

DOI <https://doi.org/10.30525/978-9934-26-387-3-25>

## **MODERN INTERACTIVE PLATFORMS AS A TOOL FOR DISTANCE LEARNING IN HIGHER MEDICAL EDUCATION**

### **СУЧАСНІ ІНТЕРАКТИВНІ ПЛАТФОРМИ ЯК ІНСТРУМЕНТ ДИСТАНЦІЙНОГО НАВЧАННЯ У ВИЩІЙ МЕДИЧНІЙ ОСВІТІ**

**Cherepok O. O.**

*Candidate of Medical Sciences,  
Associate Professor at the Department  
of Physical Rehabilitation, Sports  
Medicine, Physical Education and  
Health,  
Zaporizhzhia State Medical and  
Pharmaceutical University  
Zaporizhzhia, Ukraine*

**Черепок О. О.**

*кандидат медичних наук,  
доцент кафедри фізичної  
реабілітації, спортивної медицини,  
фізичного виховання і здоров'я,  
Запорізький державний медико-  
фармацевтичний університет  
м. Запоріжжя, Україна*

The application of new teaching methods in higher education have been especially intensified at the distance learning implementation period during the quarantine and in the territories of Ukraine that are close to the zone of active hostilities [1]. It was necessary to ensure the presentation of the educative material in such way that it was the most accessible and possible for perception, further processing and that feedback was provided.

When the university did not yet have its own distance education platform, it was the first task to find well-known and easy-to-use platforms with free access to their use. Our choice was between the Skype and the Zoom applications, and the Skype was chosen because in addition to video and audio, it also allows:

- 1) To create a group for each discipline and to invite relevant students;
- 2) To schedule calls for classes with the possibility of reminders;
- 3) To conduct mini-surveys;
- 4) To do not interrupt classes at certain intervals;
- 5) To save the entire chat history with useful links, tasks, messages, etc.;
- 6) To broadcast the screen and record certain fragments of classes, which are automatically stored for 30 days in the group chat, which allows any member of the group to download the recorded fragments and view them at any time.

The above characteristics are very helpful in bringing information to students who could not be during the online lesson for some reason.

It has become more difficult to keep students' attention during online classes due to the format of distance learning. It was begun to use a variety

of interactive whiteboards for resolution this issue. Free tariff plans have certain limitations, but knowing them, it is possible to organize the work the way it does not affect the quality of work. Each platform provides a link to work with a specific board and has the function to save the results in a picture or pdf document. Here are some examples:

1) <https://miro.com/> This platform is easy to use and is suitable for interactive conduct of both lectures and seminars, as it contains a very large number of readymade templates from different fields of activity, which can be developed together with the group, be filled and be used for preparing posters, etc.:

2) <https://padlet.com/> This is a great platform for covering the opinion of each student (writing annotations, mini-essays, feedback, etc.). Also, it can be added the ability to like, evaluate in the settings menu and due to this it can be determined the work that most liked classmates or other guests.

3) <https://idroo.com/> This platform contains a mathematical apparatus and is suitable for topics that are accompanied by calculations (replaces the usual board in the classroom).

4) <https://explaineverything.com/> This platform does not contain many readymade templates, but unlike others, it includes the ability to record actions on the board with video and sound, so it can be made a certain mini movie from working on the board.

5) <https://www.flippity.net/> With this resource, based on the use of Google Spreadsheet, it can be organized the interesting games for students on a particular topic of the course, as gamification of the learning process is perceived positively by students, increases their interest and level of information assimilation.

6) <https://www.mentimeter.com/> That is a good resource for creating interactive presentations with elements of the game. It means that the ordinary information slides can be combined with interactive slides that contain certain polls, test questions, expressions of opinion, which are immediately summarized in the form of graphs or other images during presentations. In addition, it can be added the ability to like or click on the question mark in the settings menu, which will be a signal for the teacher to stop after the thought and answer the question.

7) <https://kahoot.com/> This platform in the paid version can also be used to combine the regular information slides with interactive slides. However, kahoot is a good alternative to other resources if it is necessary to organize and get an automatic check and report, in particular in the form of game testing with the ability to set the time to answer each question, attach illustrations, video links (in the free version it is a single choice question and True / False questions). In addition, kahoot has a mobile application, so a mobile phone or tablet can be used as a remote control

to select the correct answers (when the tests are broadcast by the teacher) or as a device for self passing tests. Moreover, kahoot after each question displays the correct answers, which automatically facilitates the work of students on their mistakes.

It may be given the task to take one of the short online courses for self dependent work of students, which is directly related to the discipline and is freely available on any of the platforms, for example, <https://www.coursera.org/>, <https://cisco.com/>, <https://www.futurelearn.com> and more.

Thus, it can be generalized that even after completing the distance learning format in higher education or moving to a combined learning format, teaching methods will not be the same as they were already, because even under conditions for teaching in the classroom it will be continued the use of the above resources containing such elements of the latest techniques of educational process as gamification, interactive interaction and creative visualization of material [2].

#### **Bibliography:**

1. Биков В. Ю., Кухаренко В. Ф., Сиротенко Н. Г. та ін. Технологія створення дистанційного курсу. Київ : Міленіум, 2008. 324 с.
2. Кухаренко В. М., Рибалко О. В., Сиротинко Н. Г. Дистанційне навчання: Умови застосування : навчальний посібник. Харків : НТУ «ХПІ», Торсінг, 2002. 320 с.