Perceptions And Expectations Of Medical Students And Junior Doctors In Training: Blended Learning Approach For Medical Education Initiatives

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Results: Online Survey
- While 45.0% students and 74.7% junior doctors agreed virtual learning aided with clinical and community practice.
- 72.5% students reported current virtual learning models did not provide the same quality as face-to-face teaching.
- 54 (45.0%) students and 127 (74.7%) junior doctors agreed that virtual learning aided with clinical and community practice.
- However, 87 (72.5%) students and 65 (38.3%) disagreed that virtual learning provided the same quality of teaching as in-person teaching.
- The preferred ratio of face-to-face teaching in relation to virtual teaching amongst medical professionals and medical students was 0.54:0.46 and 0.67:0.33, respectively.
- Medical students reported better experience with Zoom compared to Microsoft Teams and vice versa by junior doctors.
- Majority preferred blended approach (95 (55.9%) of junior doctors and 82 (68.3%) of medical students) for future medical education activities (figure 1).

Results: Regional Sessions
- The Blended-Model Approach (figure 2):
  - Helped improve performance compared to standalone face-to-face sessions (blended vs face to face: 55.8% vs 33.3%; p<0.05)
  - Allowed achievement of learning-objectives effectively (80.8% vs. 51.5%; p<0.05).
  - Virtual attendance helped remove inhibitions to engage in discussions (40.4% vs 27.3%, p<0.05)
- Traditional Face-To-Face Approach (figure 2):
  - Provided a sense of community (86.5% vs. 93.9%; p=0.236)
  - Opportunity for peer-to-peer support (88.4% vs. 100.0%, p=0.402).
  - There were no significant technical difficulties reported by virtual attendees compared to face-to-face attendees (23.1% vs 12.1%; p=0.211).

Conclusions
- Our findings indicate that:
  - Virtual-learning is beneficial for theoretical learning
  - Participants did not favour virtual-learning platforms for learning practical skills.

Therefore:
- A combination of face-to-face and virtual sessions was preferred by both medical students and junior doctors for future medical education.
- These suggestions should be implemented in future medical education programmes

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**Background & Objectives**
- Evaluating learners’ end-user experience of virtual medical education is key to developing sustainable models.
- This study aimed to evaluate standalone virtual and blended learning during and after the COVID-19 pandemic amongst medical students and junior doctors.

1. To understand the experiences of virtual medical education usage amongst medical students and junior doctors.
2. To compare the two most used platforms for virtual medical education.
3. To study the experiences of junior doctors with blended training days

**Methods**
- Medical students and doctors in West Midlands were invited to complete an anonymised 26-item online survey about their experiences.
- January to May 2021
- A 5-point Likert scale was used to establish the degree of agreement and disagreement of participant opinion and perception.
- We explored the experiences of 85 junior doctors at regional learning days between August and September 2021.