



Research Week 2021

Student Satisfaction with Virtual Curriculum Implemented in Response to COVID-19

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Abstract

Introduction

In response to COVID-19, the OHSU Blood & Host Defense pre-clinical block was reformatted to be delivered online. Changes included shortened, pre-recorded lectures divided into modules by topic, followed by a 1-hour live Q&A session. Weekly case-based review sessions were held virtually in real-time. We aimed to learn more about students' satisfaction with these changes.

Methods

Medical students in Med24 were polled via an anonymous Qualtrics® survey after course completion. Participation was voluntary. Answers were given on a 5-point Likert scale or in free-response format. Measures of central tendency and standard deviation were calculated. Qualitative questions were analyzed for themes.

Results

Response rate was 39% (58 of 150 students). Most found pre-recorded lectures and weekly live review sessions "useful" or "very useful" (mean=4.34/median=5 ± std=0.86, and mean=4.09/median=4 ± std=1.16 respectively). Responses were more varied for daily Q&A sessions (mean=2.91/median=3 ± std=1.39). Most students either "somewhat preferred" or "greatly preferred" the module-based format over hour-long lectures (mean=3.97/median=4 ± std=1.13) and indicated they would like a similar format in future virtual blocks (mean=4.29/median=5 ± std=1.08). Themes from qualitative questions included a preference for virtual curriculum for its increased flexibility. A small subset of students described a preference for in-person lecture due to increased engagement. If virtual delivery is necessary, most students preferred pre-recorded sessions over live, real-time sessions. Following remediation, the pass rate for the course was 100%.

Conclusions

Trends that emerged included a preference for module-based format over hour-long lectures, and pre-recorded lectures over live sessions. Most respondents enjoyed the weekly live review sessions, but were mixed regarding daily live Q&A sessions. The most striking trend was that medical students have diverse preferences and medical education is not-one-size fits all. Yet regardless of preference, as a class the students were able to successfully learn the material in the virtual format.