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Prior exposure of graphic editing, video editing and animation software among new medical entrants at Faculty of Medicine, University of Kelaniya

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Introduction: The use of graphic related educational materials is common in modern medical education.

Objectives: This study assesses the familiarity of graphic editing software (GES), video editing software (VES) and animation software (AS) among new medical entrants.

Methods: Moodle based self-administered questionnaire was given to new medical students who joined the Faculty of Medicine, University of Kelaniya in 2017.

Results: There were 155 students in the batch where 66 (43%) were males. Thirty-nine percent (n=60) had used GES before entering to the faculty, among them 20% used GES at least once a month and 55% reported to have at least an average skill level. Twenty-one percent (n=32) had used VES, among them 20% used it at least once and 24 % reported to have at least an average skill level. Ten percent (n=15) had used AS, among them 13% used it at least once and 11% reported to have at least an average skill level. Students had used GES more than VES ($P<0.01$) and AS ($P<0.01$), and VES more than AS ($P=0.01$) before entering to the faculty.

Conclusions: The majority of students had not used GES, VES and AS before entering to the faculty and it would be beneficial to teach this software to medical students. Self-assessment of skill level can underestimate or overestimate the actual skill level of the student and can be identified as a limitation of the study.