

## 762 Online surgical teaching during COVID-19: how best to engage the audience?

A. Curtis<sup>1</sup>, E. Hayter<sup>2</sup>

<sup>1</sup>Southmead Major Trauma Centre, Bristol, United Kingdom, <sup>2</sup>St Mary's Hospital, London, United Kingdom

**Aim:** COVID-19 has dramatically altered how surgical teaching is provided; face-to-face teaching has been superseded by online teaching to limit viral transmission. Online teaching can lack engagement and therefore audience learning. The aim of this study was to determine which online teaching strategies best engage medical students.

**Method:** The '6<sup>th</sup> International Surgical Finals revision course' took place on Zoom in December 2020 with 11 lectures provided by 11 different junior doctors using different lecturing techniques. It was attended by 208 final year medical students from across Europe. Post-course questionnaires were completed by 204 attendees (98.1%). All lectures were recorded and reviewed to identify engagement strategies.

**Results:** 95% of attendees preferred the live talks, with 75.8% agreeing they ran more smoothly. There was a very strong correlation between engagement and overall lecture rating (correlation coefficient 0.94). There was also a strong correlation between the number of questions asked by the lecturer and engagement (correlation coefficient 0.55). Lecturers presenting with live video next to their slides were significantly more engaging (91% vs 83%;  $p < 0.001$ ). The use of webinar chat to allow participants to answer questions was significantly more engaging (91.5% vs 87.7%;  $p < 0.05$ ). Using the Q&A function during the talk was not significantly more engaging ( $p > 0.05$ ).

**Conclusions:** Online surgical teaching has many benefits over face-to-face surgical teaching and is therefore likely to continue even after COVID-19 is forgotten. Engagement can be increased by using live talks with video stream alongside the slides with questions and the ability to answer also crucial to engagement.