

Tentative title: **Teaching Physiology: moving from classroom to Moodle, Zoom and YouTube**

Abbreviated title: **From classroom to virtual learning in 6 secs**

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The idea of this presentation is to share my experience and findings while changing from classroom to eLearning in a blink of an eye! Our course was planned to start on March 20, 2020, and due to the pandemic, Argentina's president declared quarantine as of March 19. Therefore, all the proposed teaching activities (classes and exams) were cancelled. Hence, the course had to be delivered via eLearning. The best image to describe the way we changed from one system to another is an accelerating racing car from 0 (traditional teaching) to 100 km/h (eLearning) in 6 secs. Nobody knew how to do it. When I say "nobody" I mean the Dean of our school, the Head of our department, me, and I would say even those in charge of distance learning. While surfing the web about eLearning, I learnt that variety in learning material was key. So, I decided, again in 6 secs, to adapt the course to weekly synchronous encounters by Zoom, and, also, to provide asynchronous learning material to support learning (reading material and videos). That's when the idea of YouTube came to my mind. Again, I went from teacher to Youtuber in 6 secs. I remember surfing the web on how to produce content for YouTube that would be decent for the potential viewers! The quarantine was tough enough as a torture to the students with awful videos. Finally, the governing board of our university declared that final examinations must be taken virtually. So, we had to take final exams on a monthly basis under this virtual context. A further complication in a developing country like Argentina was the access to PCs or notebooks and to internet in students' homes (most of them had only smartphones). So, I decided to take those exams via questionnaires in learning platforms (e.g., Moodle). As our students have WhatsApp groups, where they share their questions and ask for help ('correct answers') from their peers (a kind of 'illegal' collaborative group tasking). Therefore, to reduce the likelihood for cheating, I created a huge data set comprising around 2,000 questions, and, set the questionnaire to randomly select questions from the dataset. The options were also randomly ordered. The idea was that every exam was unique, with completely different exams for each student taking the test at the same time. Despite all the teaching-learning aspects that could have gone wrong, I would say that the results were not catastrophic!