

Objective

The covid-19 pandemic brought unprecedented changes in teaching delivery. Virtual teaching played a pivotal role in providing medical knowledge to every keen learner. Instantly, majority of teaching started to be delivered via virtual means to continue regular training for the doctors from junior to senior level. To find out whether virtual teaching can be adopted for future education programs, a study was conducted to obtain qualitative data on virtual teaching experiences of junior doctors and understand the current problems and possible resolutions.

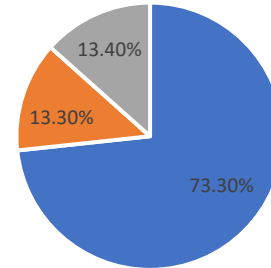
Method

A standardized questionnaire consisting of 14 questions regarding teaching experience was created via google forms. The questionnaire was distributed to all the medical trainees in Wales. The questions asked in questionnaire were:-

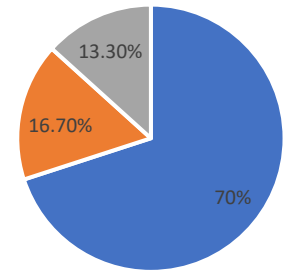
1. Which hospital in Wales were you working between august 2020- august 2021?
2. At what stage of medicine training were you between august 2020-august 2021?
3. Did the virtual teaching sessions meet the stated objectives as well as the face-to-face sessions?
4. Think of the most useful teaching session you attended and what made it successful
5. think of the teaching session that did not work for you and what could have been improved
6. Did the virtual teaching fit into your weekly calendar efficiently
7. How your virtual teaching experience has been
8. Did you connect and interact with other participants
9. How well were you able to keep your attention during the online teaching session
10. How convenient was it for you to attend the virtual teaching session compared to face-to-face teaching
11. Did you have any technical issues while attending virtual sessions
12. Do you think during the Covid-19 pandemic, you managed to get appropriate teaching experience because of virtual teaching
13. How would you prefer the future teaching sessions
14. Any other feedback you would like to give to HEIW

Results

The questionnaire was responded to by 29 doctors from 13 hospitals in Wales completed it, out of which 33% were IMT1, 10% IMT2, 23% non-training CT3 and the rest ST3 and above. For 73.3% of respondents the teaching experience met the stated objectives fully, 13.3% said partially and for 13.3% the teaching experience did not meet the stated objectives. The comments mentioning success points and improvement scope were received. 66.7% watched teaching sessions live, 26.7% watched asynchronously and 6.6% didn't watch. Communication was okay for 36.7% and 46.7% responded barely possible. 66.7% had an attention span similar to or better than face to face sessions whereas 33.3% had less than face to face. 60% found Virtual teaching more convenient to attend than face to face. While watching online, 63.3% had no issues, 20% audio trouble and 16.7% struggled with the internet. 43.3% and 26.7% managed to get enough and a good number of teaching sessions respectively and for 26.7%, not enough. In future, 70% would like to have a mixture of virtual and face to face teaching sessions, 16.7% virtual and 13.3% face to face. Overall, virtual teaching experience has been very good for 43.3%, good 40%, average 10% and not good 6.7%



- Met the stated objectives fully
- partially
- did not meet the stated objectives



- Mixture of virtual and face to face
- Virtual

Conclusion

It was quite striking the relatively high percentage of people who said the teaching they had received met their objectives fully - whereas the general "word on the street" consensus is that teaching quality has been poor. Another thing to mention would be that people appear to like a mixture of virtual and face to face which removes some of the impetus to continue to strive to provide face to face teaching in an environment where covid still restrains us.