



# Factors Influencing the Satisfaction of an Online Medical Conference: A Report from the Oto-Rhino-Laryngological Society of Japan, 2021

Toru Oga<sup>1</sup>, Shunta Tomimatsu<sup>2</sup>, Shintaro Ueda<sup>3</sup>, Kuriko Kudo<sup>3</sup>,  
Tomohiko Moriyama<sup>3</sup>, Nozomu Matsumoto<sup>4</sup>

<sup>1</sup> Faculty of Law, Kyushu University, Japan [toga@law.kyushu-u.ac.jp](mailto:toga@law.kyushu-u.ac.jp)

<sup>2</sup> Faculty of Design, Kyushu University, Japan

<sup>3</sup> Telemedicine Development Center of Asia, Kyushu University Hospital, Japan

<sup>4</sup> Faculty of Medical Sciences, Kyushu University, Japan

## 1. Summary of this Study

- Study Focus:** The research centered on the Kyushu Regional Meeting of the Oto-Rhino-Laryngological Society of Japan, held online in May 2021. It aimed to investigate factors affecting participant satisfaction in online medical conferences.
- Purpose of Research:** The main objective was to explore the determinants of participant satisfaction in online medical conferences.
- Key Finding - Ease of Questions:** The study found that the ease with which participants could ask questions significantly enhanced their overall evaluation of the online conference. This ease of questioning positively influenced other aspects such as discussion and communication.
- Technical Difficulties Impact:** Contrary to expectations, technical difficulties (like connection issues or software glitches) did not substantially negatively impact the evaluations of the meetings.
- Implications for Online Conferences:** The findings suggest that for online conferences, including telemedicine education, the emphasis should be on enhancing participant interaction, which is as crucial as addressing technical challenges.

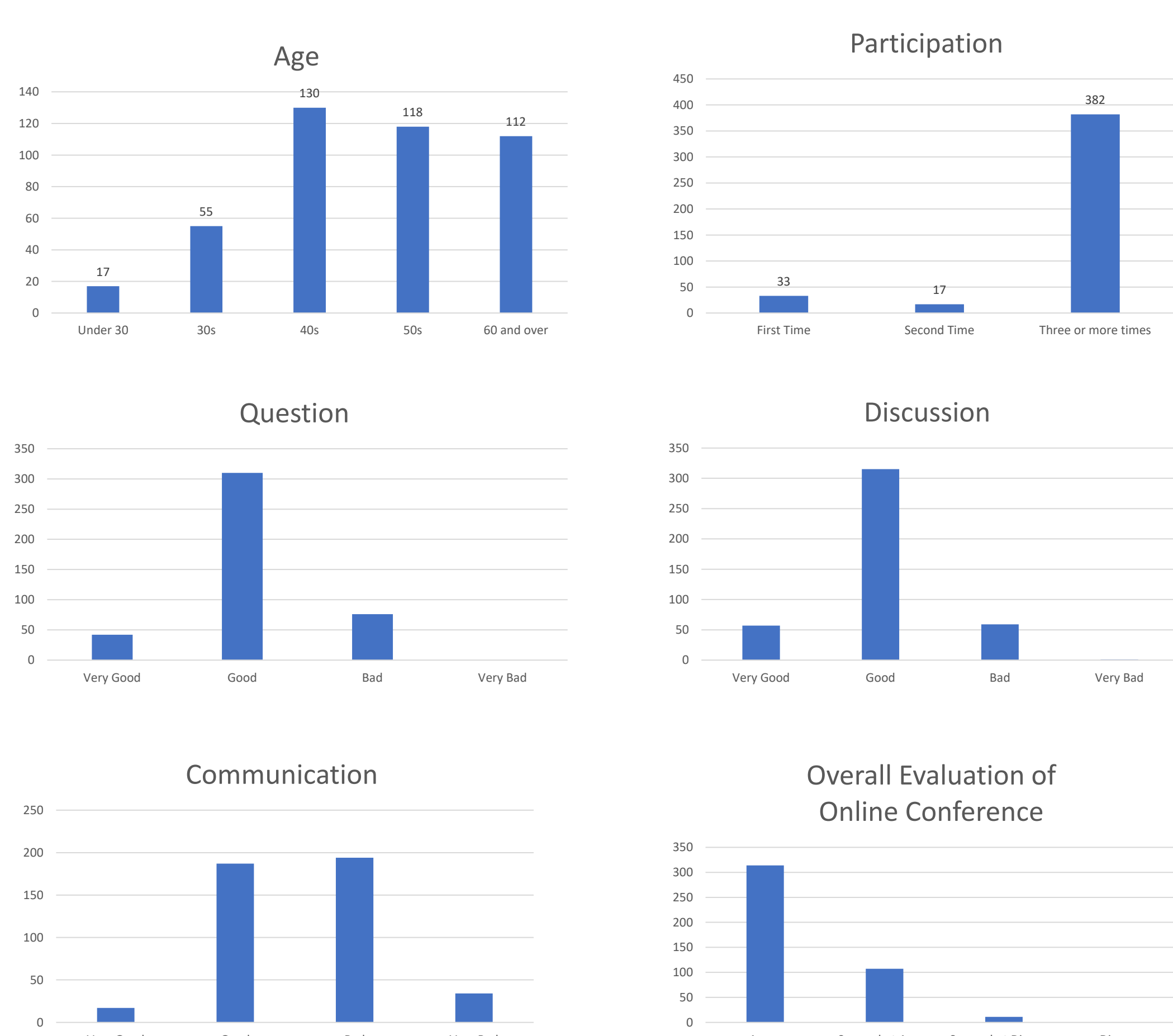
## 2. Research Design

- Objective:** To identify and clarify the elements that participants value and do not value in online medical conferences.
- Data Source:** Survey data from the 36th Oto-Rhino-Laryngological Society of Kyushu Regional Meeting.
- Sample Size:** 432 responses.
- Methodology:**
  - Descriptive Statistics:** Used to summarize survey data providing an overview of general trends and responses from the survey.
  - Regression Analysis:** Employed to explore relationships focusing on understanding how various factors relate to the overall evaluation of the online conference by its participants.

## 3. Related Studies

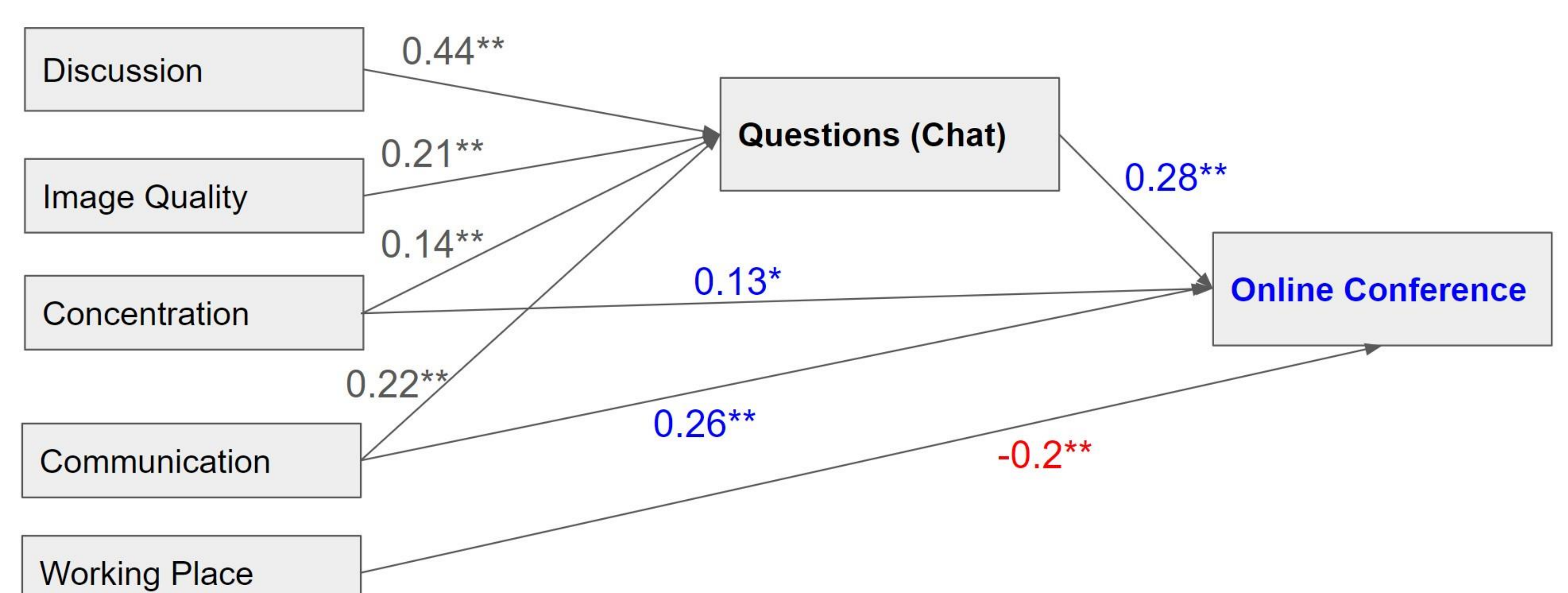
- Sarabipour (2021)** emphasizes that virtual conferences significantly enhance accessibility and interaction opportunities, especially for early-career researchers, by removing financial and logistic barriers and promoting wider global participation.
- Zhou, Ma and Lyu (2022)** identifies effective communication, teaching quality, student behavior, and course design as key to successful online teaching in Massively Open Online Courses (MOOCs) during COVID-19.

## 4. Descriptive Analysis



## 5. Regression Analysis

Ease of Questions, Concentration and Communication Are Key to Positive Evaluations of Online Conferences.



## 6. Results and Discussion

- Participant Interaction:** The evaluation of online conferences largely depends on the ease of asking questions and effective communication.
- Technical and Demographic Factors:** Age, frequency of participation, and common technical issues like disconnections or noise do not significantly affect the evaluation.
- Impact of Access Location:** Accessing conferences from a workplace is associated with lower evaluations.
- Quality of Experience:** The ease of asking questions is influenced by discussion dynamics, communication quality, video quality, and the ability to concentrate.
- Interactions and Correlations:** There are notable interactions between factors such as question asking, discussion engagement, and audio-visual quality, with some potential negative correlations requiring further examination.

## References

Sarabipour, S. (2021). Research culture: Virtual conferences raise standards for accessibility and interactions. *eLife*, 10, e62668.

<https://doi.org/10.7554/eLife.62668>

Zhou, M., Ma, W., & Lyu, H. (2022). Influencing factors for effective teaching evaluation of massively open online courses in the COVID-19 epidemics: An exploratory study based on grounded theory. *Frontiers in Psychology*, 13, 964836. <https://doi.org/10.3389/fpsyg.2022.964836>