

BACKGROUND

The coronavirus pandemic (COVID-19) has had significant global implications on the delivery of education, clinical examinations and speciality placements for medical students. This has presented challenges in balancing patient safety and meeting outcomes of 'tomorrow's doctors'. Subsequently this has led to the development of online teaching platforms to aid with student's learning¹. Studies have highlighted how blended learning styles with the use of both traditional face-to-face and online teaching utilising interactive discussion has been shown to be more meaningful and engaging for for students².

AIMS

The aims of the programme were to give foundation doctors more experience in leading teaching sessions.

The sessions were built around scenarios and cases encountered in daily clinical practice to provide students with a more realistic background to each topic. All cases were anonymised.

RESULTS

All students found the case based discussion and multiple choice questions the most useful aspect from the virtual teaching programme.

Furthermore, having a speciality senior doctor in each of the sessions helped to support student's learning and bridge any gaps in knowledge. Other benefits were minimising travel time, greater flexibility and use of chat feature to ask questions. Figure 2 outlines feedback.

METHODS

A group of foundation doctors designed a virtual teaching programme based around the Phase III core presentations and learning outcomes (figure 1) between March 2021- June 2021.

Each session was overseen by a speciality consultant or registrar.

Feedback forms were collated from students online which consisted of visual analogue scales for overall ratings of sessions, relevance to curriculum and a comments section.

Figure 1: Key topics

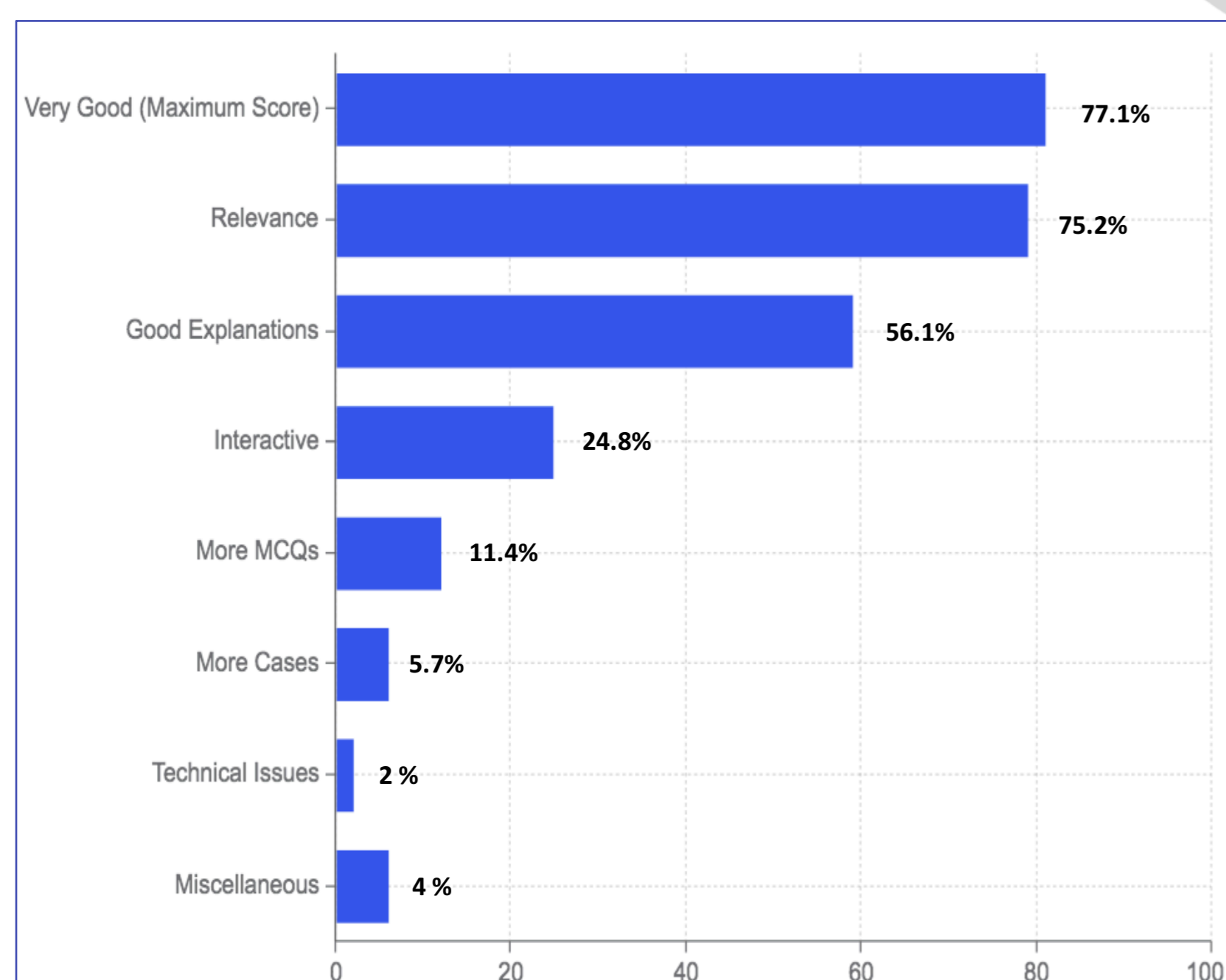
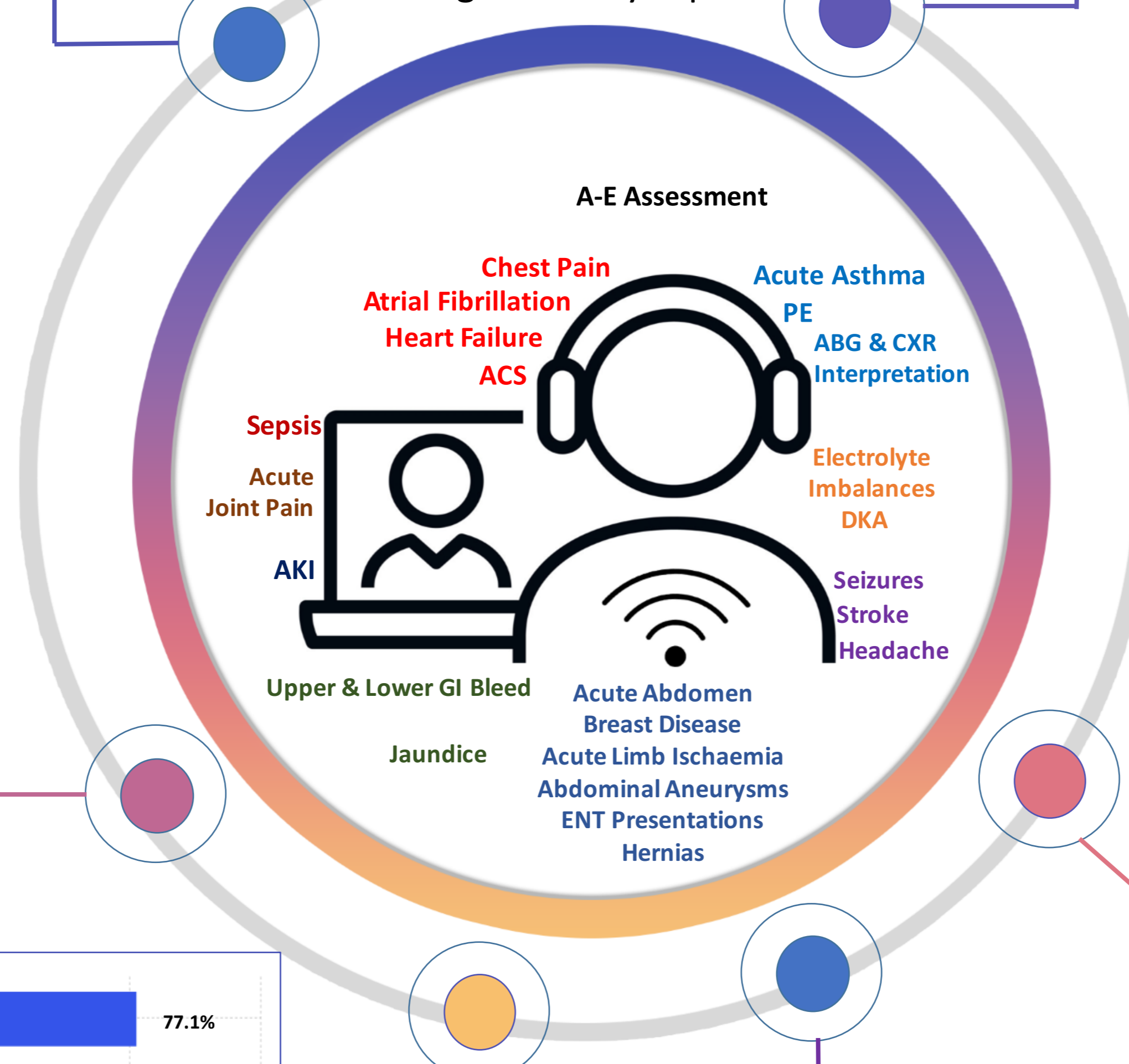


Figure 2: Responses of patients from feedback forms. A total of 105 were received. 77.1% of students rated sessions as very good which was the maximum score from the visual analogue score. A similar proportion of students (72.2%) rated sessions 5/5 (maximum score) as being relevant to their curriculum from visual analogue scores. The rest of the categories were themes derived from qualitative data. Miscellaneous included accessing new resources to aid with learning that were not previously considered and utilising videos in sessions.

CHALLENGES

Barriers faced were engaging students to provide regular feedback as students preferred using google forms due to ease of use. Other challenges faced were occasional technical problems, timing and not being able to build rapport with students face-to-face.



CONCLUSION: THE NEW NORMAL?

The virtual online teaching programme had successfully enhanced students' learning from the feedback. It allowed a platform for foundation trainees to utilise their role as 'Doctors as teachers³' as outlined by the General Medical Council, allowing education to continue in challenging times. Incorporating online methods could help shape the future of medical education.

REFERENCES

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- 3) Rashid, M.S., Sobowale, O. & Gore, D. A near-peer teaching program designed, developed and delivered exclusively by recent medical graduates for final year medical students sitting the final objective structured clinical examination (OSCE). *BMC Med Educ* 11, 11 (2011).