

IMPACTS ON MEDICAL EDUCATORS DURING COVID-19 PANDEMICS IN CHINA

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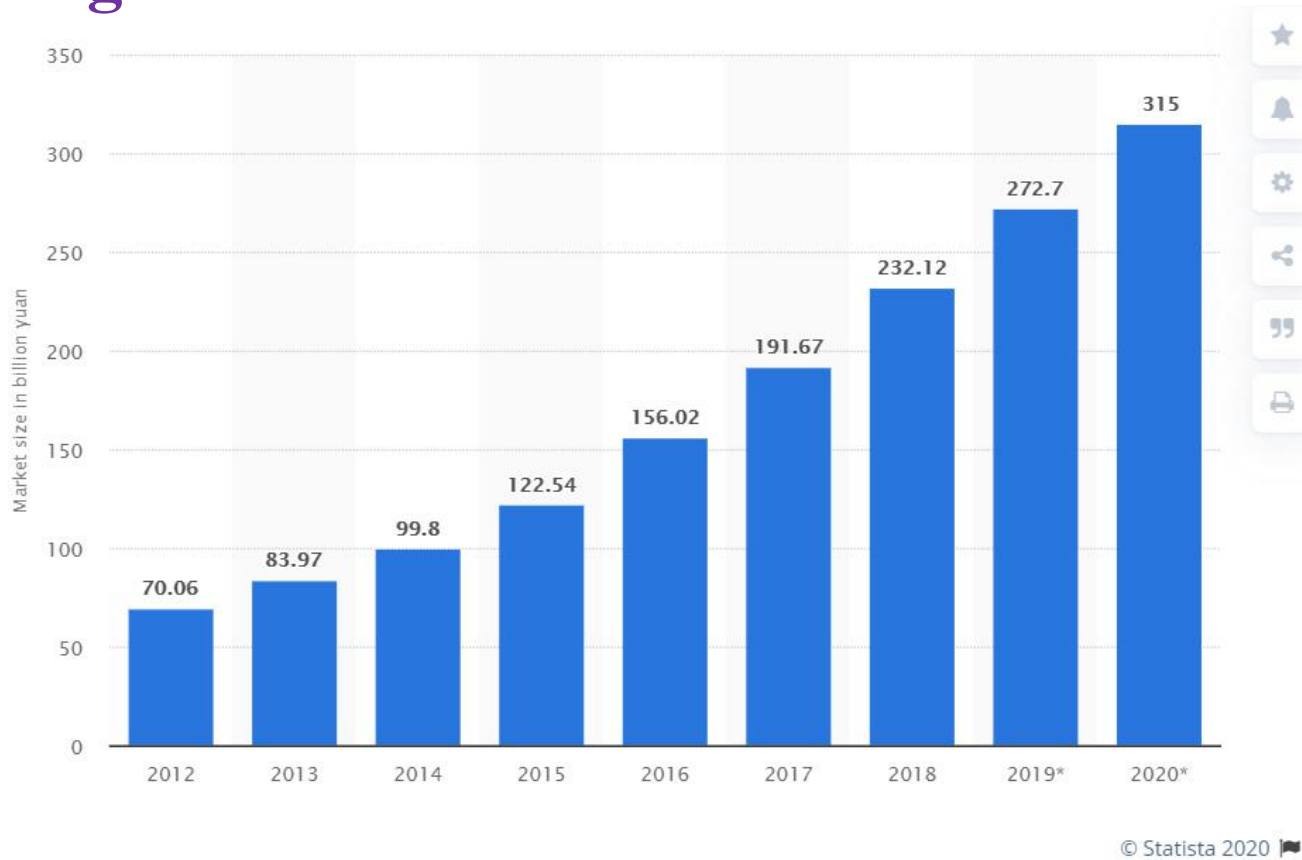
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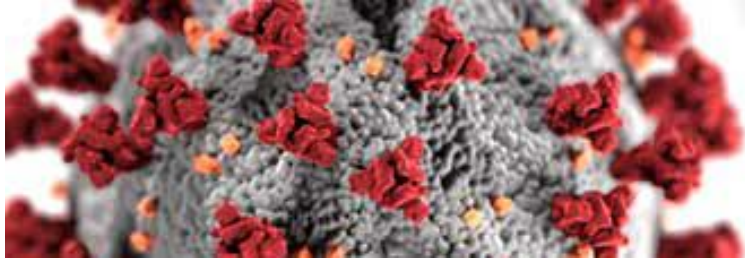
01 /Background



Market size of online education in China from 2012 to 2018 with estimates until 2020 — Data from Statista



01 /Background

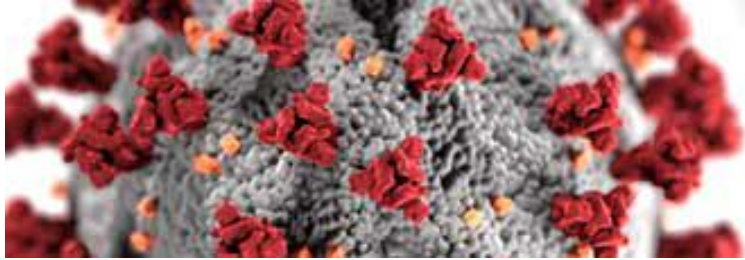


COVID-19

CORONAVIRUS DISEASE 2019



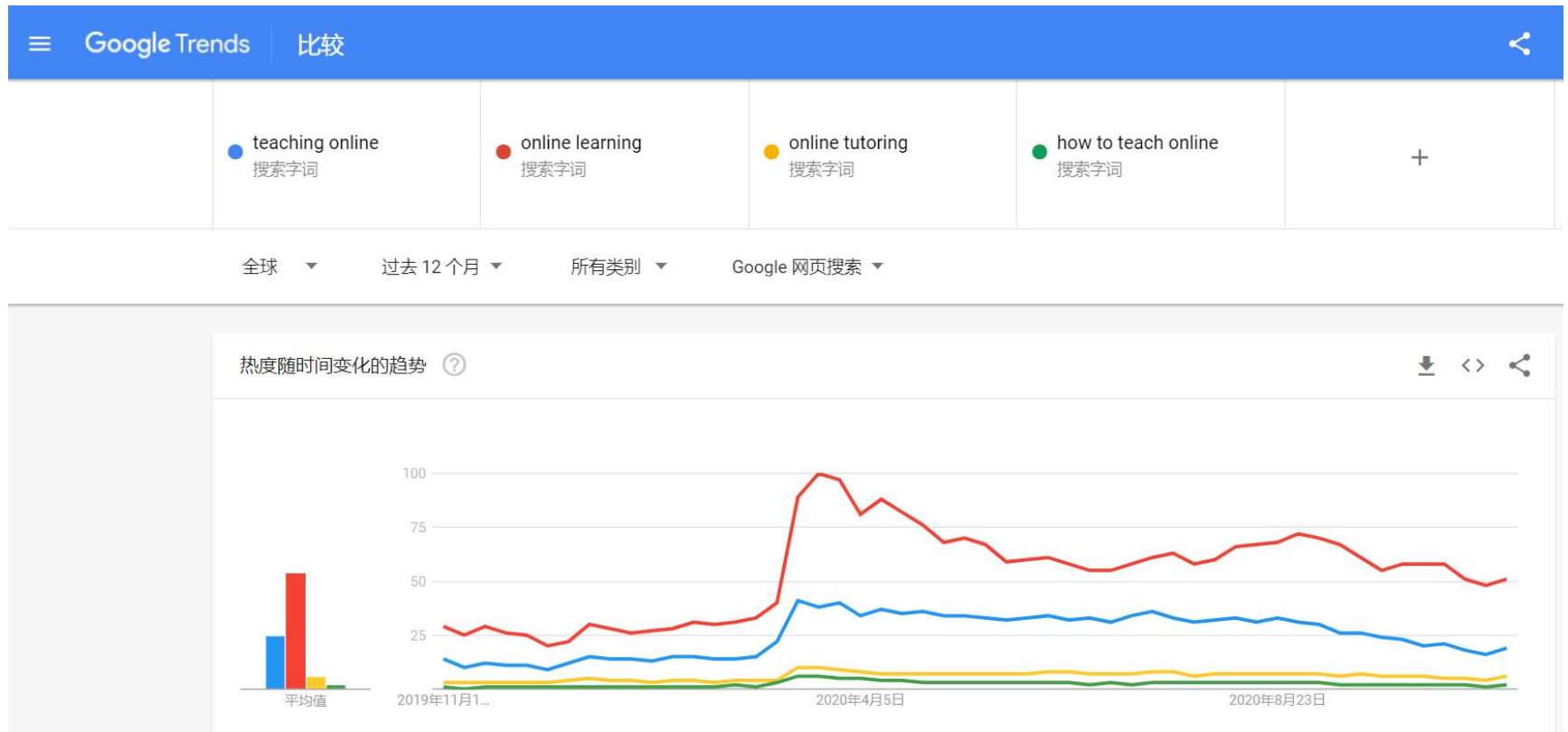
01 /Background



COVID-19
CORONAVIRUS DISEASE 2019



01 /Background



01 /Background



雨课堂
Rain Classroom



How was the online teaching experience?
What do medical educators need for online teaching?

ONLINE TEACHING
THE NEW DIMENSION
FOR TEACHERS!



02 /Summary of Work

- A web-based questionnaire.

“Survey of Medical Teachers on Network Teaching”



Survey of Medical Teachers on Network Teaching

*2. Age:

*3. Gender:

- Male
 Female

*4. Are you a medical teacher?

- Yes, clinical teacher
 Yes, basic medical science teacher
 No, I am a teaching management officer (teaching secretary)

*5. Are you a member / director of medical teaching management team (teaching secretary) ?

- Yes, full-time member
 Yes, part-time member
 No, I am not

*6. Teaching experience
(years)

*7. Working place:

Province: _____
City: _____

*8. University type

- Double First Class University/ Project 985 institution
 Project 211 institution
 Other institutions (Non- Project 985/211 institution)

*9. Your students are? 【多选题】

- Undergraduate students

- Demographic data: teaching experience (years), university, highest academic degree, overseas study experience, and so on.
- Online teaching experience before and after the COVID-19 pandemics: frequency of online teaching, duration of online teaching, platform they used, any e-learning training they received, the interaction with students online, the availability of the technology.



*49. Your opinions on e-learning

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Conducive to the realization of teaching goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducive to the realization of teaching priorities and difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducive to the presentation of teaching content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducive to the development of new teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducive to smooth teaching process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducive to creating a harmonious classroom atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates students' classroom focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates classroom interaction between teachers and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improves the evaluation of learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducive to the improvement of their teaching abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducive to producing good teaching results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Medical educator's opinions for online teaching:
 - To what extent do they agree about the profits of e-learning?



*50. What difficulties have you encountered when using e-learning? 【多选题】

- Unskilfulness of using the e-learning software
- Poor informational teaching design
- Poor informational teaching ability
- Poor information-based teaching environment
- Insufficient resources for information teaching
- The head/director/leaders of the department/school don't pay attention of support
- Other _____

*51. Have you adopted to using e-learning in your teaching?

- Yes, very good
- Yes, good
- No, not so adaptable
- No, extremely not

*52. How much are you satisfied with your teaching abilities in e-learning?

- Very satisfied
- Satisfied than general
- Satisfied in general and still need to improve
- Very dissatisfied

*54. Do you think pedagogical techniques will be used more widely online in the coming decade?

- Yes
- No

*55. Do you think e-learning needs to be integrated into all aspects of the institution and into the curriculum with co-operation between departments and between software providers and trainers.

- Yes
- No

- Main challenges: multiple choice questions, and level of satisfaction with online teaching.



03 /Results

- A total of **26** medical educators (**65.38%**, **n=17 female and 34.62%**, **n=9 male**) were enrolled.
- Total **57.69%** (**n=15**) of them had used web-based teaching before the COVID-19 pandemic, whereas **43.21%** (**n=11**) had not.



03 /Results

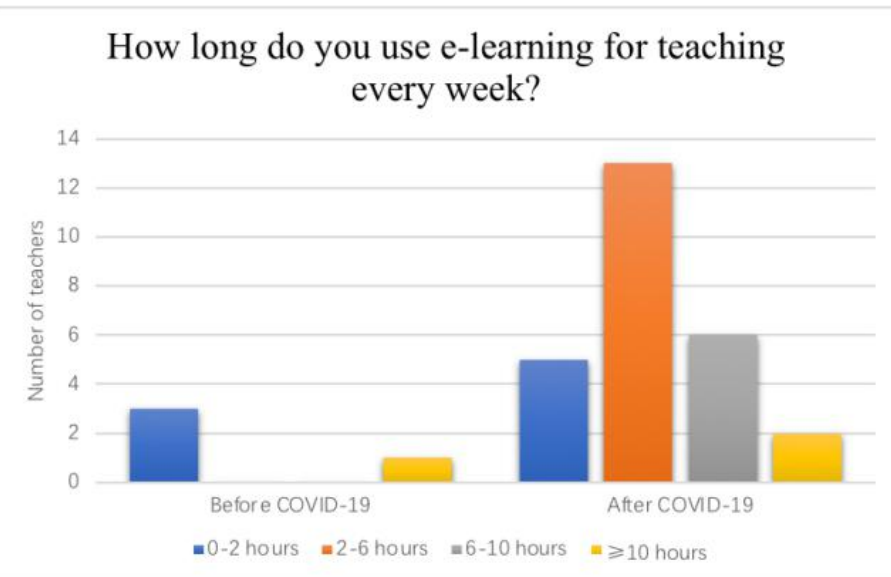


Figure 1. Online teaching hours per week

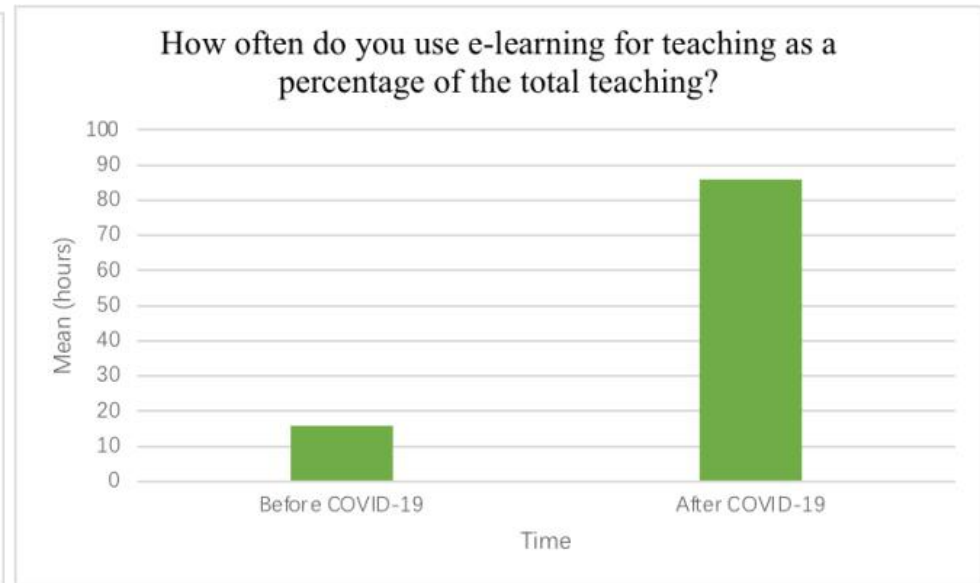
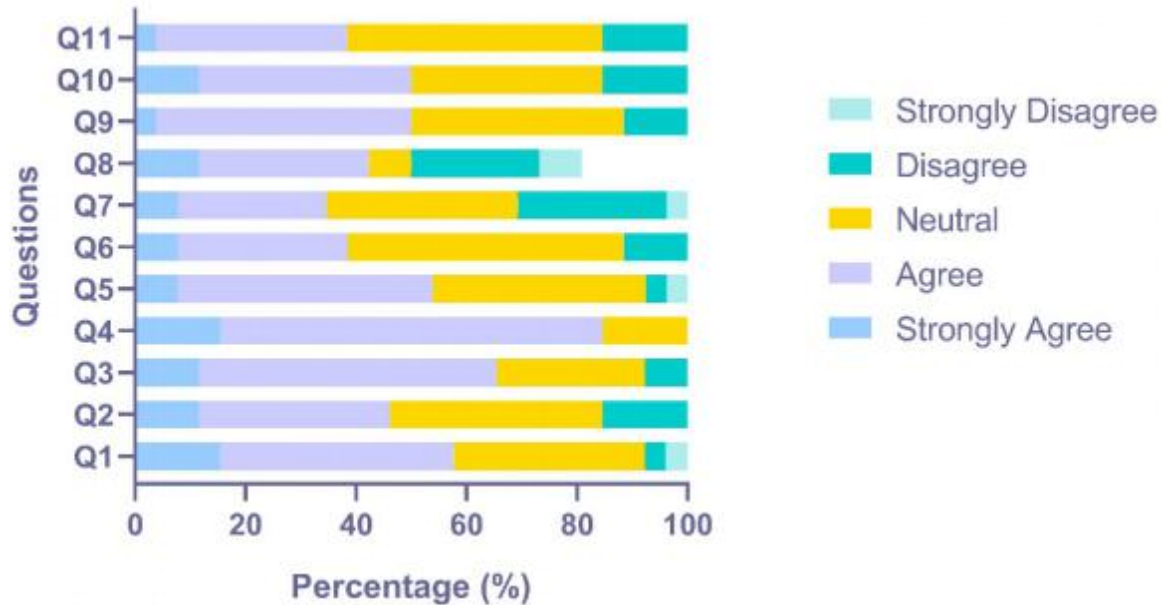


Figure 2. The percentage of online teaching in the total teaching activities



03 /Results



Mean = 2.55 (range from 1-5)

Figure 3. A five-point Likert scale evaluating impact of online teaching method on medical education from educators' perspective



03 /Results

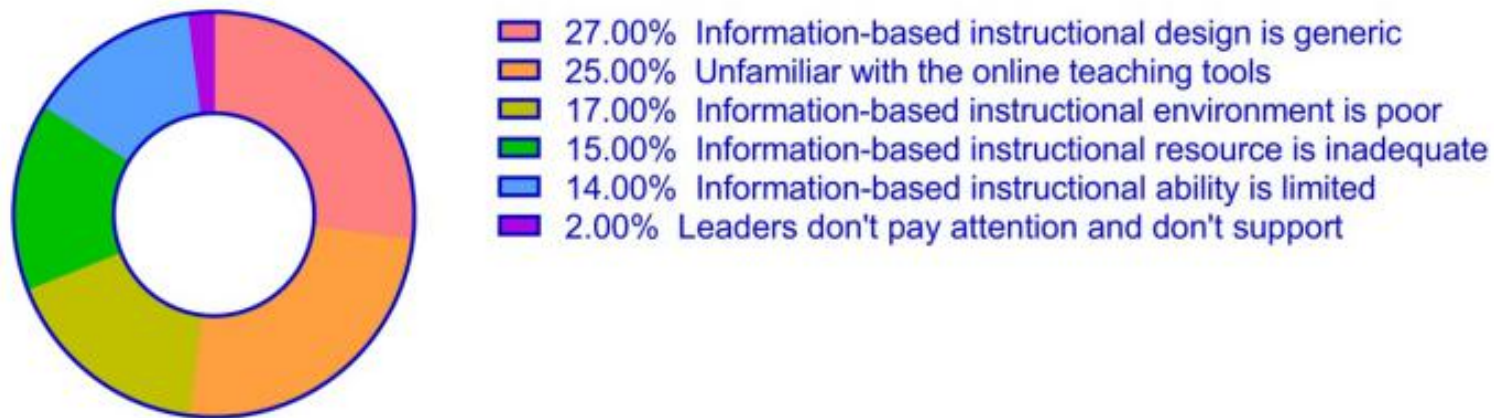


Figure 4. Main challenges medical educators came across during the COVID-19 pandemic



04 /Conclusions:

- Most of medical educators are **open-minded** to incorporating online teaching in the future.
- However, medical educators in China commonly faced **shared difficulties** in online teaching during the COVID-19 pandemic.
- Identifying these challenges and proposing constructive suggestions will accelerate the active adoption of information technology in medical education.



Thank you

