medical laboratory science; medical technology; attitudes; learning management system