# Student perspectives on online teaching

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**Background:**

Current pandemic restrictions have disrupted medical education at universities, leading to a large amount of learning being delivered online. Therefore, it is important to find out what exactly makes good online teaching.

**Method:**

Becoming a Dr. ran an online tutorial series for 7 months, delivering 85 sessions with a global reach of over 100,000. Students who signed up to the mailing list were asked: "What makes a good online session?" in a free text box; a thematic analysis was carried out on the 3,315 responses. At the end of the series, students and tutors were asked their preferences on the best way to create interactivity. Statistical tests were used to look for a correlation between tutor stage of training and student satisfaction with the session, and which aspect was the greatest indicator of overall satisfaction.

**Results:**

76% of students reported interactivity was essential for a good online tutorial. The preferred method of interaction was by asking students multiple choice questions throughout and allowing them to ask questions in the chat which would be answered in regular question breaks. There was no statistically significant difference between tutor stage of training (medical student, foundation doctor, registrar, or consultant) and student satisfaction with the session ($p = 0.907$). The feedback forms showed that pace had the strongest correlation with overall satisfaction of the session ($p<0.001$). This analysis was used to create a template for tutors and guidance on effective use of the software to deliver successful online sessions.

**Conclusion:**

Online teaching is increasingly popular in medical education and interactivity is the most important aspect. Good online teaching can be delivered by people in all stages of medical training. The quality of online sessions can be improved by providing tailored guidance and training for the tutors.

**Keywords:** *E-learning, Student perspective*

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