

EVALUATION AND SELF-ASSESSMENT OF MEDIA LITERACY LEVEL OF MEDICAL UNIVERSITY STUDENTS WITH AN UNDERGRADUATE DEGREE AND THOSE WHO ARE HIGH SCHOOL GRADUATES: THERE IS STILL WORK TO BE DONE¹Poltava State Medical University (Poltava, Ukraine)²Bogomolets National Medical University (Kyiv, Ukraine)

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The article highlights the main components of media competence. Special attention is paid to the level of media literacy of medical university students. The survey showed that there was no significant difference between the level of media literacy among undergraduate students and high school graduates. But there is a noticeable difference in the practical use of these soft skills, especially when using medical information. The majority of students of higher medical education believe they have media literacy skills and independently search for the necessary data on the Internet without noticing the source of information. Only 35% of respondents are interested in the author of the message or article. When preparing for classes, more than 75% of students use textbooks. Among high school graduates, only 20% use specialized medical databases, in the group with undergraduate degree, this share is below 10%. Almost 40% of high school graduates do not check the reliability of the source of medical information. To improve the skills of medical university students for selective perception of information, teachers of clinical disciplines should pay more attention to the development of critical thinking skills and data analysis of the professional information.

Key words: media literacy, students of higher medical education, media competence, soft skills.

Introduction.

The rapid development of information technologies has expanded the capabilities of modern society and changed the direction of its evolution. Today, information acts as a means, a resource, a product and a commodity, and this has led to an increase in its importance and opportunities to influence the public. Modern people have become addicted to information. Every day, the media presents new challenges and threats to which we must adapt. The inability to analyze information leads to its chaotic accumulation. It becomes difficult to understand what is true and what is fiction without media literacy skills. In general, society today has not formed a "procedure" for independent search, selection and awareness of information, and this means that there is a significant gap in the knowledge and skills of media literacy among the population [1].

The COVID-19 pandemic has forced educators around the world to improve their computer literacy and media competence [2]. In particular, in higher medical education, there was a tendency to introduce new forms and methods of learning into the educational process, which contribute to its intensification, stimulation of students' motivation to study, formation of independent and creative work skills in future specialists. The need to use new remote technologies and simulation methods in conducting practical classes and lectures with higher education students has also increased [3, 4, 5]. With the beginning of a full-scale war on the territory of Ukraine, the health care system and the educational sphere faced new challenges. The internal and external migration crisis forced doctors and educators to once again master new technologies and communications [6]. The enemy is attacking Ukrainians with weapons and fake information. Information is a powerful weapon in modern warfare, therefore, in the modern world, the ability to analyze, to separate truth from lies, to think critically by perceiving different messages is vitally important [1]. Under these conditions, media education

becomes a fundamental component of the country's information security. According to the Concept of the introduction of media education in Ukraine, media literacy is a component of media culture, which refers to the ability to use information and communication technology, to express oneself and communicate with the help of media, to successfully obtain the necessary information, at the same time to perceive and critically analyze information received from various sources, to understand the reality constructed by media sources, to understand the manipulations and types of control they cultivate [7]. Most often, military actions are accompanied by propaganda and isolation of society from true information. Therefore, institutions of higher medical education face a new challenge – to train specialists who will not only possess perfect theoretical knowledge and practical skills, but will also be able to adapt to changes in living and working conditions, respond adequately to them, and look for new opportunities for personal and professional development [8]. And in this sense, media literacy is the most important component of media competence [9].

The use of unreliable information by students during independent work can create a false impression of a part of professional knowledge. It should not be forgotten that the Internet is a very powerful technology that provides easy access to both the best and the worst achievements of mankind. The urgent task of media education is the formation of preparation for the informed selection of articles and messages and the implementation of their critical analysis. Media literacy acquires special importance in the era of information warfare, and this needs to be emphasized once again. But, despite the significant relevance of this problem in our time, the issue of media literacy among students of higher medical education in Ukraine (especially taking into account their previous education) has not been sufficiently studied in the available literature, and led to the conduct of this study.

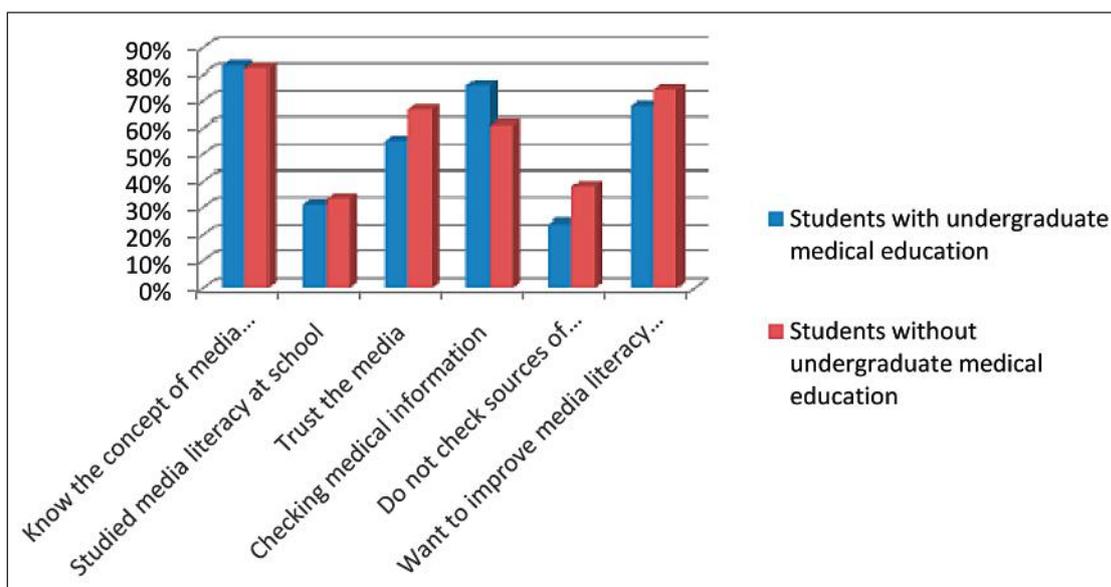


Figure – The level of media competence among the medical university students.

The aim of the study.

To determine the level of media competence and mastery of media literacy skills among students of higher medical education of 2-4 courses in the specialty «222 Medicine» and «228 Pediatrics» depending on their previous education (high school graduates or students with undergraduate degree) with further comparison of the obtained results.

Object and research methods.

To achieve this goal, we developed a questionnaire and conducted a survey of 205 students of higher medical education, including 100 people with undergraduate degree (Group I) and 105 high school graduates students (II group). The questionnaire contained questions related to the concept of media literacy, previous study of this “soft skill” and possession of media literacy skills from the point of view of respondents’ self-assessment.

Research results and discussion.

The results of the research revealed that the majority of respondents (83% in the first group and 82% in the second group) know the concept of «media literacy» (figure), but 69% of the respondents of the I group and 67% of the II group did not study the basics of media literacy in high school or do not remember it. Only 43% of respondents with undergraduate degree are sure that they studied media literacy in college, almost the same number (40%) of respondents of the II group remember that they studied this «soft skill» at the university. This may indicate insufficient long-term survival of knowledge in this discipline. Among mass media, the majority of students of higher medical education prefer the Internet in general without paying attention to the source of information (79% and 86%, respectively, by group), messages in social networks (73% and 87%) and channels in messengers (61% and 80% respectively). Only every fifth student gets information from periodicals on the Internet, although it is these media that have links to sources of information. One third of respondents in both groups learn news from television.

Among applicants with undergraduate degree 42% do not trust the mass media, this figure in the II group is 29%. More than 80% of respondents in both groups check the credibility of the information source, but it is

quite interesting how they do it. After all, only 35% of respondents are interested in who is the author of a message or article. The majority of interviewed higher medical education students (77 and 85%, respectively, by group) use different sources of information, not realizing that fake information can also spread through different channels. To the question «How has your trust in mass media changed after February 24, 2022?» almost every third respondent answered that he began to trust the mass media less after the start of warfare on the territory of Ukraine. More than 50% of respondents consider their media education to be quite sufficient, although one third of high school graduates respondents are aware of the need to deepen their knowledge and practical skills in this field. 77% of students use different sources of information, when they suspect that the news is fake. When preparing for classes, the majority of students (75% in the 1st group and 93% in the 2nd group) use textbooks, only 20% of the high school graduates respondents use specialized medical databases, in the group with undergraduate degree, this share is generally 6-10% (depending on the scientometric base). And this indicates the insufficient level of knowledge of medical students about the sources of current medical information and causes us to be wary. After all, we are deeply convinced that in their professional activities doctors and pediatricians must independently navigate the variety of medical information. And not only that, but also to know how to check it. And what do we have? Almost 40% of high school graduates do not check the reliability of the source of medical information, or believe that medical information cannot be unreliable. Among the respondents with undergraduate degree, this share is significantly lower, only 24%. In the same group, almost half of students are sure that the presence of undergraduate medical education already allows them to decide independently whether medical information is true. In our opinion, this is also a rather interesting fact. Regarding the influence of clinical disciplines on the formation of media literacy, only about 40% of respondents in both groups note a certain role of these components of the educational program in improving media literacy skills. So, after all,

clinical departments, on a level with non-clinical ones, should also take an active part in the formation of a highly qualified specialist who is able to independently understand the endless streams of medical information, which is constantly updated. And there is a lot to work on in this problem. It should also be remembered that media socialization, which is absolutely necessary for students of higher medical education, involves a two-way complex process of social adaptation, formation and development of the personality, and the teaching staff of the higher education institution should play the main role in the formation of a media-literate doctor.

Conclusions.

The majority of students of higher medical education (regardless of previous education) believe they have media literacy skills and independently search for the necessary data on the Internet without noticing the source of information, which may be due to the lack of skills in checking the authenticity of the article, analyzing

their media space, and a conscious approach to media consumption. Taking into account the request to improve the skills of selective perception of information of the student community, teachers of clinical disciplines at the level of non-clinical disciplines should pay more attention to the development of critical thinking skills and data analysis coming from various media and orient students of higher medical education in the professional information flow.

Prospects for further research.

The problem of media literacy of the next generation of doctors requires serious research. So it is necessary to increase the number of interviewees, to include in the questionnaire not only students of higher medical education from other courses of the master's level of higher education, but also bachelor's degrees, to investigate the media literacy of intern doctors of various specialties.

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ОЦІНКА ТА САМООЦІНКА РІВНЯ МЕДІАГРАМОТНОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ З ПОВНОЮ СЕРЕДНЬОЮ ТА БАЗОВОЮ МЕДИЧНОЮ ПЕРЕДВИЩОЮ ОСВІТОЮ: Є НАД ЧИМ ПРАЦЮВАТИ

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Резюме. Інформація, яка наразі виступає повноцінною зброєю по суті являє собою методи інформаційного впливу на суспільство через різні інформаційні канали. Використання недостовірної інформації здобувачами освіти під час самостійної роботи може сформувати хибне уявлення про частину професійних знань. Медіаграмотність набуває особливої важливості в епоху інформаційної війни. Але, незважаючи на значну актуальність цієї проблеми в наш час, питання медіаграмотності серед здобувачів вищої медичної освіти (особливо з урахуванням їхньої попередньої освіти) в доступній літературі висвітлені недостатньо, що і зумовило проведення цього дослідження. Метою дослідження стало з'ясування рівня медіакомпетентності та оволодіння навичками медіаграмотності серед здобувачів вищої медичної освіти залежно від їхньої попередньої освіти з подальшим порівнянням отриманих показників. Нами розроблено анкету та проведено опитування 205 здобувачів вищої медичної освіти, серед яких – 100 осіб, що мають диплом молодшого спеціаліста, фахового молодшого бакалавра, молодшого бакалавра медицини (I група – базова освіта) та 105 здобувачів вищої медичної освіти з повною загальною середньою освітою (II група).

Результатами проведеного дослідження було з'ясовано, що переважна більшість опитаних (понад 80% в обох групах) знайомі з поняттям «медіаграмотність», проте 69% опитаних I групи та 67% – II групи не вивчали основи медіаграмотності в середній школі або не пам'ятають про це. Серед засобів масової інформації більшість здобувачів вищої медичної освіти надають перевагу глобальній мережі Інтернет без уваги на джерело інформації (79% та 86% відповідно по групах). З періодичних інтернет-видань черпає інформацію тільки кожен п'ятий студент. Лише 35% респондентів цікавляться, хто є автором повідомлення чи статті. Після по-

чатку повномасштабної війни кожен третій респондент став менше довіряти ЗМІ. При підготовці до занять лівова частка здобувачів освіти користуються підручниками (понад 75%). Серед випускників шкіл лише 20% користуються медичними сайтами, в групі з базовою медичною освітою ця частка нижче 10%. Майже 40% випускників середньої школи не перевіряє достовірність джерела медичної інформації, або вважає, що медична інформація не може бути недостовірною.

Висновки. Більшість здобувачів вищої медичної освіти (незалежно від попередньої освіти) вважають, що володіють навичками медіаграмотності та самостійно шукають необхідні дані в глобальній мережі Інтернет без зауваження джерела інформації, що може бути пов'язано з відсутністю навички перевірки достовірності повідомлення та свідомого підходу до питання медіаспоживання. Враховуючи запит на покращення навичок селективного сприйняття інформації студентської громади, викладачам клінічних дисциплін на рівні з до-клінічними варто більше уваги приділяти розвитку навичок критичного мислення та аналізу даних, що над-ходить з різних медіа та зорієнтувати здобувачів вищої медичної освіти в потоці професійної інформації.

Ключові слова: медіаграмотність, здобувачі вищої медичної освіти, медіакомпетентність, «soft skills».

EVALUATION AND SELF-ASSESSMENT OF MEDIA LITERACY LEVEL OF MEDICAL UNIVERSITY STUDENTS WITH AN UNDERGRADUATE DEGREE AND THOSE WHO ARE HIGH SCHOOL GRADUATES: THERE IS STILL WORK TO BE DONE

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Abstract. Information, which currently acts as a full-fledged weapon, represents methods of informational influence on society through various information channels. The use of inaccurate information by students during independent work can create a false impression of a part of professional knowledge. Media literacy becomes especially important in the age of information warfare. But, despite the significant relevance of this problem in our time, the issue of media literacy among students of higher medical education (especially taking into account their previous education) has not been sufficiently investigated, which led to the conduct of this study. The purpose of the study was to find out the level of media competence and mastery of media literacy skills among students of higher medical education, depending on their previous education, with further comparison of the obtained results. 100 persons with undergraduate degree (I group) and 105 high school graduates (II group).

The results of the research revealed that the vast majority of respondents (more than 80% in both groups) are familiar with the concept of «media literacy», but 69% of the respondents of the 1st group and 67% of the 2nd group did not study the basics of media literacy in high school or did not remember about it. This fact indicates insufficient long-term survival of knowledge in this discipline. Among mass media, the majority of students of higher medical education prefer the global Internet without paying attention to the source of information (79% and 86%, respectively, by group). Only every fifth student gets information from periodicals on the Internet. Only 35% of respondents are interested in the author of the message or article. After the start of a full-scale war, one in three respondents began to trust the media less. When preparing for classes, more than 75% of students use textbooks. Among high school graduates, only 20% use specialized medical databases, in the group with undergraduate degree, this share is below 10%. Almost 40% of high school graduates do not check the reliability of the source of medical information, or believe that medical information cannot be unreliable.

Conclusions. The majority of students of higher medical education (regardless of previous education) believe that they have media literacy skills and independently search for the necessary data on the global Internet without noticing the source of information, which may be due to the lack of the ability to verify the authenticity of the message and conscious media search. Taking into account the request to improve the skills of selective perception of information of the student community, teachers of clinical disciplines should pay more attention to the development of critical thinking skills and data analysis coming from various media and orient students of higher medical education in professional information.

Key words: media literacy, students of higher medical education, media competence, soft skills.

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