



MEDICAL FACULTY SCHOOL OF THOUGHT ON THE SPANKING NEW ONLINE TEACHING METHOD DURING THE PANDEMIC 2020

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ABSTRACT

Social distancing during COVID-19 pandemic lockdown in India, has transformed the traditional teaching to virtual online teaching double folding the impact on medical faculty to adapt to the new teaching-learning methods. After taking informed consent, the self administered questionnaire was given through google form. 92 faculty, age group ranging from 28-69 years participated in the study (55 females, 37 males). 84.3% replied that they have enough time to complete the work given by the institution, 82.4% opined that the educators are supporting each other in the institution & 68.6% expressed that the administration has provided all that they needed in times of the pandemic 2020. Besides being the frontline COVID warriors, the faculty opined that they were proud to be a part of this renowned institution where success is a habit, and an effective online teaching experience was gained with momentum on par with other institutions evolving as a trendsetter.

KEYWORDS : Online teaching, COVID-19, medical faculty.

INTRODUCTION

The most dreadful and unrestrained COVID-19 pandemic has disrupted the work-life balance showing its deleterious effects on economy, education, employment and trade making life miserable globally. Allen & Seaman (2015) ⁽¹⁾ opined higher education teachers were increasingly being asked to teach online. Necessity is the mother of invention. In view of maintaining social distancing during the lockdown, the innovative technology has allowed people to connect anywhere, anytime and to anyone in the world from almost any device. The perceptions of the users to accept new technologies was described by Davis (1989) ⁽²⁾ in "The Technology Acceptance Model" and its extended version TAM2 by Venkatesh & Davis (2000) ⁽³⁾. The teaching methodologies of the entire education system has transformed to online virtual teaching world-wide. Both students and faculty had to go through the hardships to get habituated for this unexpected teaching method. According to Osika et al (2009) ⁽⁴⁾ faculty who were more skilled with technology were more satisfied with teaching online. This practice has taken time to adapt and master the technical aspects which was found to be a more difficult task for the senior teaching faculty. As reviewed by Wingo et al (2017) ⁽⁵⁾ fostering faculty's acceptance of online delivery methods is critical for administrators as they have to understand the faculty perceptions. The medical academicians have to learn, understand and adapt to the new technology to outstretch themselves to the student understanding. As the art of Medicine is learnt mostly by practical orientation and bed side teaching, it becomes even more difficult to explain the subject virtually. The medical educators have to work hard to prepare for taking classes online apart from shouldering the COVID duty responsibilities as they are the front line COVID warriors. The present study was done to reflect the opinions of the medical faculty towards teaching online.

MATERIALS & METHODS

A self administered questionnaire with ten questions was

given by a google form link to the faculty group after taking permission from the concerned authorities. 92 faculty have participated in the survey. The demographic data of the medical fraternity included 55 females and 37 males with age ranging between 28-69 years. The data was analyzed and represented graphically. The following table shows the questionnaire used in the survey.

Table 1: Questionnaire Given For The Faculty Feedback

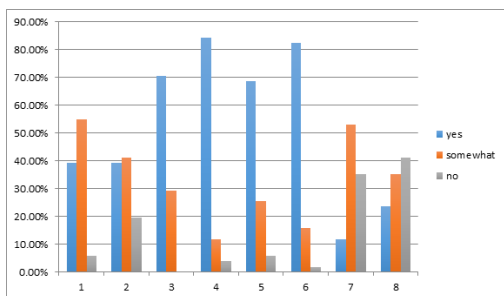
S No.	Question
1.	Have you remained as effective in your role in teaching as you were before?
2.	Are you providing varied opportunities for your students to demonstrate their learning?
3.	Do you understand how to continue your work using the new technologies in online teaching?
4.	Do you have enough time to complete the work your institution is asking you to do?
5.	Has your administration provided you what you need, to be effective in online teaching?
6.	Are the educators in your institution supporting each other during online schedules?
7.	Are your students learning as much now as they were prior?
8.	Are your worries about Covid-19 interfering with your ability to do your work?
9.	What has your institution done that has helped you to adapt to your new work requirements during the Covid-19 crisis?
10.	What else could your institution do to help you in your job during the Covid-19 crisis?

RESULTS

The medical faculty of the present study expressed their school of thought regarding the online teaching being implemented to cover the syllabus for all three phases of MBBS during the pandemic 2020. The questionnaire had ten questions. Each question was given three options- "yes, somewhat, no" except the last two. Hence this survey can be

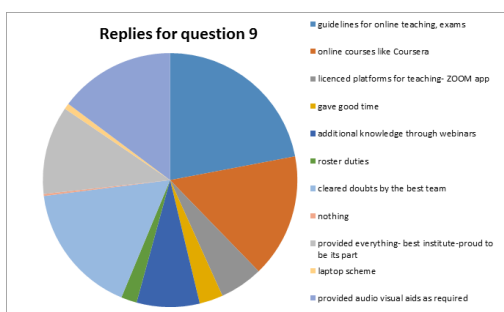
categorized as a nominal measure as it uses the unique discrete categories. The following graph depicts the options marked by the faculty for the first eight questions as depicted in the table above.

Graph 1: Responses Given By The Faculty For Questions 1-8

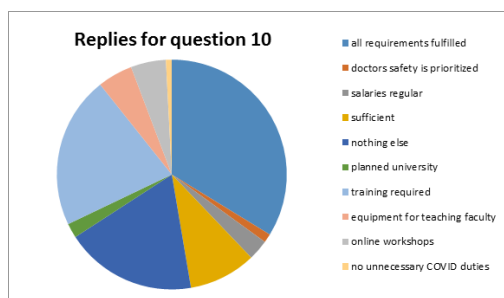


For questions 9 and 10, they were asked to express their opinion in their own words. The results were reflected in pie diagrams.

Graph 2: Pie Chart Showing Opinion Of The Faculty For Question 9 "what Has Your Institution Done That Has Helped You To Adapt To Your New Work Requirements During The Covid-19 Crisis?"



Graph 3: Faculty Replies For The Question 10 "what Else Could Your Institution Do To Help You In Your Job During The Covid-19 Crisis?"



DISCUSSION

The combination of traditional place based face to face teaching and online teaching method is termed as blended learning. This approach is helpful in professional development and training where psychomotor skills play a major role. The global pandemic 2020 has made social distancing mandatory which led to a paradigm shift from traditional classroom teaching to a completely virtual online teaching.

Many studies were done on the perceptions of faculty towards online teaching. Bolliger & Wasilik (2009)⁽⁶⁾ concluded that faculty were less satisfied with teaching online when they had technical problems. Betts (2009)⁽⁷⁾ found that institutions providing training for teaching online mandatory saw gains in online faculty satisfaction. A study by Chao et al (2010)⁽⁸⁾ opined that faculty valued collaboration with instructional designers to

achieve student- centric approach. The role of institutions in framing goals and policies regarding online teaching has been described by Chapman (2011)⁽⁹⁾. Though online teaching method has been considered adjunctive in expanding the quality of education, the present unexpected pandemic 2020 made virtual teaching as the only teaching method.

The medical faculty in the present study expressed their utmost satisfaction in learning the new technology. 70.6% opined that they understand to continue their work using new technologies. An overwhelming response of 84.3% replied that they have enough time to complete the work given by the institution. 68.6% faculty opined that the administration has provided what they need and to be effective in online teaching. As much as 82.4% responded that the educators are supporting each other in the institution. When it came to the student output, 52.9% replied that the student learning is somewhat in between yes or no. 23.5% stated that the worries about COVID-19 were interfering with their ability at work but 41.2% responded "no". Larger proportion of the faculty responded positively and were motivated when asked about the institution help to adapt to the new working requirements. Many felt that the institution has provided all the requirements and be proud to be its part. This is similar to the study by Bacow et al (2012)⁽¹⁰⁾ which stated that the instructors were motivated with their achievements by teaching online.

CONCLUSION

The faculty feedback was good, encouraging and inspiring regarding the online teaching program during the pandemic 2020. Besides being the front line COVID warriors, the medical faculty adapted and expertised the new technological methods in online teaching bringing out the best output from the students.

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