



# Research Week 2021

## Curriculum Changes in Response to COVID-19: Evaluation of Instructor Satisfaction with Virtual Didactics

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### Keywords

Virtual Learning, Instructor Satisfaction, Medical Curriculum, Undergraduate Medical Education

### Abstract

#### Purpose

As a result of COVID-19, the Blood and Host Disease medical school course changed in 2020 from a traditional live in-classroom lecture format to a purely online curriculum. To analyze how these curriculum changes impacted instructor satisfaction and to inform future curriculum delivery decisions to optimize undergraduate medical education, a survey was distributed to all faculty.

#### Method

Curriculum changes included condensed, pre-recorded lectures followed by live interactive reviews and small group breakout sessions for weekly cases. Course instructors were asked to complete an anonymous, online Qualtrics® survey after completing the course in December of 2020. The survey utilized 5-point Likert scales (1=very dissatisfied, 3=neutral, 5= very satisfied).

#### Results

13 out of 31 instructors completed the survey with a response rate of 41.9%. When asked which curriculum the instructors would choose for next year, 54.5% (n=6) of those who responded chose the traditional version while 45.5% (n=5) selected the new virtual-only format. 12 instructors completed Likert-scale questions comparing the two curriculums. Results of a Wilcoxon signed rank test demonstrated a significant difference of increased dissatisfaction with the quality of student interaction (p=0.01) and student engagement (p=0.026) with the new virtual curriculum. There was no statistically significant difference with satisfaction with lecture format (p=0.157), time and effort to prepare lectures (p=0.317), amount of interaction with students (p=0.061), and overall teaching experience (p=0.084).

## Conclusion

With the virtual curriculum changes made to accommodate learning during COVID-19, instructors did not experience a significant change in lecture preparation or prefer a specific lecture format. However, instructors were significantly less satisfied with quality of student interaction and student engagement. Despite this, no meaningful difference existed between the preferred curriculum for the upcoming year. In the future, the course should consider incorporating virtual components into the curriculum.