

Evaluation of Strategies of Learning/Teaching Obstetrics and Gynecology during COVID Pandemic⁺

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Introduction

COVID-19 pandemic is being a challenge for medical education,
particularly for clinical learning environment

Obstetrics and Gynecology undergraduate residencies need to
reorganize and adapt to this new reality

Introduction

The School of Medicine - University of Minho has changed his teaching strategy to online activities:

Asynchronous lessons - narrated presentations



Videoconferences - *wrap-up* sessions

Online clinical scenario simulations

Objectives

- The aim of this study was to evaluate the perception of teachers/invited speakers and students about this new methodology.

Methods

- Two online questionnaires – **Google Forms**



- ✓ Teachers/invited speakers
- ✓ Students



Novel model of OG classes between **April and June 2020**

Findings

Teacher's group

18 participants

15 had already participated
in classes in previous years

93% (14)

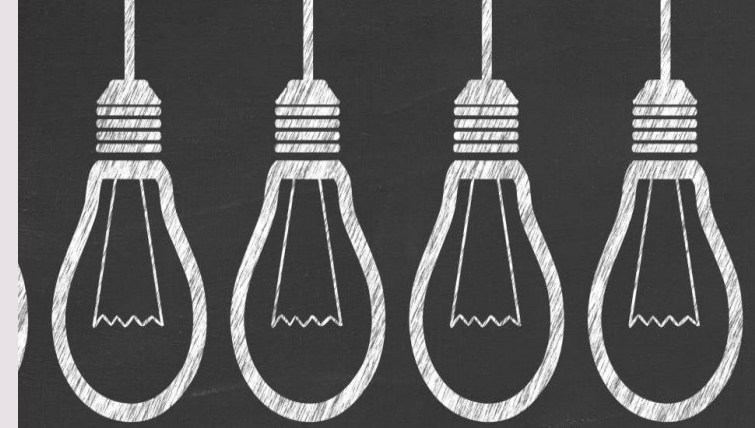
Better **time management**
by the students

More **motivation**

Allowed students to **feel
free to ask more
questions**

60% (9)

Greater **acquisition of
knowledge** by students



Findings

Teacher's group

18 participants

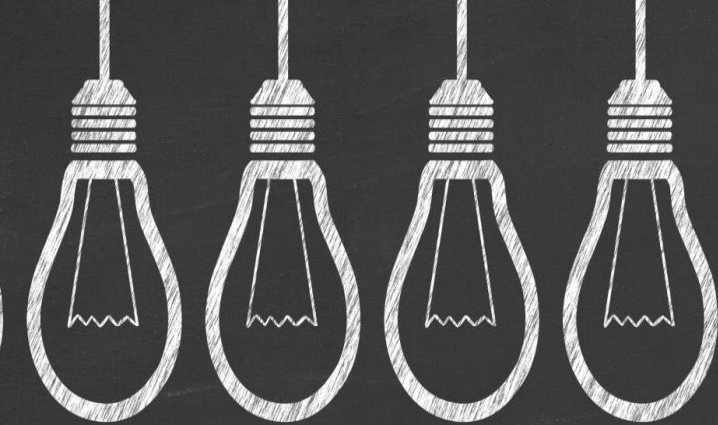
15 had already participated
in classes in previous years

83% (15)

Were satisfied with the
changes that have been
made in the class

66,7% (10)

Would choose this new
methodology over the
previous one



Findings

Students' group

91 participants

96% (87)

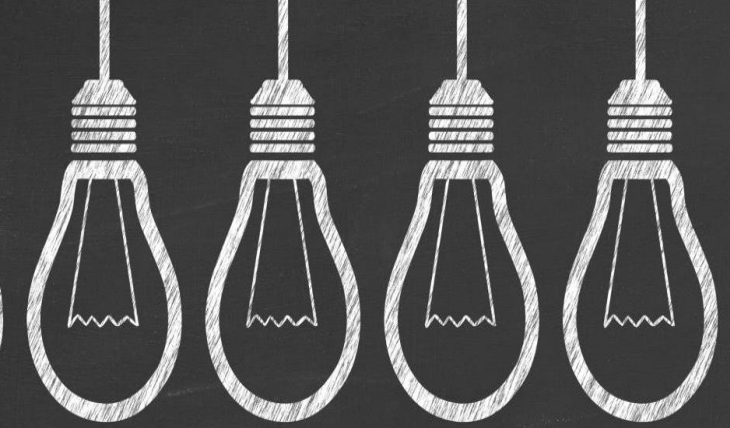
Were satisfied with the changes that have been made in the class

54% (41)

Would choose presential classes over this new methodology

80% (73)

would like to keep the **narrated presentations** next year



Findings

Students' group

91 participants

65% (59)

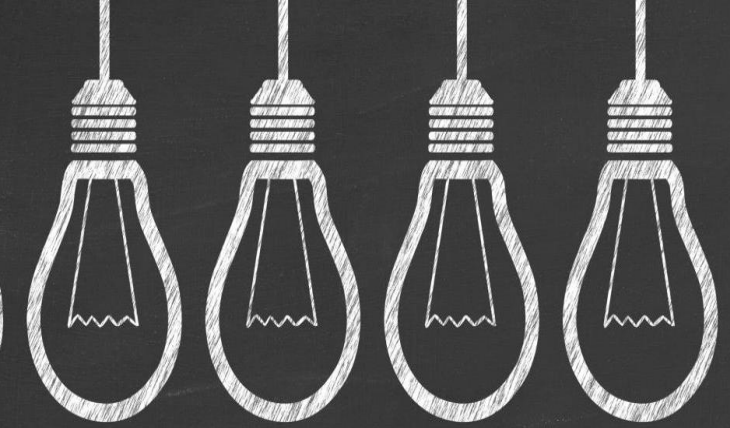
Would like **videoconferences** to be maintained for discussion of clinical cases

53% (48)

Believe that this new methodology has improved their **study time management**

54% (49)

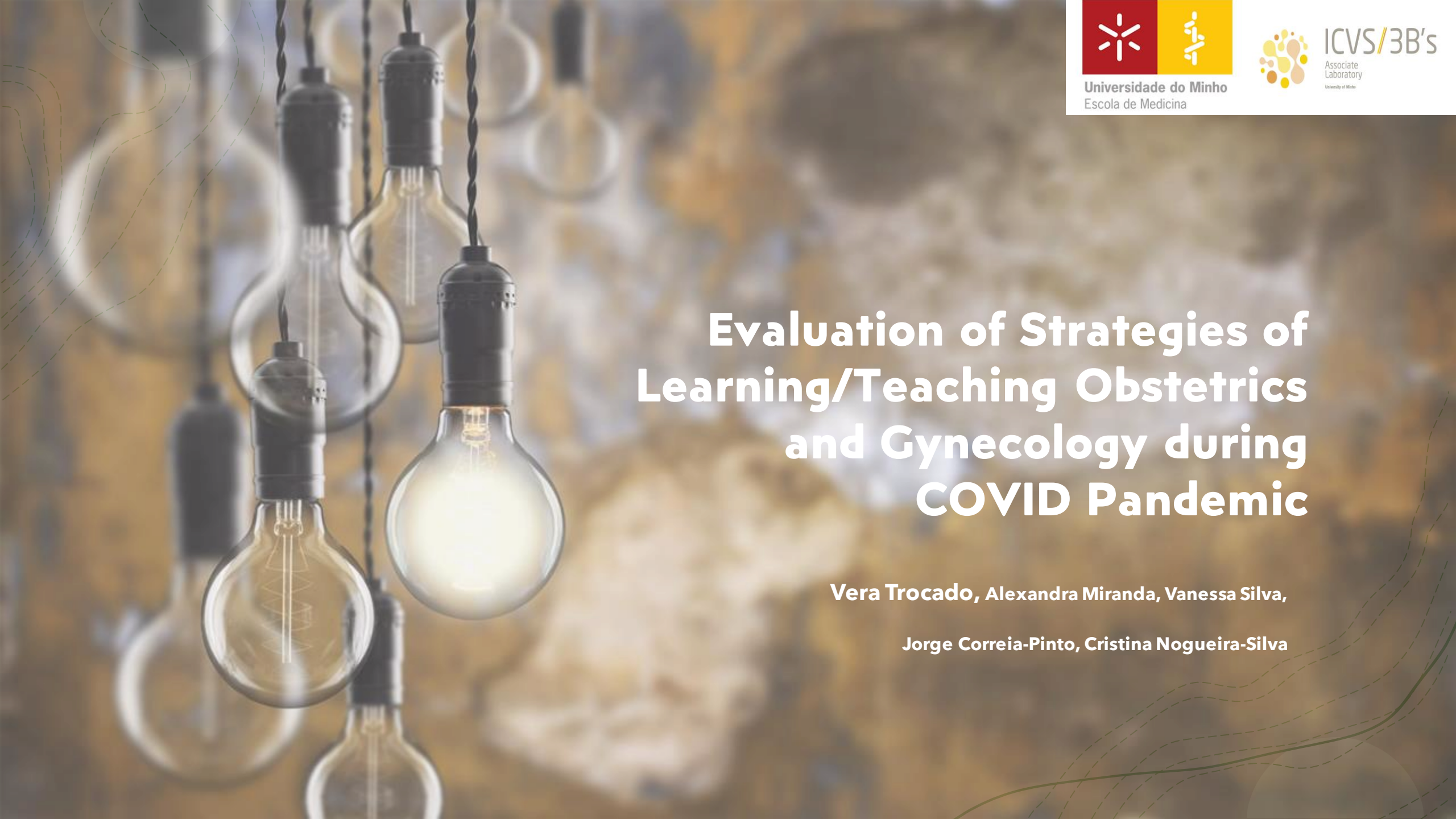
Considered that his motivation was maintained or **even improved**



Conclusions

This new strategy of learning/teaching **is appropriate to this new reality and seems to be transferable to other scenarios**, not decreasing motivation and even being associated with better time management.





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