

## Do Medical Students Like Pre-recorded Lectures? An Insight from Pharmacology Teaching

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**Objective:** The COVID-19 pandemic has forced academic institutions to move many of their face-to-face teaching and learning activities online. The Medical Education Research and Development Unit (MERDU), Universiti Malaya had instructed that all lectures to be prepared beforehand as pre-recorded voiced-over lecture slides to allow for more flexibility for students. This study aimed to see if Stage 1 and Stage 2 medical students appreciated the changes made for online learning and if the changes could be maintained after the movement control order (MCO) is over.

**Methods:** Longitudinal comparison of feedback obtained from traditional face-to-face pharmacology teaching to pre-clinical Stage 1 and Stage 2 students from the 2018/2019 cohort with the 2020/2021 cohort was carried out. Student feedback scores on the effectiveness of having pre-recorded lectures in assisting them to achieve learning objectives were collected. Open-ended students' feedback including preferences and suggestions for changes was also noted. A two-tailed Student's t-test was used to compare the scores, and  $p < 0.05$  was taken as significant.

**Results:** The total number of respondents was 790 and 774, for the 2018/2019 and 2020/2021 cohorts, respectively. A total of 45 teaching sessions were included for each cohort. The average score comparison between the 2018/2019 and 2020/2021 cohorts was statistically very significant ( $p < 0.00005$ , mean  $4.44 \pm 0.25$  and  $4.700.16$ , respectively). 40 out of 45 sessions had either quizzes or case-based learning during their synchronous sessions. These helped students understand the topics better, while the lecturers noted positive interactions with the students.

**Conclusion:** Changes made to accommodate online teachings had resulted in a positive learning experience for pre-clinical pharmacology students. With these results, it is likely that pre-recorded lectures to support flexible learning as well as interactive discussion/quiz approach during face-to-face sessions, may be adopted as the mainstay of pharmacology teaching in the future.

**Keywords:** COVID-19 learning, Asynchronous, Pre-recorded lectures, Active learning

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