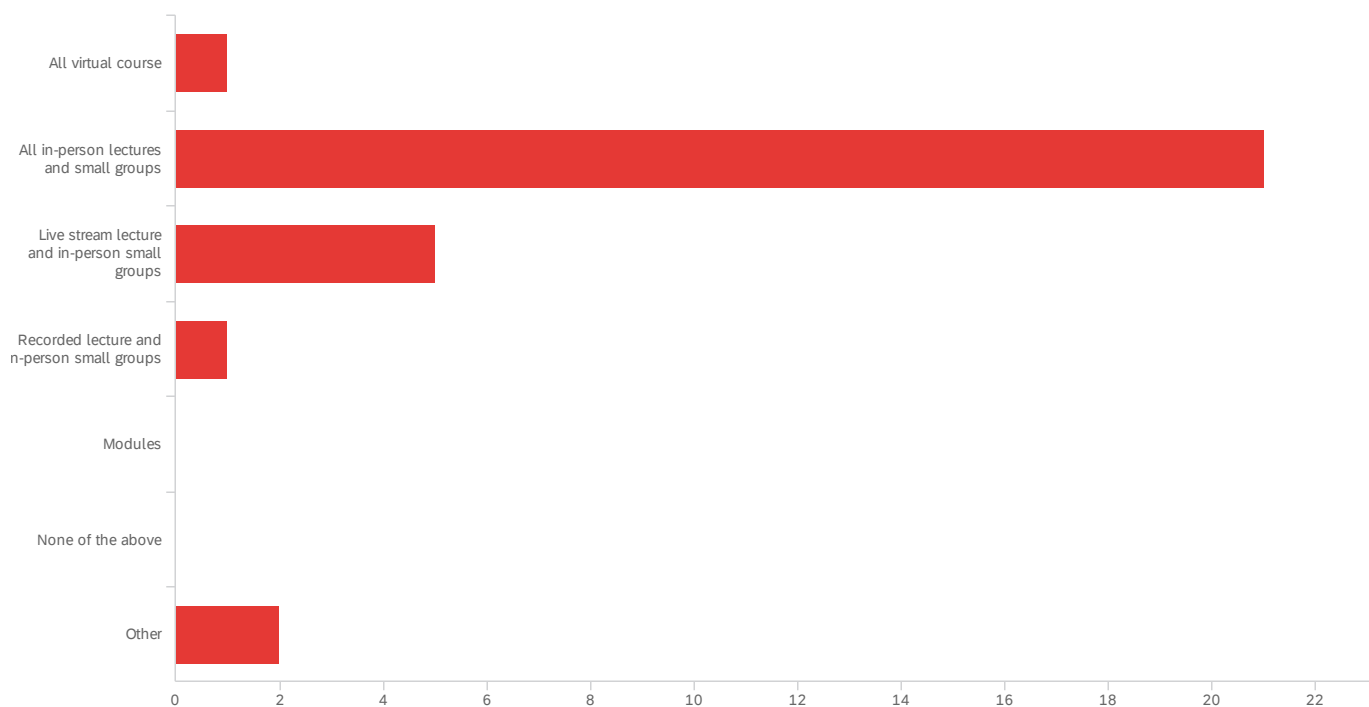


Default Report

Pandemic Faculty Survey

September 29, 2021 12:30 PM MDT

Q3 - For your preclinical education, what is your preferred mode of teaching?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	For your preclinical education, what is your preferred mode of teaching? - Selected Choice	1.00	9.00	4.47	1.43	2.05	30

#	Field	Choice Count
1	All virtual course	3.33% 1
4	All in-person lectures and small groups	70.00% 21
5	Live stream lecture and in-person small groups	16.67% 5
6	Recorded lecture and in-person small groups	3.33% 1
7	Modules	0.00% 0
8	None of the above	0.00% 0
9	Other	6.67% 2

Field

Choice
Count

30

Showing rows 1 - 8 of 8

Q4 - How interactive are lectures using the Zoom format?

How interactive are lectures using the Zoom format?

hard to get students to turn on cameras sometimes

Pretty good; students are interactive when prompted and asking questions on their own.

The chat is well used, and in breakout groups, students speak and have cameras on.

low with large groups

The zoom format for our large group lectures were very well designed. They included virtual breakout rooms, which allowed students to discuss the material as if they were in person.

Zoom lectures can be quite interactive, but this takes substantially more time than an equivalent in-person session, so the process seemed less efficient.

Can be somewhat if well planned and students engaged

not very

somewhat

not as interactive as in person, and more effort to make so

When the chat function is used can be reasonable but much less interactive than live

somewhat

not very

Moderately less so than in person

minimally

fairly intractive

Somewhat- depends upon participants

Only slightly less interactive than in person, but just with a less intimate and enthusiastic feel

I have little experience. I taught PCC virtually. As a "consumer" ZOOM was much more convenient, but personal interaction was poor.

Very

minimally; can't see everyone; only a few students ask questions; can't judge whether they are "getting it"

How interactive are lectures using the Zoom format?

Somewhat

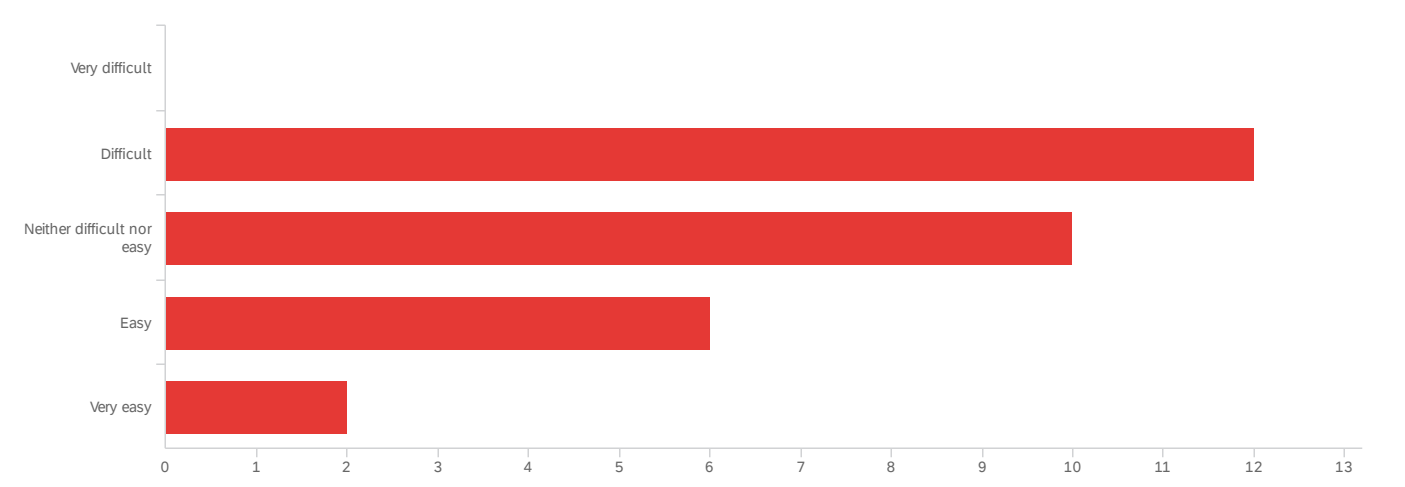
a little

minimal, some questions in the chat

Zoom format allows vast interactive features when given appropriate time to set up; although the more interactive the lecture, the less content can be taught.

fairly interactive but limited

Q5 - How easy was it connecting with students in small groups over Zoom?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How easy was it connecting with students in small groups over Zoom?	14.00	17.00	14.93	0.93	0.86	30

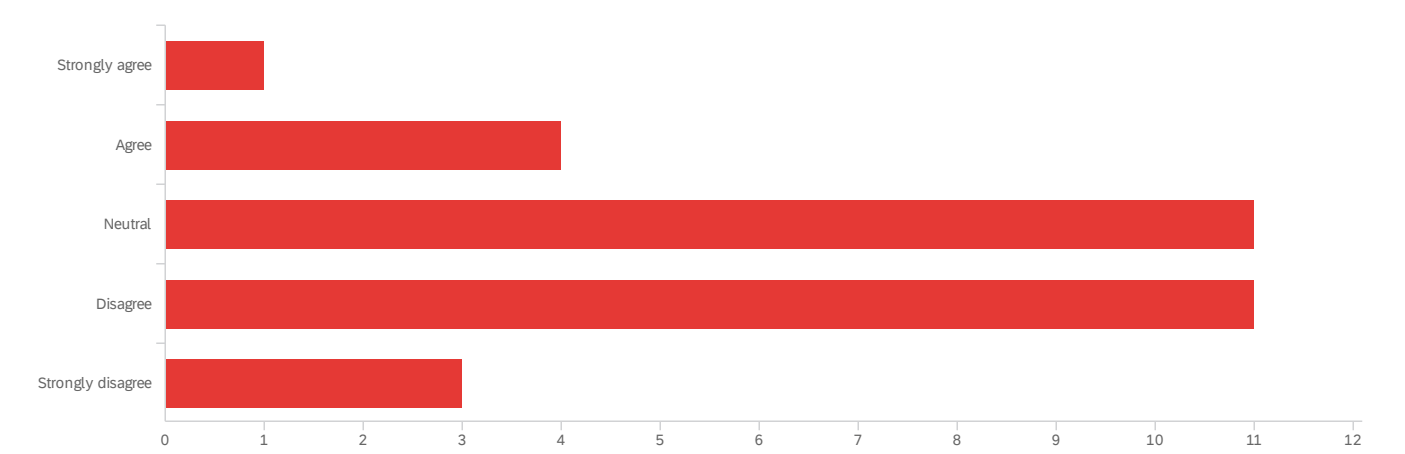
#	Field	Choice Count
1	Very difficult	0.00% 0
14	Difficult	40.00% 12
15	Neither difficult nor easy	33.33% 10
16	Easy	20.00% 6
17	Very easy	6.67% 2
		30

Showing rows 1 - 6 of 6

Q6_13_TEXT - Other

WIDGET_ERROR.ERROR

Q6 - The virtual curriculum affected your ability for self care.

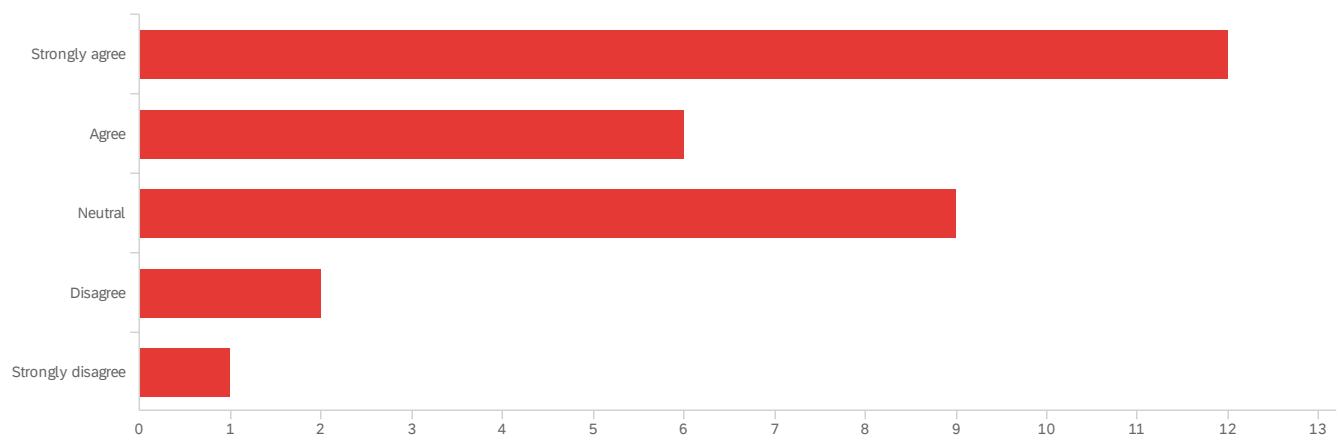


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The virtual curriculum affected your ability for self care.	4.00	8.00	6.37	0.95	0.90	30

#	Field	Choice Count
4	Strongly agree	3.33% 1
5	Agree	13.33% 4
6	Neutral	36.67% 11
7	Disagree	36.67% 11
8	Strongly disagree	10.00% 3
		30

Showing rows 1 - 6 of 6

Q7 - Your ability to help students explore your speciality was affected by virtual versus in-person interactions with students, lack of shadowing and research opportunities during COVID-19.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your ability to help students explore your speciality was affected by virtual versus in-person interactions with students, lack of shadowing and research opportunities during COVID-19.	5.00	9.00	6.13	1.12	1.25	30

#	Field	Choice Count
5	Strongly agree	40.00% 12
6	Agree	20.00% 6
7	Neutral	30.00% 9
8	Disagree	6.67% 2
9	Strongly disagree	3.33% 1
		30

Showing rows 1 - 6 of 6

Q8 - If you felt that the ability to help students explore your specialty was affected, please explain further:

If you felt that the ability to help students explore your specialty was af...

my PCC students wanted to shadow me in the hospital but it was not allowed

No ability to allow shadowing. Students unable to spend time in the community exploring different practices and populations

talking about an area of interest is not the same as seeing patients with given diseases

severely limited the opportunities

There are less questions so less time getting personal information about what we love in our specialty

we were unable to have early medical students shadow in clinic and limited their access to developing interest in dermatology

Many students approach me after in-person lectures to discuss topics and ask about the field. This almost never happens during virtual teaching since most student are not watching live and are probably less comfortable approaching me.

Preclinical students have a hard time conceptualizing what a day of work looks like for anything other than a primary care MD.

I was unable to have them follow me in person. I also do telehealth in corrections and i was unable to get them to be able to work with me as well

In some ways it was beneficial in helping connect to students who are not currently in town. But as above, it just didn't feel like I could get to know them as effectively and efficiently as in person.

I no longer perform surgery, but it adversely affected the education of students by our division members.

Lack of personal conversations

in some ways it was good because it allowed us to reach more, but in some ways it was hard because we typically have a lot of med students rotating through our inpatient service and our clinics, and without that it is hard to impress upon them our love of our specialty

Hard to know. Still have had many students express interest in dermatology after the integument week despite the all virtual format.

For unknown reasons, there was significantly more attendance and participation during virtual office hours during the 100% remote time period

no shadowing allowed, not even virtual was a terrible decision and limited exposure to our field

Q9 - Please provide any additional comments about your experiences teaching in a virtual format:

Please provide any additional comments about your experiences teaching in a...

the silver lining is the decreased commuting time for us and for the students, also the ability to connect with students in other parts of the state

Overall, it worked well for large lecture classes, but not well for small group classes that were taught in large group. This was more organizational than an inherent problem with virtual teaching (i.e one instructor talked too much that didn't leave sufficient time for all of the material to be discussed).

It was slightly more difficult to make sure I circulated among the zoom rooms equally, but otherwise it was not a burden.

To clarify: Virtual teaching POSITIVELY affected my self care— allowed me additional flexibility to spend more time with my family, join them on vacations and teach remotely while being out of town caring for self and family.

technical difficulties sometimes wasted time

students were great, in person small group would be easier

hated it

More convenient in some ways, but feels less connected to the group.

Virtual small group greatly reduces the reward of teaching a small group and makes it more of a burden.

It's not possible to teach or observe physical exam skills via ZOOM. It was not possible to split the group up.

Students and faculty preferred having to spend no time on commute

acceptable, but not optimal for large group meetings (for me), but really challenging for connecting on a personal level

There are lots of benefits to teaching virtually but those benefits cannot be experienced if faculty does not have at least double the time to prepare and build out a solid virtual format.

limited my ability to connect and ask questions in the large group, had less trouble in zoom small groups, but overall less than ideal

End of Report

