

ONLINE WEBINARS: THE NEW EDUCATION TECHNIQUES AND METHODOLOGY, FACILITATING LEARNING BIOLOGICAL CHEMISTRY

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This article provides a conceptualization of the webinar as a training strategy between lecturer and students using tools or technological resources available in the network. In addition, it describes it and analyzes the experience of organizing a webinar at Zaporizhzhya State Medical University as part of the training course of biological chemistry. We offer results of the review obtained through an online survey and showed the high potential of online training.

Key words: webinar, online, training, biological, chemistry.

В статті наведено приклад застосування вебінарів, як однієї з форм поліпшення комунікації між викладачем і студентами в стратегії вивчення дисципліни «Біологічна хімія». Наводиться досвід організації вебінарів на кафедрі біологічної хімії в Запорізькому державному медичному університеті. Отримані результати показали високий потенціал онлайн-навчання.

Introduction. Internet gives us the possibility, among other things, access to multiple contents on the most varied themes. In this context, online courses and webinars have become an unprecedented phenomenon.

Online training, e-learning or virtual education has been taking an important role in the last decade have expanded all areas and sectors of our society. They have emerged different types of digital teaching – learning processes that vary not only in its architecture and software technology, but also on the role and interaction between teachers and students configuring different models and formats e-learning. Today we talk about the LMS (Learning Management System) or virtual classrooms, the MOOCs (massive online courses and open), blended learning (blended or hybrid learning), uLearning (ubiquitous learning), between others [1].

One of the online training modalities that have emerged in recent years is the called webinar [1] that comes from the combination of the words "web" and "seminar". More precisely this word can be explained as a term used to describe a web-based seminar. Webinars are as conferences, but participants take part remotely through a computer. Typical webinars have an address where exposes the lecturer. You can use collaborative activities such as using text chat, polls and surveys, as well as question and answer sessions.

A webinar is a hybrid event that shares and mixing different characteristics of other academic activities developed in the network. For example, it is similar to as MOOCs allows them to register and participate number very wide range of users, such participation can be credited, and many social interaction and discussion between them occurs.

In short, a webinar is scheduled, networking, thematic, temporal, instrumental event synchronous, organized to disseminate and discuss ideas, problems, solutions, approaches, etc. and, consequently, we can understand it as a training seminar developed online where combine asynchronous activities such as forums and emails with others in real time or such as videoconferencing and synchronous chat [2–6].

Main body. The experience of organizing a webinar presented in this article was conducted during second semester 2016 at the department of biological chemistry at Zaporizhzhya State Medical University as part of the training activities of students of pharmaceutical faculty (correspondence course student).

The core content of the webinar revolved around the question: "Preparation to the licensed integrated exam KROK" and he was aimed for third-year students.

Webinar objectives were:

a) Implement a strategy online training among students, as is the webinar;

b) Open and generate intellectual debate beyond the participants itself, making room for others;

c) Assess the impact and opinion of the participants in the webinar.

After identifying the axis or content webinar discussion and planning program and speakers who participate in it, our team decided to use free resources so that the webinar had the lowest possible cost, and also outside accessible for everyone. Thus a specific website was created (<http://webinar.zsmu.zp.ua:5080/>) for accessing to communications, forums and video conferences.

We analyze the possibility of using OpenMeetings application. One of the advantages that had OpenMeetings relative to other tools is that we provided in a very accessible and free, the possibility of a videoconferencing room up to hundred people simultaneously, and the ability to issue live fully what was happening in it. Note that this tool allows you to share what is happening on the screen of any of these participants, which can be displayed documents PDF, DOC, JPEG, movie clips, etc.

Videoconferences lasted one hour and a half. They would consist of a first half hour, which would be submitted to the participants, and exposure of the speaker, followed by an hour of debate that would respond to questions from viewers. This first experience in organizing the webinar by our department had high expectation and acceptance both within and outside our University.

As it noted above one of the central objectives of the webinar was to evaluate the impact and opinion of the participants in it. To collect the data a questionnaire was developed that it was answered by 10 questions. The main results of the evaluation questionnaire are presented organized in the following dimensions: organization, expectations, development, content and usefulness the webinar as a training strategy.

94 % of participants said that the announcement of the webinar was made in sufficient time; only 6% felt that this was convened at short notice. 91 % of participants obtained information call the webinar through research groups attached to OpenMeetings, the remaining 9 % met the information obtained through other media, books, website, networking social or other channels.

Conclusion.

Furthermore, it is important that the department's team development tasks coordination and streamlining of the speakers and participants clearly establishing roles, activities and timing

thereof, recalling personalized the proper completion of the same, and offering guidelines for use of resources technological or responding to problems raised by each user.

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THE POSSIBILITIES OF ORGANIC CHEMISTRY SELF-STUDY BY STUDENTS OF PHARMACY EXTERNAL FORM OF EDUCATION

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The most of the Organic Chemistry program for external Pharmacy students is focused on independent study. So, students are often left to choose their own courses in order to gain valuable experience. Graduates may build careers in academia or pursue advanced research positions in the private sector. Among the most popular career option usually is Pharmacist, but the Diploma allows to work as General, Research, Industrial, Production and Forensic chemist, as well as educator or Government regulator.

The intent of this paper was to surf the internet to form the list of the sites with free organic chemistry lessons, to be used as self-sustainable personal development in organic chemistry for students, teachers and chemists to enlarge their professionalism.

There are presented different courses: as introductory for students with limited background in chemistry, so more sophisticated chemical studies. Even sometimes, there is opportunity to receive a certificate signed by the instructor after successful graduation the lessons.

The information could be found at:

1. <https://www.coursera.org/course/chem99>
2. <http://ocw.mit.edu/courses/chemistry/>

3. http://study.com/articles/List_of_Free_Online_Organic_Chemistry_Courses_Classes_and_Learning_Materials.html

4. <http://www.openculture.com/chemistry-free-courses>

5. <http://academicearth.org/chemistry/>

6. http://ocw.uci.edu/collections/open_chemistry.html

7. <https://ps.uci.edu/content/openchemistry-lectures>

8. <http://www.learnerstv.com/Free-Chemistry-Video-lectures-ltv327-Page1.htm>

9. <http://www.skilledup.com/articles/learn-chemistry-online-free>

10. <https://www.edx.org/course/subject/chemistry>

11. <https://itunes.apple.com/us/itunes-u/organic-chemistry-video/id341651370?mt=10>

12. <https://alison.com/courses/Chemistry-1>

13. <https://legacy.saylor.org/chem201/Intro/>

14. http://als.csuprojects.org/free_online_courses

Besides there is free chemistry books site:

<http://www.freebookcentre.net/Chemistry/Organic-Chemistry-Books.html>

Moreover, one can find lots of other interesting and fascinating other information, when searching the above mentioned sites, during lifelong learning.

FORMATION OF PROPHYLACTIC THINKING IN STUDENTS OF THE MEDICAL FACULTY

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An integral part of the learning process of medical students and their comprehension of basics of medical skills lies in forming of hygienic thinking in dialectical understanding of the unity of the human body and the environment. This will contribute to the competence of future physicians for proper assessment of the impact of factors of natural and social environment on the health of each individual and population as a whole. Academician I.P. Pavlov wrote: «Only having known all the causes of diseases, modern medicine turns into medicine of the future, ie, hygiene more broadly».

Basic knowledge of hygiene and human ecology helps clinicians to better navigate the issues of hygienic diagnostics which enables to set changes in the human condition in the preclinical (prepathological) level as well as adequately treat and develop recommendations for patients about points of regimen, nutrition, physical activity, healthy lifestyle. Besides, based on the basic knowledge of human hygiene and ecology, medical doctor will be able to competently participate in the dissemination of hygienical and ecological knowledge among the population to improve sanitary culture and health promotion.