IMPACTS ON MEDICAL EDUCATORS DURING COVID-19 PANDEMICS IN CHINA

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Market size of online education in China from 2012 to 2018 with estimates until 2020 — Data from Statista
01 /Background
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How was the online teaching experience? What do medical educators need for online teaching?
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.
Medical educator’s opinions for online teaching:

- To what extent do they agree about the profits of e-learning?
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.
Figure 1. Online teaching hours per week

Figure 2. The percentage of online teaching in the total teaching activities
## 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
Figure 4. Main challenges medical educators came across during the COVID-19 pandemic
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