

THE NETWORK: TOWARDS UNITY
FOR HEALTH & FACULTAD DE MEDICINA,
UNAM, PRESENT



THE NETWORK
TOWARDS UNITY FOR HEALTH



Facultad de Medicina



TUFH2020 MEXICO

VIRTUAL CONFERENCE

"PRIMARY HEALTH CARE: A PATH
TOWARDS SOCIAL JUSTICE"

SYSTEMS AND COMMUNITY BASED
RESPONSES TO COVID-19

SEPTEMBER 23-25, 2020

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TUFH 2020 Abstracts

Title	Emergency remote learning in Family Medicine during the COVID 19 pandemic: An exploration of foundational phase medical students' perceptual experiences of learning at a South African University.
Type	Oral Presentation <i>Systems and Community Based Responses for COVID 19</i>
Presenting Author	Dianne Matthews
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Country	South Africa
Abstract N°	TUFH334
Content	<p>Background: The COVID 19 pandemic has necessitated the implementation of emergency remote online learning by the University of Cape Town Faculty of Health Sciences in Cape Town, South Africa. This change has presented a learning opportunity for the delivery of Family Medicine content to foundational phase undergraduate medical (MBChB) students. Educational researchers have not yet confirmed whether emergency remote learning during the COVID 19 pandemic has benefitted South African medical students. The objective is to evaluate whether this remote learning has benefitted every student equitably to achieve the specific learning outcomes for the course. Methods: This study will evaluate and explore foundational year medical students' use of an online practical learning exercise during emergency remote learning in a poorly resourced, low -tech environment. Surveys and focus group interviews will be used to evaluate the impact of recorded formative (i.e. feedback provided) role-play exercises on students' perceptions of their learning. Thematic analysis will be used to analyse the qualitative data. Results: We plan to have the initial findings available for discussion and feedback at the TUFH conference. We anticipate that the study will also uncover the perceived changes in educator and student relationships within the small group learning context. Conclusion: The findings of this study will inform the re-thinking of a blended learning pedagogy when the faculty returns to face-to-face teaching in a changed environment governed by new norm and restrictions of social distancing and infection control.</p>