

ABSTRACT

Educational institutions are not able to conduct classroom activities due to the global coronavirus pandemic, and each country is organizing e-trainings based on its own resources. To study current situations of e-trainings of branch schools of MNUMS

Objectives

- To study the methods and forms of e-learning of medical schools in Gobi-Altai, Darkhan-Uul and Dornogobi aimags
- To determine teachers' satisfaction towards the e-learning
- Investigate the challenges facing e-learning in these schools

Methodology of the research

The current situation of e-learning survey was conducted using a random sample of closed questionnaires from teachers at the Medical schools of Gobi-Altai, Darkhan-Uul and Dornogobi aimags using the Google Forms research platform. A total of 139 teachers were surveyed and 75 teachers were involved, accounting for 54%. The survey results were performed using SPSS 21 software.

Research results

59% of the teachers said that classroom training was effective, and 41% said that combination of classroom and e-learning was effective, but e-learning in medical schools alone was not effective. In a study of the benefits of e-learning among the schools were similar, 88% said it could be viewed multiple times, 84% said it did not limit space, and 77.3% said it had the advantage of preventing infection. The factors that negatively affect e-learning outcomes are 82.7% for student learning ability and 74.7% for internet speed and quality of access.

62% of the participants think the e-learning environment was average, and 80 percent said teachers' computer literacy is not adequate. Similar results showed among these schools that 30.7% of respondents said that it takes 7-9 hours to prepare a one-time lecture, and 4-6 hours to prepare internships and seminars. 96% expressed a desire to receive some training on e-training.

The research significance of the topic was less than $p = 0.001$.

Conclusion

Most of the teachers at the Gobi-Altai, Darkhan-Uul, and Dornogobi aimag branches of the MNUMS are using Google classrooms and Google meet. The main reasons for the ineffectiveness of e-learning are poor student learning, poor quality and accessibility of the Internet, and inadequate e-learning environment in schools.

Bibliography

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