



THE EFFECT OF BLENDED LEARNING ON MEDICAL STUDENT ENGAGEMENT IN CLERKSHIP THYROID DISEASE TUTORIAL

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ABSTRACT: Poster (2D)

- Purpose:** To examine if a blended learning environment with the addition of an online module to the face to face tutorial on thyroid disease in the phase 4 (clerkship) internal medicine teaching session improved student engagement and knowledge acquisition.
- Methods:** The tutorial was restructured to a blended learning module from a traditional tutorial. An online module was developed to contain background information. It was available for students to complete prior to class. The face to face tutorial was revised to contain clinical cases with questions for discussion. A survey was used to examine the students' perception of the blended learning exercise and a multiple choice post-test was used to examine student knowledge of thyroid disease. This post-test was administered to the prior rotation of students as a control group.
- Results:** The students rated the blended learning tutorial a $4.1/5 \pm 0.6$ for the statement that the online module helped to prepare them for the in-class session and proved to be an effective use of their time. The students rated the module $3.9/5 \pm 0.7$ for improving class participation and making class time more productive. There was no difference in post-test scores between the blended learning and control groups. With blended learning, the post-test score was $5.5/6 \pm 0.5$ if the module was completed compared to $4.9/6 \pm 1.1$ if it was not completed.
- Conclusion:** Blended Learning was perceived favorably by those who completed both components. Knowledge was not affected by the implementation of blended learning compared to the traditional tutorial.