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Energetics and Homeostasis is a Foundations course for the medical students at UW School of Medicine taught in the spring quarter. Due to COVID-19, the course was moved on-line. This was the first UWSOM course taught entirely online and we had approximately 2 weeks to make the change.

**WHAT WE DID:** The course consists of 3 educational components: 1) syllabus, 2) large group lectures and 3) small group cases discussions. The syllabus was unchanged, and small groups were moved to Zoom meetings. For the large group lectures we opted to use pre-recorded lectures for students to view asynchronously, rather than provide live lectures via Zoom. This was to avoid technical difficulties that could arise with live lectures and provide opportunity for troubleshooting prior to the course start.

**WHAT WE LEARNED:** The pre-recorded lectures were utilized by all students at the Seattle site. There were no technical issues with students accessing the videos. Overall, student and faculty feedback for the pre-recorded lectures was very positive. Students' final grades were similar to previous years (87.9% in 2020 vs 87.7% in 2019).

**FEEDBACK:** Of students who completed the end of block survey for the Seattle site (n = 57, 54% response rate), 86% rated the pre-recorded lectures as very good or excellent. Of those who expressed a preference, 86.5% preferred pre-recorded lectures to live lectures. Students reasons for preferring the pre-recorded lectures included being able to watch on their own time, allowed for pausing videos as needed to review topics, and felt this was an efficient way to convey the material, particularly with shorter (<20 minute) videos. Students did note that with the longer lectures, they tended to lose focus.

**FUTURE CHANGES:** Given the positive response from students regarding the pre-recorded lectures, we plan to continue to use these for next year's course. This allows students to view lectures outside of scheduled class time, giving them opportunity to learn at their own paces and using methods that work well for them. It also allows faculty to use in class time to focus on problem solving and case discussions.

Our lectures were not optimized for online presentation given our short timeline for moving the course online. Our recordings ranged in length from 25 – 50 minutes, which some students noted was too long. In the future, we plan to redesign the lectures to be shorter in length, possibly by dividing a single lecture into 2 or 3 focused topics. The AAMC has published guidelines for design of online materials based on cognitive learning theory. We would like to review our material to ensure it adheres to these principles and incorporate this into our lectures for next year to further enhance student learning.

Studies have found that students find value in pre-recorded online lectures when compared to in person live lectures. Our experience suggests this is the case with UWSOM students as well. As technology continues to advance, and students are developing more experience and familiarity with online learning, we should consider new ways to implement this in our medical school teaching. With the positive response to the move to pre-recorded lectures, this may be something other courses want to consider.