✓ International Journal of Medical Arts is the Official Journal of the Damietta Faculty of Medicine, Al-Azhar University, Egypt
✓ It is an International, Open Access, Double-blind, Peer-reviewed Journal
✓ Published four times a year
✓ The First Issue was published in July 2019
✓ Published under the following license:
  Creative Commons Attribution-ShareAlike 4.0 International Public License (CC BY-SA 4.0). It had updated from the Creative Commons license [CC BY] in volume 2, Issue 4, October 2020
✓ The Egyptian Knowledge Bank hosts the website of IJMA
✓ The Egyptian Knowledge Bank supports IJMA
✓ IJMA follows the regulations of the International Committee of Medical Journal Editors
✓ IJMA is indexed in the “Directory of Open Access Journals” [Indexed on 15 January 2021].
✓ IJMA is a member of the International Society of Managing and Technical Editors
✓ IJMA introduced to the search engine [BASE] through DOAJ
Online Basic Science Elective Course: From Theory to Implementation

Hoda Mahmoud Khalifa

Program coordinator, Professor of Histology and Cell Biology; Alexandria Faculty of Medicine, Alexandria, Egypt

Email: hoda.khalifa62@gmail.com
Submission date: March 25, 2020; Revision date: April 19, 2021; Acceptance Date: April 20, 2021
DOI: 10.21608/ijma.2021.72914.1302

ABSTRACT

Background: Elective courses can contribute to both the professional and personal development of medical students in specific areas of interest outside of the standard curriculum. Alexandria Faculty of Medicine offered different elective courses since the start of the integrated medical program in 2009. The offered electives were mainly designed and implemented by clinical department as specialty specific electives. It becomes a mandate since implementation of the new medical program 5+2 in 2018. With the start of the new curriculum, humanities and miscellaneous electives were added to the list. Basic science departments were encouraged by the administration to offer new elective courses. Hybrid and pure online courses were also preferred specially after Covid-19 pandemic.

Aim of the work: The current research aimed to express our experience about using six step approach of curriculum design to develop a basic science hybrid elective course.

Methods: A basic science elective course was created, on the basis of the six-step approach [problem identification, needs assessment, writing measurable objectives, choosing proper teaching methods, implementation and evaluation]. As a hybrid course, the community of inquiry framework was adopted to ensure adequate learning opportunities as face-to-face curricula. The course was a hybrid elective course titled “Cell activity translation in electron microscopic interpretation” which was created by Histology and Cell Biology Department, Alexandria Faculty of Medicine. The course had been implemented in the first semester of the academic year 2020-2021. Its objectives were designed to serve graduate as a scholar and scientist, and as a lifelong learner. Also, it was intended to serve the researcher competency area. The course included two face-to-face sessions, three synchronous and three asynchronous online sessions. The assessment based on individual and group assignment submission. Cognitive, social and teacher presence were ensured throughout the course design.

Results: Five rotations were completed, which included 108 students, 305 individual assignments and 46 group assignments. All assignments were uploaded and evaluated. Eight faculty members and 10 assistant staff shared in the process of course delivery and assessment. Evaluation included, pre- and post-test results, student results, questionnaires and focus group discussions by students and sharing staff members.

Conclusion: Using the six-step approach of curriculum design ensures perfect coverage of all needed curricular aspects. For hybrid courses, adopting the community of inquiry framework satisfies the student’s needs. In addition, the interactive learning in online sessions maximizes the gain of skills. Continuous supervision and receiving feedback from both students and trainers are the key of success.

Keywords: Elective course; Online Learning; Histology; Program.

This is an open-access article registered under the Creative Commons, ShareAlike 4.0 International license [CC BY-SA 4.0] [https://creativecommons.org/licenses/by-sa/4.0/legalcode].

Please cite this article as: Khalifa HM. Online Basic Science Elective Course: From Theory to Implementation. IJMA 2021; 3[2]:1179. DOI: 10.21608/ijma.2021.72914.1302. [An abstract submitted to the 10th annual conference of Damietta Faculty of Medicine, Al-Azhar University, Egypt. Held at March 25th, 2021.]

* Main subject and any subcategories have been classified according to the research topic.