



PROCEEDINGS OF THE
V INTERNATIONAL SCIENTIFIC
AND THEORETICAL CONFERENCE

ADVANCED DISCOVERIES
OF MODERN SCIENCE:
EXPERIENCE, APPROACHES
AND INNOVATIONS

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**Advanced discoveries of
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approaches and innovations**

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EXAMINATION IN THE DISCIPLINE «OBSTETRICS AND GYNECOLOGY» UNDER ONLINE LEARNING CONDITIONS

Enhancing the quality of specialist training stands as a primary task of higher education. The training of medical professionals involves not only developing a comprehensive system of professional theoretical knowledge but also practical skills and abilities to tackle various professional tasks, including those that are complex and non-standard [1]. However, recent circumstances have necessitated significant adjustments to the educational process, calling for an innovative approach, particularly in the face of limited personal interaction [2]. The challenges posed by the war and pandemic have highlighted the critical balance between education, clinical safety, and patient well-being. In response, medical universities, adhering to the recommendations of the Ministries of Health and Education, have shifted students from clinical rotations to online learning environments. This pivot underscores the vital role of education in the mission of academic medical centers and its importance for the future of our healthcare system [3].

During the quarantine restrictions triggered by the coronavirus and the enactment of martial law in our country, the Zaporizhzhia State Medical and Pharmaceutical University (ZSMPPhU) has been proactive in weaving information technologies into the fabric of medical students' education. These technologies emerge as a promising avenue to elevate the quality of higher medical education by aligning it with contemporary needs. This includes enhancing online education, electronic educational resources, and documentation (university web pages and departments' electronic resources), as well as enriching knowledge acquisition through simulators, virtual programs, and bolstering future specialists' digital competencies.

In 2020, our university pioneered the online state certification of graduates. Acknowledging the unique challenges of that academic year, the rector's directive outlined the procedures for the

preparation and execution of the state certification for both domestic and international graduates. This multi-stage certification process included comprehensive testing using the MS Forms service [4].

Over the past two years, the Department of Obstetrics and Gynecology has adapted the final exam to an online format. This adaptation required a thorough evaluation of different remote assessment methods and tools to develop an optimal model, balancing the benefits and risks. The exam preparation involved analyzing potential challenges of online assessments, recognizing that students might have access to various devices, browsers, or digital tools, which poses control difficulties. There was an awareness that students could either simulate technical issues or genuinely encounter obstacles such as poor internet connectivity, lack of electricity, or an absence of a “quiet space” for exam-taking.

A combined evaluation approach was chosen, consisting of testing and an oral exam, with a transparent distribution of points. Following the autumn IX semester of the 2023-2024 academic year, an Objective Structured Clinical Test was conducted on the MS Teams platform for fifth-year domestic and international students. The first phase involved completing test tasks on MS Forms – 40 written tests worth 40 points, primarily featuring clinical scenarios to assess basic knowledge levels. The subsequent phase required online interaction on MS Teams, where students faced tickets comprising two tasks (clinical situations) and needed to answer five questions per task. The maximum score attainable for this segment of the examination was 40 points (contributing 20 points for each task). The oral part aimed to evaluate students' logical and clinical reasoning and their ability to apply theoretical knowledge in practice. Effective participation in seminar discussions, known to verify knowledge and skills, enables students to demonstrate logical reasoning and support their viewpoints with logical arguments, provided they have a solid understanding of the discussion topic [5]. The exam offered a total of 80 points, with a passing threshold of 50 points. The chosen exam format, schedule, test database, and clinical cases, as well as the distribution of points and evaluation criteria, were communicated to students in advance, allowing them to prepare and arrange access to the necessary equipment.

Prior to the exam, department instructors held online consultations with mandatory video recording, providing insights into the exam format, evaluation criteria, approaches to unclear clinical situations, integrity monitoring mechanisms, exam exclusions, and their rationale.

The incorporation of online communication modes, the involvement of two instructors and a moderator in the exam process, enhanced assessment objectivity, fostered a welcoming atmosphere, and alleviated student stress during the examination.

This experience has validated that the case method, as an educational technology, serves not only to streamline the educational and examination process in online/blended learning settings but also enables students to engage with realistic professional scenarios, thereby activating relevant knowledge for effective problem-solving.

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