

**COMPARATIVE ANALYSIS OF ASSESSMENT AND SELF-ASSESSMENT
OF MEDIA LITERACY OF STUDENTS OF HIGHER MEDICAL EDUCATION
AT BACHELOR'S AND MASTER'S LEVEL**¹Poltava State Medical University (Poltava, Ukraine)²Bogomolets National Medical University (Kyiv, Ukraine)

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The article is devoted to the study of the level of media competence among students of higher medical education at the master's and bachelor's levels and a comparative analysis of the obtained results. The difference in the use of media literacy skills among the surveyed students was revealed. Part of the interviewees does not know how to check the source of information correctly, which causes the spread of unreliable information. The skill of correctly searching for medical data on the Internet and checking it is also insufficiently developed. Almost half of the respondents in both groups use the links offered by the search engine regardless of the source of information. A rather low number of medical education students use specialized medical databases. The majority of the students use information from textbooks to avoid mistakes. Some respondents believe that medical information cannot be unreliable. The vast majority of students, regardless of the educational level of higher education (bachelor's or master's), believe that they have mastered the basics of media literacy, although the skill of showing a critical attitude to information sources in the course of independent activities is not sufficiently developed. Therefore, there is a need to deepen media competences not only among students of higher medical education at the bachelor's level, but also at the master's level.

Key words: media literacy, media competence, soft skills, students of higher medical education.

Introduction.

Increased attention to the validity and reliability of information is a key moment in the development of society at the current stage. Over the past ten to twenty years, the information landscape has fundamentally changed due to a significant increase in access to information consumption and production. At the same time, the role of traditional filters that control its accuracy and truthfulness has significantly decreased [1]. People are forced to navigate in a complex new media space without traditionally reliable resources [2].

In recent years, educational organizations and platforms that provide public education, professional development, and science-based educational resources at the national and international levels dedicated to the promotion and support of media literacy. Such organizations work to help citizens, especially young people, develop the critical thinking and media production skills necessary for a fulfilling life in the 21st century [2, 3]. The ultimate goal is to enable informed choice in an endless stream of information. And in this context, Ukraine is not an exception [4, 5].

Media literacy is an approach to education in the 21st century, based on readiness to use the resources and opportunities of the global media environment. In the process of forming media literacy, students acquire the skills of safe media use, as well as personal self-expression, formation of their own opinion, independent views, readiness for critical interpretation of knowledge [6]. Therefore, media literacy is about helping learners become competent, critical and literate in all forms of media so that they can control the interpretation of what they see or hear, rather than letting the interpretation control them. All this ensures the formation of media competence [7]. How to evaluate the result? The list of requirements regarding the level of mastering media competence includes the following: ability to monitor in-

formation sources; the ability to recognize the shortcomings of media texts or media creativity; the ability to diagnose the emotional state of an individual after exposure to media information; adjust the purpose and methods of activity with media sources [8]. As numerous studies show, the evaluation of the results of mastering certain practical skills allows the student of higher medical education to feel confident and calm, starting to perform the professional duties of a doctor [9, 10].

At the same time, it should be noted that the topic of acquiring practical skills in media literacy «in the medical field» is insufficiently covered. Most researchers concentrate on learning hard skills, which are essential for medical professions. Therefore, the question arises: will future students of higher medical education (both first and second level) be able to independently and competently navigate the media space? Will they not become victims of mass media manipulation? Will they be able to find the necessary information in such a changing world of modern medical technologies?

The aim of the study.

To determine the level of media competence and mastery of media literacy skills among students of higher medical education of 2-4 courses in the specialty 223 «Nursing», educational qualification – bachelor of nursing, 222 «Medicine» and 228 «Pediatrics» at the second (master's) level of higher education with further comparison of the obtained results.

Object and research methods.

We developed a questionnaire with questions about media literacy and conducted a survey of 147 students of higher medical education, including 42 people who are studying in specialty 223 «Nursing», educational qualification – bachelor of nursing, full-time and part-time (distance) forms of education (1 group) and 105 applicants of higher medical education in the specialties «222 Medicine» and «228 Pediatrics» at the second (master's) level

of higher education with complete general secondary education (II group). The questionnaire contained questions related to the concept of media literacy, previous study of this soft skill, and respondents' self-assessment of the level of acquisition and practical use of media literacy skills in personal life and education.

Research results and their discussion.

According to the survey data, the vast majority of students of higher medical education are familiar with the concept of media literacy – 85.7%(126/147), although this indicator was slightly higher among the respondents of the 1st group (95.2%(40/42) versus 81.9%(86/105)). It is interesting to note that only half of the interviewees in the 1st group and a third in the 2nd group claim that they studied the elements of media literacy in high school. However, the vast majority of undergraduate students remember studying media literacy in college.

More than 70%(105/147) of respondents in both groups believe that they need media literacy in order to skillfully check information and critically perceive it. Less than half of the respondents (47.6%(20/42) and 41.9%(44/105), respectively, by group) realize that it is also necessary to share information responsibly. About 10% (9.55 and 13.3%, respectively) use this knowledge to create their own media content.

It was established that the vast majority of respondents (73.8%(31/42) and 86.7%(91/105), respectively, by group) use the Internet and social networks as a source of news. Periodic official internet publications are read by a limited number of respondents, only 7.1%(3/42) of bachelor's degree holders and 16.2% (17/105) of master's degree holders. More than 60%(90/147) of respondents of both groups trust the mass media. However, 95.2%(40/42) of undergraduate students check the reliability of information against 86.7%(91/105) of master's degree holders of higher medical education. Thus, every 8th(18/105) respondent can potentially be misled by inaccurate data. If it concerns medicine, someone's health or life may suffer as a result. How do you check the reliability of the source of information? Only a little more than a third of respondents are interested in who is the author of the message. Students consider the use of different sources of information to be a universal means of verifying the source of information. This method is used by 85.7%(36/42) and 84.8%(90/105), respectively, by group. But despite the variety of sources used by the surveyed students, we consider it necessary to warn them that misinformation can be spread by various means, especially through the global network and messengers. After February 24, 2022, a fifth of the students of both groups noted an increase in trust in the mass media. 38.1% of the respondents of the 1st group realize that there is a need to deepen their knowledge of media literacy. Among the respondents of the 2nd group, this indicator is 10% lower. When important information is incomplete or doubtful, 59%(61/105) of medical graduates and 47.6%(20/42) of undergraduate students look for the most relevant information on the Internet. It is noteworthy that 26.2%(11/42) of the respondents of the 1st group are interested in the opinion of relatives and friends on this matter, while among the applicants of the 2nd group this percentage is half as low (12.4%). Perhaps this is explained by the age and psychological characteristics of the respondents. One in five applicants of the bachelor's level of higher education does not check the information, even suspecting that it is

not true, citing the lack of time for it. This indicator is significantly lower (12.4%) among students of the II group. Therefore, there is a problem of devaluation of expert knowledge, when every average citizen considers himself a high-level expert on any problem, overestimating his own abilities and competencies. According to T. Nichols, such self-confidence of people is growing nowadays. There are several reasons. First, these are the shortcomings of the education system. Secondly, it is a constant flow of information covering the consumer. Thirdly, it is the lack of ability to critically analyze and filter this information [11]. Thus, it is important for teachers of various branches of the education system to improve the media competence of their students.

More than 90%(133/147) of students in both groups use textbooks and lectures when preparing for classes. Almost half of the respondents in both groups use the links offered by the Internet search engine without taking into account the sources of information. A rather low number of medical education students (21% (22/105) of master's level students and 7.1%(3/42) of bachelor's level students) use medical databases such as Pubmed, Ependium, MSD, Medscape. The reliability of sources of medical information is checked by 20% more bachelor level higher education students, which is a sign of self-confident attitude towards medical data on the part of master level higher education students. But 13.3%(14/105) of respondents of this group believe that medical information cannot contain unreliable data. To check such data, the majority use different sources of information (83.3% and 81.9%, respectively, by group).

Do students plan to deepen their media competence? The majority of respondents (74.3% and 81% by group) consider it necessary to develop these skills.

Finally, becoming media literate doesn't mean memorizing facts or statistics about media, but rather learning to ask the right questions about what you watch, read, or listen to. Without this fundamental ability, a person cannot fully express his personality or make informed decisions. And we are not alone in this belief [12]. But it is especially important in the difficult medical field. Therefore, the results of the study allow us to draw the following conclusions.

Conclusions.

1. The vast majority of students, regardless of the educational level of higher education (bachelor's or master's), believe that they have mastered the basics of media literacy, although the skill of critically perceiving information sources in independent activities is not sufficiently formed.

2. In both studied groups, the internal desire of the student of medical education to self-develop in the aspect of improving media competence was ascertained, which requires appropriate additional efforts of teachers, especially clinical disciplines.

Prospects for further research.

Taking into account the data obtained regarding the low level of use of specialized medical databases and not always correct use of media literacy knowledge in practice among bachelors and master's students, there is a need to deepen their knowledge in this direction and conduct repeated surveys after a series of discussions and lectures on the topic of media literacy. It is necessary to analyze the media competence of intern doctors too.

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ПОРІВНЯЛЬНИЙ АНАЛІЗ ОЦІНКИ ТА САМООЦІНКИ МЕДІАГРАМОТНОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ БАКАЛАВРСЬКОГО ТА МАГІСТЕРСЬКОГО РІВНЯ

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Резюме. Стаття присвячена медіаграмотності як ключовій soft skill у 21 столітті. Це розглядається як уміння ефективно взаємодіяти з медіапростором, правильно розуміти, оцінювати інформацію, аналізувати, передавати її іншим, дотримуючись медіакультурних цінностей, уподобань і стандартів.

Метою нашого дослідження стало встановлення рівня оволодіння навичками медіаграмотності серед студентів бакалаврського та магістерського рівня вищої медичної освіти. Проведено опитування 147 здобувачів вищої медичної освіти, серед яких 42 особи, що проходять навчання за спеціальністю 223 «Медсестринство», освітня кваліфікація – бакалавр медсестринства, денна та заочна (дистанційна) форми навчання (I група) та 105 здобувачів вищої медичної освіти за спеціальностями «222 Медицина» та «228 Педіатрія» за другим (магістерським) рівнем вищої освіти з повною загальною середньою освітою (II група).

В результаті опитування виявилось, що більшість респондентів вивчали медіа грамотність в школі або коледжі та університеті, але на практиці ці знання не завжди використовують. Опитані студенти не приділяють достатньо уваги перевірці джерела інформації або роблять це неправильно. Також недостатньо напрацьованою є навичка правильного пошуку медичної інформації в інтернеті та її перевірки. Майже половина опитаних в обох групах використовують лінки, що пропонує пошукова система без урахування джерела інформації. Доволі низький рівень здобувачів медичної освіти користуються спеціалізованими медичними базами даних. Щоб уникнути помилок більшість студентів користуються інформацією з підручників. Кожен сьомий з опитаних вважає, що медична інформація не може бути недостовірною.

Висновок. Переважна більшість здобувачів освіти незалежно від освітнього рівня вищої освіти (бакалаврського чи магістерського) вважають, що опанували основи медіаграмотності, хоча навичка виявляти критичне ставлення до інформаційних джерел в ході самостійної діяльності є недостатньо сформованою. В обох досліджуваних групах констатовано внутрішнє бажання здобувача освіти саморозвиватися в аспекті вдосконалення медіакомпетентності, що вимагає відповідних додаткових зусиль з боку викладачів, особливо клінічних дисциплін.

Ключові слова: медіаграмотність, медіакомпетентність, soft skills, здобувачі вищої медичної освіти.

COMPARATIVE ANALYSIS OF ASSESSMENT AND SELF-ASSESSMENT OF MEDIA LITERACY OF STUDENTS OF HIGHER MEDICAL EDUCATION AT BACHELOR'S AND MASTER'S LEVEL

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Abstract. The article is devoted to media literacy as a key soft skill in the 21st century. It is considered as the ability to effectively interact with the media space, correctly understand, evaluate information, analyze, and transmit it to others, adhering to media cultural values, preferences and standards.

The aim of our study was to establish the level of mastery of media literacy skills among students of bachelor's and master's level of higher medical education. A survey was conducted of 147 students of higher medical education, including 42 people studying in specialty 223 «Nursing», educational qualification – Bachelor of Nursing (I group) and 105 students of higher medical education in specialties «222 Medicine» and «228 Pediatrics» at the second (master's) level of higher education with complete general secondary education (II group).

As a result of the survey, it turned out the majority of respondents studied media literacy at school or college and university, but in practice this knowledge is not always used. The surveyed students do not pay enough attention to checking the source of information or do it incorrectly. The skill of correctly searching for medical information on the Internet and checking it is also insufficiently developed. Almost half of the respondents in both groups use the links offered by the search engine regardless of the source of information. A rather low level of medical education students use specialized medical databases. To avoid mistakes, most students use information from textbooks. One in seven respondents believes that medical information cannot be unreliable.

Conclusion. The vast majority of students, regardless of the educational level of higher education (bachelor's or master's), believe that they have mastered the basics of media literacy, although the skill of showing a critical attitude to information sources in the course of independent activities is not sufficiently developed. In both studied groups, the internal desire of the student to self-develop in the aspect of improving media competence was stated, which requires appropriate additional efforts on the part of teachers, especially clinical disciplines.

Key words: media literacy, media competence, soft skills, students of higher medical education.

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The author's team declares that there is no conflict of interest.

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PROBLEM EDUCATION AS THE KEY OF THE FORMATION OF A FUTURE STOMATOLOGIST

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A necessary component of the training of a future dentist at the present stage is the use of problem-based learning, which should focus on priority healthcare issues and correspond to the educational and professional programme and curriculum of the discipline being taught. The study aims to determine the optimal teaching methods that can be applied at dental faculties at the present stage. At the Department of Surgical Dentistry and Oral and Maxillofacial Surgery, attention is constantly paid to introducing new methods in the educational process. Particular attention should be paid to the disclosure of rare clinical cases that may occur in the future practice of a dentist, as this category of patients is not typical and is often incomprehensible to a young specialist, which can have a negative impact on the provision of dental care to such a patient.

The prospects of using problem-based learning in the process of training a dentist are relevant and require the involvement of not only higher education students but also scientific and pedagogical staff.

Key words: problem-based learning, medical education.

Introduction.

Problem-based learning is a new concept that has gained a lot of attention in medical education worldwide in recent years. This method of teaching should be student-centred and competence-based, based on specific clinical situations in a group discussion mode, and

focuses on stimulating students' interest in independent learning through collaborative work, developing their communication skills and strengthening critical skills, and stimulating the development of innovative thinking [1, 2].