

CORRECTION

Open Access



# Correction: Videos of demonstration versus text and image-based material for pre-skill conceptualisation in flipped newborn resuscitation training for medical students: a pilot study

Farah Yoosoof<sup>1\*</sup>, Indika Liyanage<sup>1</sup>, Ranjith de Silva<sup>2</sup> and Savindra Samaraweera<sup>3</sup>

**Correction:** BMC Medical Education (2022) 22:839  
<https://doi.org/10.1186/s12909-022-03926-2>

Following publication of the original article [1], the authors identified the following errors in the Abstract

(1) In the Methods section the line ‘Students in the traditional group (n=19) and those in the interventional group (n=22) received identical reading material; the incorrectly typed word ‘interventionalmental’ should be replaced with the word ‘interventional’. The full corrected sentence should read: ‘Students in the traditional group (n=19) and those in the interventional group (n=22) received identical reading material covering conceptual knowledge.’

(2) In the Results section, the sentence ‘Post-intervention skill performance in the experimental group was significantly better ( $p < .05$ ) in the interventional group ( $M = 87.86\%$ ,  $SD = 5.89$ )’, should read as: ‘Post-intervention skill performance was significantly better ( $p < .05$ ) in the interventional group ( $M = 87.86\%$ ,  $SD = 5.89$ ) than

in the traditional group ( $M = 83.44$ ,  $SD = 5.30$ ) with a medium effect size ( $r = .40$ ).’ Where the word ‘experimental group’ was mentioned in the two instances following this sentence, it should be replaced with the words ‘interventional group’.

The authors would like to apologise for these errors which had been inadvertently overlooked during the final proof reading.

## Author details

<sup>1</sup>Department of Paediatrics, General Sir John Kotelawala Defence University, Rathmalana 10390, Sri Lanka. <sup>2</sup>Sri Lanka College of Obstetricians and Gynaecologists, No.112 Model Farm Rd, Colombo, Sri Lanka. <sup>3</sup>Leeds General Infirmary, Leeds, UK.

Published online: 20 December 2022

## Reference

1. Yoosoof F, et al. Videos of demonstration versus text and image-based material for pre-skill conceptualisation in flipped newborn resuscitation training for medical students: a pilot study. BMC Medical Education. 2022;22:839. <https://doi.org/10.1186/s12909-022-03926-2>.

The original article can be found online at <https://doi.org/10.1186/s12909-022-03926-2>.

\*Correspondence: [farahyoosoof@kdu.ac.lk](mailto:farahyoosoof@kdu.ac.lk)

<sup>1</sup> Department of Paediatrics, General Sir John Kotelawala Defence University, Rathmalana 10390, Sri Lanka

Full list of author information is available at the end of the article



© The Author(s) 2022. **Open Access** This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>. The Creative Commons Public Domain Dedication waiver (<http://creativecommons.org/publicdomain/zero/1.0/>) applies to the data made available in this article, unless otherwise stated in a credit line to the data.