Does a lecture recording system change study behaviors among preclinical medical students?

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Background: One method that some medical schools provide to help students cope with stressful study environment in a medical school is a lecture recording system (LRS), which utilizes a computerized system to keep records of lecture sessions and allows students to login to review these records on demand.

Objectives: The investigators examined (1) how many students used a LRS?, (2) is there any significant difference in study behaviors of students between the subjects with and without LRS?, and (3) does LRS increases poor study behaviors?

Methods: The investigators employed a survey research among third-year medical students. The questionnaire contained four parts: (1) demographic data, (2) students' use of LRS, (3) study behaviors (using modified Thai Study Behavior Inventory – High school form (SBI-HS), and (4) students' perception of the influence of a LRS on poor study behavior.

Results: We got 101 returned questionnaires (33%). About 95% of students used the LRS. Most students spent 2 – 3 hours per day with LRS (33%), followed by 1 – 2 hours per day (32%), and less than one hour per day (20%). The modified Thai SBI-HS yielded internally consistent data (Cronbach's Alpha of 0.83 and 0.76 for subjects with and without LRS). Our analysis revealed that there was no statistically significant difference in study behaviors of students between the subjects with and without a LRS, $t(85) = -0.77$, $p = 0.44$. About 60 – 70% of students disagreed with statements that a LRS promoted poor study behaviors.

Conclusion: Medical students fully embraced a LRS. They see the benefits of the system and most of them used it regularly. Most students did not think that a LRS promotes poor study behaviors.