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Blended learning with Moodle in medical statistics: An assessment of knowledge, attitudes and practices relating to e-learning

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Blended learning that combines a modular object-oriented dynamic learning environment (Moodle) with face-to-face teaching was applied to a medical statistics course to improve learning outcomes and evaluate the impact factors of students' Knowledge, Attitudes and Practices (KAP) relating to e-learning. The same real-name questionnaire was administered before and after the intervention. The summed scores of every part (knowledge, attitude and practice) were calculated using the entropy method. A mixed linear model was fitted using the SAS PROC MIXED procedure to analyze the impact factors of KAP. Educational reform, self-perceived character, registered permanent residence and hours spent online per day were significant impact factors of e-learning knowledge. Introversion and middle type respondents' average scores were higher than those of extroversion type respondents. Regarding e-learning attitudes, educational reform, community number, Internet age and hours spent online per day had a significant impact. Specifically, participants whose Internet age was no greater than 6 years scored 7.00 points lower than those whose Internet age was greater than 10 years. Regarding e-learning behavior, educational reform and parents' literacy had a significant impact as the average score increased 10.05 points ($P < 0.0001$). This educational reform that combined Moodle with a traditional class achieved good results in terms of students' e-learning KAP. Additionally, this type of blended course can be implemented in many other curriculums.

Biography

Pei Liu has completed his PhD from Southeast University, China. He is the Director of Institute of Medical Statistics, Southeast University. He has published more than 50 papers in English and Chinese.

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