

# DO MEDICAL STUDENTS LIKE PRE-RECORDED LECTURES? AN INSIGHT FROM PHARMACOLOGY TEACHING

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**Problem:** No physical classes allowed, all had to be online, asynchronous sessions to allow for flexibility

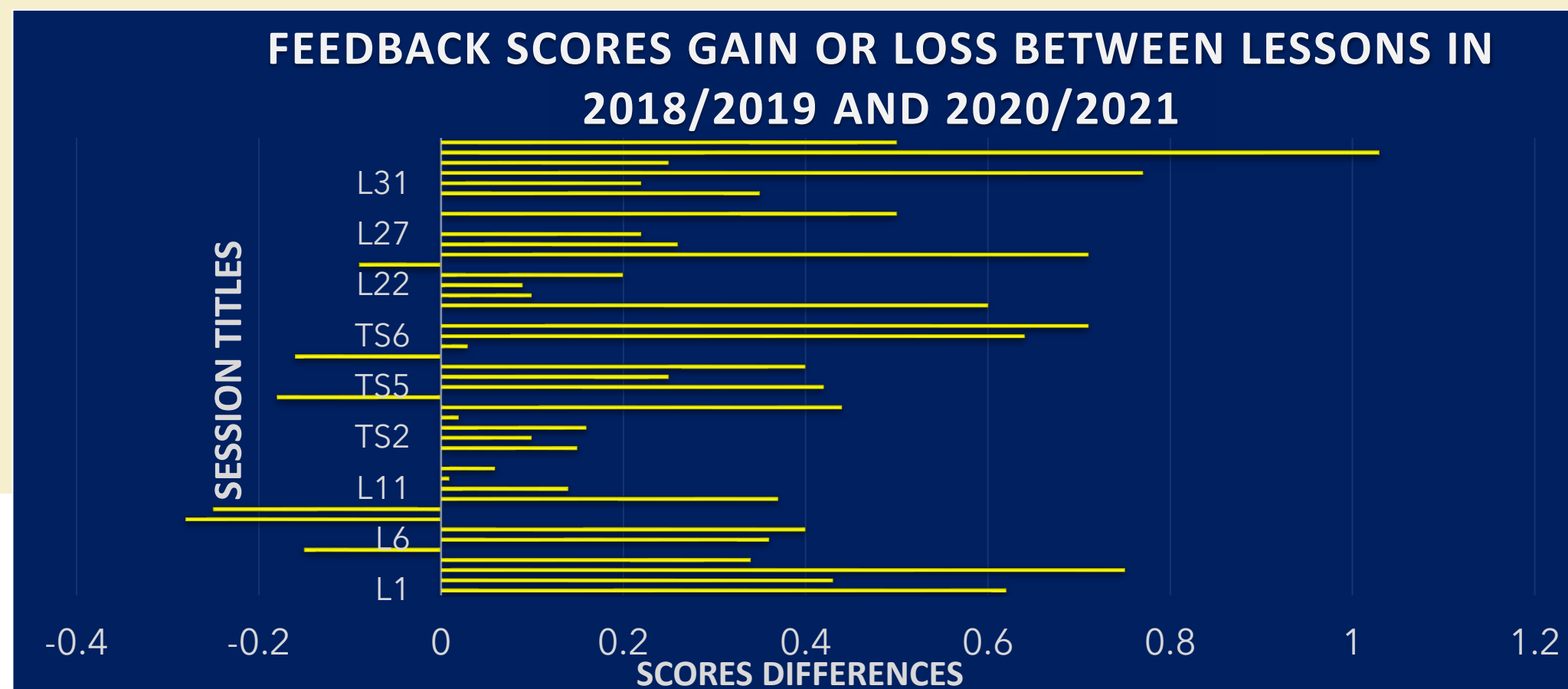
**Faculty of Medicine approach directive from Medical Education Unit (MERDU):**  
All lectures to be pre-recorded

**COVID-19  
PANDEMIC**

**Objectives:** To see if students liked this approach to teaching & learning

**Methods:** Longitudinal comparison of student-feedback scores before and after the pandemic

## RESULTS (2)



## RESULTS (1)

- Analysed responses: 790 and 774 from the 2018/2019 and 2020/2021 Stage 1 & Stage 2 students respectively
- Mean score improvement was seen: 2018/2019-  $4.44 \pm 0.25$ ; 2020/2021-  $4.70 \pm 0.16$  ( $p < 0.00005$ )
- Minimum and maximum scores improvements were also seen: 2018/2019- 3.79-4.83; 2020/2021- 4.33-5.00 ( $p < 0.00001$ )
- 40 out of 45 sessions had either quizzes or case-based learning during synchronous face to face class
- Students' open-ended feedback: Quizzes and discussions helped students understand the topics better

## CONCLUSION

- Students seem to have had positive learning experience with the changes
- This also induced change in teaching & learning style from didactic to active learning
- Acceptance from students were good
- This may pave the way for changes in teaching and learning style, which had previously been very hard to do due to lack of buy in from both teachers and learners