

Faculty Perspectives on Student Attendance in Undergraduate Medical Education [Corrigendum]

Campbell AM, Ikonne US, Whelihan KE, Lewis JH. *Adv Med Educ Pract.* 2019;10:759–768.

larly attended large-group sessions had better academic performance”.

Page 761, Faculty perspectives about professionalism, job satisfaction, and active learning section, fourth sentence, the text “Ten disagreed that students who regularly attended large-group sessions had better academic performance” should read “Ten agreed that students who regu-

Table 3 on page 763, the values in the Students who attend large group sessions regularly have better academic performance and Active-learning sessions are more effective with higher attendance rows are incorrect. The correct Table 3 is as follows.

Table 3 Faculty Perspectives About Student Attendance, Active Learning, and Job Satisfaction (N=26)

Survey Question	No. (%)				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Student attendance at non-mandatory large group session indicates their level of professionalism	10 (38)	5 (19)	5 (19)	5 (19)	1 (4)
I feel more job satisfaction with higher attendance at large group sessions	2 (8)	2 (8)	3 (12)	12 (46)	7 (27)
I prefer to incorporate active learning in my large group sessions when attendance is mandatory	1 (4)	1 (4)	9 (35)	12 (46)	3 (12)
Students who attend large group sessions regularly have better academic performance	6 (23)	2 (8)	8 (31)	10 (38)	0 (0)
Lecture capture is an effective alternative to large group attendance	3 (12)	3 (12)	8 (31)	7 (27)	5 (19)
Lecture capture should not be used as a substitute for attending large group sessions	6 (23)	6 (23)	8 (31)	2 (8)	4 (15)
Lectures are more effective with higher attendance	5 (19)	4 (15)	6 (23)	8 (31)	3 (12)
Active-learning sessions are more effective with higher attendance	2 (8)	1 (4)	7 (27)	11 (42)	5 (19)
I prefer that all large group sessions have mandatory attendance	11 (42)	4 (15)	8 (31)	1 (4)	2 (8)
I prefer that all large group sessions with an active-learning component have mandatory attendance	5 (19)	3 (12)	5 (19)	8 (31)	5 (19)

The authors apologize for these errors and advise they do not affect the scientific conclusions of the paper.

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