

**“Enhancing Interprofessional
Collaboration and Learning for
Strengthening Primary Health Care”**

July 21-23, 2021

Faculty of Medicine, Public Health and Nursing

Universitas Gadjah Mada

Yogyakarta, Indonesia

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TUFH 2021 ABSTRACTS

Title	PEER-LED RESEARCH METHODOLOGY COURSE FOR FIRST-YEAR MEDICAL STUDENTS USING DISTANCE LEARNING: EFFECTIVENESS AND APPLICABILITY
Type	Oral Presentation <i>High-Quality Learning and Collaborations in the Health Workforce</i>
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Abstract N ^o	TUFH828
Content	<p>Background: Various new learning methods emerged to combat COVID-19 pandemic impact on education. Online peer-led courses have been adopted to prepare students to become educators. Methodology: Peer-led Research methodology course by 5th and 6th-year students using distance learning was conducted among 49 first-year students applied through online Google form. Students were randomly assigned to small groups under peer's supervision. The course was conducted using social media platforms, sessions were delivered on Skype, general discussions and small group discussions were held on telegram and Whatsapp groups respectively. Group discussions were held after students completed their groups' tasks. This course was evaluated using pre and post questionnaires measuring the impact of this course on students' research knowledge and skills. Results: This study showed significant difference between students' knowledge scores before and after the course ($p= 0.000$) as well as their research skills scores before and after the course ($p= 0.000$). There were significant differences in their critical thinking skills and scientific writing, but no significant differences in their communication and teamwork skills. 97.4% of students believe that research methods teaching should be included early during their academic years. On the other hand, 34.4% reflected on the limited knowledge and experience peer tutors may have while 47.2% of participants prefer peer teaching and 77.8% complained of internet issues. Conclusion: Peer teaching can be used to adjunct research methodology courses. Distance learning –if facilitated using sessions and practical group work tasks - proved to be effective in teaching research skills.</p>