

## A COMPARATIVE STUDY ON PERCEPTION ON ONLINE LEARNING DURING COVID-19 PANDEMIC AND FACE-TO-FACE LEARNING PRE- PANDEMIC OF PHYSIOTHERAPY UNDERGRADUATES OF BOWEN UNIVERSITY, IWO, OSUN STATE, NIGERIA

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**Background:** COVID-19 pandemic affected the traditional educational system in various institutions; caused sudden shift towards adoption of online learning method as a primary source of medical education in various institutions including Bowen University.

**Aims:** To compare perception of Physiotherapy students of Bowen University on online learning during COVID-19 pandemic and face-to-face learning pre-pandemic. Method: This cross-sectional study enlisted 176 participants from 4 classes in Bowen University, Nigeria. Questionnaire was self-administered. Data was summarized using descriptive statistics. Inferential statistics of Wilcoxon signed-ranked and Mann-Whitney U tests were used to analyse data; on SPSS Version 23 at CI-95%.

**Results:** There was significant difference ( $p=0.00$ ) between face-to-face and online learning in perceived ability to increase knowledge, practical/clinical skills, social skills. There was significant difference between activity level during face-to-face and online learning; perceived acceptance of online learning of male and female undergraduates; and pre-clinical and clinical undergraduates.

**Conclusion:** Online learning was perceived less effective in increasing knowledge, practical/clinical skills, social skills and students' activity level than face-to-face. Most students rated online learning as enjoyable; males accepted online learning than females, and clinical undergraduates accepted online learning than pre-clinical undergraduates. Keywords: Online learning, Face-to-face learning, Physiotherapy, Bowen University Recommendations: • Lack of interaction with patients as a disadvantage of online learning can be solved with use of virtual patients to simulate real-life clinical scenarios, before real patient encounter. • More studies exploring barriers and facilitators of online medical education should be conducted to foster improvement.

**Citation:** Adeyemi et al. ASFI Annual Conference and Boot Camp, 28<sup>th</sup>-30<sup>th</sup> November 2023



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