Evaluating Learning Resources Developed as a Result of the 2020 COVID-19 100% Online Transition in the 2021 Hybrid Learning Environment
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In Spring of 2020, the COVID-19 pandemic created unprecedented challenges in the anatomy learning environment. Faculty at Colorado State University transitioned approximately 118 undergraduate and graduate animal anatomy learners into a hybrid environment and developed new learning tools to support student success. Resources that students reported as helpful for the 2020 transition were not necessarily those that contributed to their success. In the spring 2021 semester, the ongoing pandemic resulted in a combination of both in person and online learning with a fully remote environment for the head/neck unit in the last 3 weeks of the semester. To support the 2021 hybrid and fully remote learning environments faculty used tools identified as useful for student learning in 2020 as well as created new learning tools. New tools included deployment of a 3D printed hemi-sected canine skull in the undergraduate prosection course (n=75 students) and a fully immersive virtual reality program in the graduate dissection course (n=40 students). The purpose of this study is to evaluate the perceived learner impact of these novel tools for anatomy learning and to provide faculty with evidence-based strategies when selecting course resources. Students in the courses were surveyed mid-semester and end-of-semester surveys are ongoing. Survey data will be used to evaluate the student perceived impact of course resources and adaptions. Using a 7 point Likert scale (1=strongly disagree, 4 = neutral, 7=strongly agree), the mid-semester surveys (n=72 responses) showed that 94.5% of students agreed that the course resources or activities facilitated learning and 63% of students agreed that COVID-19 adaptations enabled their success. The findings from this study will be used to determine the student perceived value of 3D printed skull models and immersive virtual reality for online anatomy learning. Critically evaluating new resources is imperative to ensure that faculty are providing resources with which students can efficiently and effectively engage to facilitate their success.