

## **Learning experience of medical laboratory students towards a self-study E-Learning resource: a preliminary study**

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E-learning resources have been popularized as a self-learning tool. Acceptance of E-learning resources by students is influenced by several factors including students learning approaches, and quality of the learning resource. This study was aimed to investigate the learning approaches and perception towards E-learning resources of Medical Laboratory Science (MLS) students of University of Peradeniya. MLS students (n=51) who have not been exposed to the series of lectures on histo-techniques were recruited for the study. The Revised Two Factor Study Process questionnaire was used to investigate learning approaches. A pre-test and post-test were conducted before and after delivering the E-learning resource at a computer lab. A questionnaire based on learning experience and attitude towards E-learning resources was administered after studying with the E-learning resource for two hours in the lab. Mean scores for surface approach (SA) and deep approach (DA) were 31.26±6.2 and 23.41±5.9 respectively. The DA score was higher than the SA score for majority of students (78.4%). A significant difference in the mean scores of the pre-test and post-test was observed (p<0.01). Students who showed a greater DA score than the SA score obtained a higher post-test score (73.1±13.0) than students who showed a greater SA score than the DA score (68.9±12.8). However the difference was not statistically significant. The majority of students (98%) agreed with the statement that “the E-learning resource was interesting and it motivated me to study”. Many students (67%) disagreed with statement that “the subject matter was boring and I could get more knowledge and better understanding if I read a text book during the same time”. The video component was the most interesting part for many students while the most boring part was reading text material. The results indicated that the E-learning resource significantly improved the knowledge of preparation of microscopic slides among students irrespective of the type of learning approaches. Based on the findings, the use of more interactive video and audio material with limited amount of text in self-study material is recommended.