

Online Leap of Faith: Building Teaching Capacity During the COVID-19 Pandemic

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ABSTRACT

This mixed-methods evaluation of the newly established blended-mode (online and in-person) Faculty Development Program (FDP) aimed to determine its effectiveness in **building teaching capacity and improving quality of instruction at a time of rapid innovation and transition during the COVID-19 pandemic**. Specific parameters included: faculty perceptions and experiences regarding relevance, content, and outcomes achieved; development of faculty knowledge, skills and attitudes; and barriers and enabling factors. The effectiveness of blended learning as a strategy was also assessed. Qualitative and quantitative data were triangulated and contextualized within the concurrent rapid adoption of online technology. Given that the main competence of SLMCCM instructors consists of clinical and subject-matter expertise, deliberate emphasis was placed on faculty training in pedagogy, education technology, and non-clinical outcomes such as communication, leadership, professionalism, collaboration, ethics, and social accountability. **This paper provides evidence to guide and inform decision-making in terms of policy and resource allocation for teacher training and support for curriculum design and delivery**, towards the broader goal of improving learning outcomes and promoting innovation in instruction, research and service/outreach.