

Zero Lost Learning Days: Assuring Quality and Continuity in Online Education During the COVID-19 Pandemic. Curricular Adaptations of a Private Medical College in the Philippines

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ABSTRACT

As educators, our greater task is to improve professional practice. Seismic events of the COVID-19 pandemic have forever changed our world, and curricula must likewise adapt to ensure real-world relevance and fitness-for-purpose. Amidst the accelerated adoption of technology and the rapidly evolving global landscape of the digital age and the COVID-19 pandemic, the SLMCCM reaffirms its commitment to **assuring quality and service continuity in education**. From the start of what would become one of the longest education lockdowns in the world, we adopted a systems approach to the abrupt online transition, with a goal of **ZERO LOST LEARNING DAYS**. With brick-and-mortar structures closed, didactics were migrated online by uploading course materials in the learning management system, following respective course schedules. We initially encouraged asynchronous and self-paced learning, given that most instructors were involved in the crisis response, and stakeholders were addressing emotional, economic, and health concerns. Throughout the course of the pandemic, we proceeded to innovate in teaching, learning, and assessment. We analyzed and recalibrated under constantly changing conditions, taking into account the evolving needs of constituents. **Decisive leadership, strong governance, and stakeholder engagement were critical elements of our systematic, outcome-based approach to curricular adaptation and redesigning instruction and assessment.**