Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Principles of medicine study & medical terminology**
- Module Code: **MED-102**
- Year: 1ST YEAR, **2023-2024**
- Semester: **S1**
- Credit points: **2**
- Module contact hours: **28**
- Module Coordinator:
- Date of course report approval: 3/2024

Name of Module management team	Department	Task	Contact number
د.شيماء علي محمد ابوزيد	*Physiology*	E-learning coordination	*01064167722* *saabozaid@medicine.zu.edu.eg*
د.نادية محسن علي ابراهيم	*Histology*	Course document coordination	01208767704 dr_nadia2007@yahoo.com
أ.د.م ولاء محمد سامي فوزي	*Biochemistry*	Course timetable &halls distribution preparation	*01005651280* *Wmabdelkader@medicine.zu.edu.eg*
د. سمر مرتضى	*Anatomy*	Students' assessment coordination	01091855773

B- Statistical Information

- No. of students attending the module: 2352
- No. of students attending exam: 2092
- **Results:**

No. of Passed students: 1954, Percent: 93.40%
no. of Failed student 125 Percent: 5.98%

C- Professional Information

1- Module teaching

Wee	Module Topics	Total	Expected Teaching and Learning Hours

k #		Weekly Hours	Theoretical	Clinical/Practical Training (SGS)	Self-Learning/Others
1st	Normal anatomical position, directions and planes of human.		2		
	The regions and cavities of the human body.		1		
	The topography of each human system.		2		
	The topography of each human system.			2	
	The medical topography related to histology of different body tissues		2		
	Fundamental histological terms		2		
	The most common medical terms of Physiology		2		
	The components of most common word parts for medical terms (word root)			2	
	The components of most common word parts for medical terms (suffix and prefix)			2	
	the common units related to biochemistry and basic international system of units and quantities		2		

2- Topics taught as a percentage of content specified: (100%)

3- Teaching and learning methods:

Methods	Advantages
• **Lectures (F2F)**	Allows teaching to large groups at the same time
• **SGS**	Allow interaction between the staff members and students in focused groups
• **Practical**	Allow acquisition of practical skills by students

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**

Throughout the module during lectures, small group sessions & flipped classroom by using case scenario discussions.

- **What went well?**

Sessions went well with active participation of students

- **What could be improved?**

Allowing more time between the lecture and the applied SGS session

B. Summative assessment

What were the methods and tools?

Final module exam

- End module examination in the form of quiz.
- Final examination: (MCQ).

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it

If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.

(None)

Explain if there were any unusual events or circumstances that might have affected the grade distribution.

(None)

5- Examination committee:

Head: prof. dr. Amal el-shahat

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: NO
- Adequate to some extent: **YES**
- Inadequate: NO

List any inadequacies:

Shortage of data show and computers in some teaching rooms.

Over crowdedness of the teaching rooms (small to student numbers)

7- Administrative constraints

List any difficulties encountered: None

- ***Strength points***

1- Hands-on practical learning improved understanding of scientific concepts.

2- Scientific materials and laboratory demonstrations enhanced student engagement.

- ***Students' Learning Needs***

- **More frequent revision and reinforcement of practical sessions** to consolidate students' understanding and improve their practical skills.

Increase the number of microscopes and anatomical models (maquettes) available during practical sessions to ensure adequate

access for all students and provide more opportunities for hands-on microscopic and anatomical learning.

List any criticism	Response of MMT
Some classrooms have inadequate ventilation, which may affect the learning environment.	Regular reporting of problems and follow-up

1- Action plan for academic year 2025/2026

Actions required	Completion date	Person responsible
1. Enhance laboratory infrastructure	**By the academic year 2025-2026**	**Faculty members and assistants**
2. Preparation of practical revision schedules	**By the academic year 2025-2026**	**Faculty members and assistants**

Name	Head of Responsible Department:	Signature
	ا.د/امل الشحات	

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Cardiopulmonary**
- Module Code: **MED-106**
- Year: **2023-2024**
- Semester: **S2**
- Credit hours: **12**
- Module contact hours: **198 [teaching 168, revision 24, exam 6]**
- Module Coordinator: **dr Marwa mahmoud**

Name of Module management team	Department	Task	Contact number
أ.د.م علا علي عبدالوهاب مصطفى	Anatomy	**E-learning coordination**	*01070600077, OAMOSTAFA@*
أ.د.م مروة محمود أحمد	Anatomy	**Course document coordination**	*01066500159 Mmmahmoudahmed@*
اسماء ضياء الدين عبدالهادي احمد)مدرس مساعد (	Biochemistry	**Course timetable &halls distribution preparation**	*01013357922 AdAhmed@*
ايناس جمال عبد الله عبد الفتاح)مدرس(	Histology	**Students' attendance sheets preparation**	*01002827993, EJAmr@*
بسنت ثروت عبد الباقي احمد)مدرس(			
لمياء جودة محمد عبدالعزيز)مدرس(	Physiology		*01222728575, BTAbdelbaky@*
			01026154481; LGAbdulaziz@
هدى جلال محمد عبد المجيد)مدرس(	Physiology	**Students' assessment coordination**	01014915270, Hjkassy@

B- Statistical Information

- No. of students attending the module: 2352, Percent: 100%
- No. of students completing the module: 2352, Percent: 100%
- No. of students attending exam: 2049, percent: 87.12% •

Results:

No. of Passed students: 1228 , Percent: 60%
No. of Failed students 821 , Percent: 40%

- **Grading of successful students:**

Excellent: No: 462 , Percent: 22.54%
Very Good: No: 272 , Percent: 13.27%
Good: NO: 280 , percent : 13.67%
Acceptable: NO: 214 , Percent 10.44%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st	**Online none** **Face to face** **Lectures** **1-** Anatomy of mediastinum and pericardium **2-** Anatomy of the heart (external features) **3-** Histology of Heart and smooth muscle **4-** Cardiac properties **5-** Anatomy of heart: internal features of heart 6- Cardiac cycle 7- Cardiac fuel-1 (Fatty Acid Oxidation) **Clinical** 1- History taking, general examination **Practical** 1- Anatomy of heart: external features 2- Anatomy of heart: internal features 3- Histology of Heart and smooth muscle 4- Thoracic wall bone 1 5- Thoracic wall bone 2 **SGS** Cardiac fuel-1 ECG **Flipped** TBL
2nd	**Online** **Face to face Lectures** 1- Blood supply of the heart and surface anatomy 2- Cardiac Fuel-2 (Ketone Bodies Metabolism) 3- Cardiac output 4- Anatomy of Thoracic wall and Diaphragm

	5- General characters of Blood vessels and histological structure of different types of arteries and veins 6- Arterial Blood pressure regulation 7- Lipoprotein metabolism **Clinical** 1- Vital signs: pulse, blood pressure **Practical** 1- Basics of colorimetric assays (Spectrophotometer) 2- ECG 2 3- Heart sound 4- General characters of Blood vessels **SGS** 1- General characters of Blood vessels 2- Anatomy of thoracic wall 3- Blood supply of heart and surface anatomy 4- Arrhythmia 5- Vital signs: pulse, blood pressure 6- Lipoprotein metabolism **Flipped** TBL

3rd	**Online** **Face to face Lectures** 1- Fatty acid synthesis 2- Histology of Blood capillaries and Lymphatic vessels 3- Arterial Blood pressure regulation2 4- Anatomy of Mediastinal great vessels 5- Heart rate 6- Phospholipid metabolism 7- Regulation of diameter of arterioles 8- Anatomy of Head and neck vessels **Clinical** 1- Injections; IM, SC, ID **Practical** 1- Anatomy of great vessels 2- Arterial Blood pressure measurement 1 3- Arterial Blood pressure measurement 2 4- Cardiac biomarkers **SGS** 1- Heart rate 2- Arterial Blood pressure regulation 3- Applied dyslipidemia
	Flipped TBL

4th	**Online** **Face to face Lectures** 1- cholesterol metabolism 2- Venous circulation 3- Capillary circulation and oedema 4- Anatomy of nose 5- Thymus and lymph node 6- Hemorrhage + Coronary circulation 7- Anatomy of paranasal sinuses 8- Tonsil &spleen **Clinical** **Practical** 1- Nose and paranasal sinuses 2- Arterial and venous pulse curves 3- Lipid profile and cholesterol 4- Thymus, lymph nodes 5- Tonsil &spleen **SGS** 1- Introduction & respiratory protective mechanism 2- Shock **Flipped** **TBL** Physiology (Cardiac properties; pages 52-70 Cardiac output; pages 95-105) Histology (Cardiac and smooth muscles) Pages: from 43: 51 Anatomy (Internal features and blood supply of the heart) page 27_42

5th	**Online** **Face to face** **Lectures** 1- Mechanism of breathing and respiratory system pressures 2- Anatomy of pharynx 3- Airway 4- Anatomy of larynx 5- Anatomy of pleura
	6- Pulmonary function tests 1 7- Anatomy of lung 8- Pulmonary function tests 2 + Dead space **Clinical** airway **Practical** **SGS** 1- Differentiation between lymphatic organ structure 2- Shock 3- Anatomy of Pharynx 4- Differentiation between lymphatic organ structure 5- Lung compliance 6- Anatomy of larynx 7- Lung compliance + Mechanism of breathing and respiratory pressures 8- Pulmonary diffusion 9- Anatomy of the lung **Flipped** Lung surfactant TBL

6th	**Online** **Face to face** **Lectures** 1- Pulmonary diffusion and gas transport (oxygen and co2 transport) 2- Histology of conducting portion of respiratory tract 3- Regulation of respiration (nervous & chemical) 4- Histology of respiratory portion of respiratory tract 5- Hypoxia Clinical airway **Practical** 1- Anatomy of lung 2- Histology of respiratory portion 3- Anatomy of lung 4- Radiological anatomy 5- Pulmonary function tests PFT 6- Respiratory buffering **SGS** 1- Pulmonary circulation 2- Anatomy of lung 3- Correlation between histological structure of the conducting and respiratory portion
	4- Bronchial tone + Obstructive and restrictive lung disorder 5- Cyanosis **Flipped** TBL

8- Topics taught as a percentage of content specified: 100%….

Reasons in detail for not teaching any topic: none

If any topics were taught which are not specified, give reasons in detail

9- Teaching and learning methods:

	Methods	Advantages

1	**Lectures (face to face)**	Allows teaching to large groups at the same time
2	**Lectures (recorded)**	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time - Clarify of the presentation to all students
3	**SGS**	-Allow interaction between students and staff. -Allow discussion and brainstorming.
4	**Practical**	-Allow acquisition of practical skills by students
5	**Flipped learning**	-Give the students the chance to self-learning. - Enhance team working. - Improve presentation skills
6	**Team based learning (TBL)**	- Encourage teamwork - Encourage collaboration between students

Student assessment:

A. Formative assessment

- **What are the methods and tools?**

  Throughout the weeks of the module.

- **What went well?**
  - Assessment questions were aligned with the intended learning outcomes
- **What could be improved?**
  - Allowing more time between the lecture and the applied formative assessment
  - Allow more time for teaching the module totally, as the students have condensed course in a very short time (begin from 9 am to 4:30 pm most of the days), not enough to understand and apply the learned material, also this material will be lost by time, as no revision later on.

B. Summative assessment

What were the methods and tools?

During the module:

1- Team based learning (TBL) [case studies, MCQ]

2- Assignment
3- Portfolio

Final module exam

- End module examination in the form of quiz.
- Final examination: Written examination (short essay- short questions- MCQ), Practical exam (OSPE)

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it

If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.

Explain if there were any unusual events or circumstances that might have affected the grade distribution.

5-Examination committee:

Head: Prof. Dr. Amal Saeed, Head of Biochemistry Department

Members:

Dr. Amal Elshahat	Human anatomy department
Dr. Sheriene El-Araby Bedair	Human physiology department
Dr. Abeer Mohamed Azmy	Histology department

Role of external examiner: (NA)

1- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: NO
- Adequate to some extent: yes
- Inadequate: NO

List any inadequacies:

Shortage of data show and computers in some teaching rooms.
Over crowdedness of the teaching rooms (small to student numbers)

2- Administrative constraints

List of any difficulties encountered: None

3- Student evaluation of the module:

Done by (select the used method):

2. Verbal communication (√)

3. Written comments (Student reflection in portfolios) - Challenges they faced from all groups collectively.

1- Language obstacles for some students

2- Time management issue

3- Some students reported concerns about having the examination at the end of the academic year and suggested that it be scheduled at the end of each semester to facilitate better distribution of the assessment workload.

4. Surveys

- **Strength points:**

- Students appreciated the integrated teaching approach within the module.
- Teaching staff were viewed as supportive and interactive during lectures and practical sessions.
- Practical demonstrations enhanced understanding of anatomical and physiological concepts.
- The learning environment was considered respectful and encouraging.

- Areas need Improvement

- Teaching schedule organization
- Provide more recorded lectures

Faculty members and assistants' evaluation of the module: Done by (select the used method):

1. Verbal communication

2. Written comments

3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Repeated technical problems with computers and data show	Regular reporting of problems and follow up

4- Action plan for academic year 2023/2024

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2024-2025**	**Faculty members and assistants**
Improve teaching schedule flexibility and organization.	**By the academic year 2024-2025**	**Faculty members and assistants**
Increase practical demonstrations and revision sessions.	**By the academic year 2024-2025**	**Faculty members and assistants**
Reduce lecture overload during single teaching days. Increase opportunities for interactive learning and formative assessment.	**By the academic year 2024-2025**	**Faculty members and assistants**
Evaluate the feasibility of conducting the final exam at the end of the semester instead of at the end of the year	**By the academic year 2024-2025**	**Dean faculty, vice dean and curriculum committee**

Name	Signature	Heads of the shared departments	Signature

Semester coordinator: **signature**

Date: 21/8/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Digestive system & nutrition**
- Module Code: **MED-107**
- Year: 1st year , **2023-2024**
- Semester: **S2**
- Credit Points: **12**
- Module contact hours: **198: 168 teaching hours, 6.hrs exam & 24 hrs. revision**
- Module Coordinator: **Fatma Nabil**

Name of Module management team	Department	Task	Contact number
Fatma Nabil **Nermeen Mahmoud**	Physiology Physiology	**E-learning coordination**	01000089095
Nadia Mohsen Ali	Histology	**Course document coordination**	01208767704
Samaa Mohamed Hassan	Histology	**Course timetable &halls distribution preparation**	01028043846
Manal Youssef **Maha Abd El-Rahman** **Salma Ahmed Shawky**	Anatomy Anatomy Biochemistry	**Students' attendance sheets preparation**	01090620805 01149880082 01067151336
Eman Ahmed Abd EL-Aziz	Biochemistry	**Students' assessment coordination**	01229854645

B- Statistical Information

- No. of students attending the module: 2352, Percent: 100 %
- No. of students attending exam: 2069, percent: 87.9%
- **Results:**

No. of Passed students: 1249, Percent: 60.37 %
No. of Failed students: 820, Percent: 39.6%

- **Grading of successful students:**

Excellent: No: 464, Percent: 37.14 %
Very Good: No: 280, Percent: 22.4%
Good; NO: 275, percent: 22%
Acceptable; NO: 230, Percent:18.4%

C- Professional Information

1- Module teaching

Faculty of Medicine
Zagazig University

Study Week	Topics actually taught
1st	**Face to face** **Lectures** - Digestion and absorption of Carbohydrates - Cardiopulmonary resuscitation, basic life support - Anatomy of Oral Cavity, Palate & tongue - Anatomy of Pharynx - Anatomy of Salivary Glands (parotid gland) - Glycolysis 1&2 - Anatomy of Salivary Glands (submandibular, sublingual) - Anatomy of Anterior& posterior Abdominal Wall **Clinical** - Skill lab: Cardiopulmonary resuscitation, basic life support **Practical** - Anatomy of Oral Cavity, Palate & tongue - Anatomy of Salivary Glands **SGS** - Anatomy of Oral Cavity, Palate & tongue - Function of enteric nervous - glycolysis and its clinical correlations - Anatomy of Anterior& posterior Abdominal Wall - Mastication, salivation and swallowing 1 - Mastication, salivation and swallowing 2
2nd	**Face to face** **Lectures** - Anatomy of esophagus & Stomach - Histology of the oral cavity & Salivary glands - Pyruvate Dehydrogenase Complex & TCA - Gluconeogenesis - Glycogen Metabolism 1 - Glycogen Metabolism 2 - Introduction of GI Tract &Histology of the esophagus - Anatomy of Peritoneum & spleen **Clinical** - Cardiopulmonary resuscitation, basic life support - Vital signs and revision **Practical** - Anatomy of the stomach - Anatomy of Anterior& posterior Abdominal Wall - Histology of the oral cavity & Salivary glands - Colorimetric assays of glucose **SGS** - Pyruvate Dehydrogenase Complex & TCA - Anatomy of esophagus & Stomach
3rd	**Face to face**

	Lectures - Histology of the stomach &GOJ - Role of liver in pentose metabolism - Anatomy of duodenum & Pancreas - Anatomy of Rectum - Gastric secretions and peptic ulcer - Histology of small intestine & large Intestine - Respiratory chain (ETC) 1, 2 - free radicals and antioxidants **Clinical** - skill lab: Cardiopulmonary resuscitation, basic life support **Practical** - Anatomy of duodenum & Pancreas - Anatomy of small & large Intestine - Histology of the esophagus and stomach &GOJ - Applied carbohydrate metabolism - Histology of small intestine **SGS** - Glycogen metabolism - Gastric motility and vomiting - Respiratory chain (ETC) 1, 2 - small intestinal motility and secretions
4th	**Face to face** **Lectures** - Digestion and absorption of Lipid & protein - Exocrine pancreatic secretions - Large intestinal motility and secretions - Anatomy of Liver & biliary system - Role of liver in general protein metabolism - Ammonia metabolism - Histology of the liver & ultrastructure of hepatocytes - Anatomy of anal canal, Ischiorectal Fossa **Clinical** - skill lab: Cardiopulmonary resuscitation, basic life support **Practical** - plasma protein electrophoresis - Colorimetric assays of albumin - Anatomy of Liver & biliary system - Histology of the large intestine &appendix **SGS** - Safe handling and transfer of patient - How to differentiate between GIT sections & glands **TBL** - Physiology, Histology, Biochemistry
5th	**Online Recorded:** - Heme metabolism, catabolism - Histology of the pancreas

	- Bile and jaundice **Face to face** **Lectures** - Urea cycle - Blood supply of GIT - Function of liver, gall bladder and splanchnic circulation **Practical** - Liver function test1 - Histology of the liver - Anatomy of anal canal, Ischiorectal Fossa - Liver function test 2 **SGS** - Heme metabolism, catabolism - Bile and jaundice - GIT hormones **Flipped** - Portal vein and portosystemic anastomosis
6th	**Face to face** **Lectures** - Role of liver in xenobiotic metabolism - Intestinal absorption - Control of food intake and obesity - Obesity - **Practical** - Histology of the pancreas - Hemoglobulin electrophoresis & Estimation - obesity - Applied biochemical basis of protein & clinical correlations **SGS** - BMR - RQ & SDA, Control of food intake and obesity - Starvation - Role of liver in xenobiotic metabolism

2- Topics taught as a percentage of content specified: 100%

3- Teaching and learning methods:

	Methods	Advantages
1	**Lectures (face to face)**	Allows teaching to large groups at the same time
2	**Lectures (recorded)**	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time - Clarify of the presentation to all students
3	**SGS**	-Allow interaction between students and staff.

		-Allow discussion and brainstorming.
4	**Practical**	-Allow acquisition of practical skills by students
5	**Flipped learning**	-Give the students the chance to self-learning. - Enhance team working. - Improve presentation skills
6	**Team based learning (TBL)**	- Encourage teamwork - Encourage collaboration between students

4- Student assessment:

A. Formative assessment

- **What are the methods and tools?**

  Throughout the weeks of the module.

- **What went well?**
  - Assessment questions were aligned with the intended learning outcomes
- **What could be improved?**
  - Allowing more time between the lecture and the applied formative assessment
  - Allow more time for teaching the module totally, as the students have condensed course in a very short time (begin from 9 am to 4:30 pm most of the days), not enough to understand and apply the learned material, also this material will be lost by time, as no revision later on.

B. Summative assessment

What were the methods and tools?

During the module:

1- Team based learning (TBL) [case studies, MCQ]
2- Assignment
3- Portfolio

Final module exam

- End module examination in the form of quiz.
- Final examination: Written examination (short essay- short questions- MCQ), Practical exam (OSPE)
  - **If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it.** *(None)*
  - **If there were any change in the methods planned for student assessment indicates the change(s) and the reasons for them.** *(None)*
  - **Explain if there were any unusual events or circumstances that might have affected the grade distribution.** *(None)*

5- Examination committee:

Head: Prof. Dr. Amal Saeed, Head of Biochemistry Department

Members:

Dr. Amal Elshahat	Human anatomy department
Dr. Sheriene El-Araby Bedair	Human physiology department
Dr. Abeer Mohamed Azmy	Histology department

Role of external examiner: (NA)

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: **NO**
- Adequate to some extent: **YES**
- Inadequate: **NO**

List any inadequacies:

Shortage of data show and computers in some teaching rooms.
Over crowdedness of the teaching rooms (small to student numbers)

7- Administrative constraints

List any difficulties encountered: None

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication (√)

2. Written comments (Student reflection in portfolios)

- Challenges they faced from all groups collectively.

1- Language obstacles for some students
2- Time management issue
3- Some students reported concerns about having the examination at the end of the academic year and suggested that it be scheduled at the end of each semester to facilitate better distribution of the assessment workload.

3. Surveys

- **Strength points:**

- Students appreciated the integrated teaching approach within the module.
- Teaching staff were viewed as supportive and interactive during lectures and practical sessions.
- Practical demonstrations enhanced understanding of anatomical and physiological concepts.

- The learning environment was considered respectful and encouraging.

- Areas need Improvement

- Teaching schedule organization
- Provide more recorded lectures

- **Faculty members and assistants' evaluation of the module**
  Done by (select the used method):
  1. Verbal communication (√)
  2. Written comments
  3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Repeated technical problems with computers and data show	Regular reporting of problems and follow up

9- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**By the academic year 2024-2025**	**Faculty members and assistants**
Improve teaching schedule flexibility and organization.	**By the academic year 2024-2025**	**Faculty members and assistants**
Increase practical demonstrations and revision sessions.	**By the academic year 2024-2025**	**Faculty members and assistants**
Evaluate the feasibility of conducting the final exam at the end of the semester instead of at the end of the year	**By the academic year 2024-2025**	**Dean faculty, vice dean and curriculum committee**

Name	Signature	Heads of the shared departments	Signature

Semester coordinator: **signature**

Date: 21/8/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **musculoskeletal and integumentary module**
- Module Code: **MED-104**
- Year: 2023- 2024
- Semester: **S1**
- Credit Points:12
- Module contact hours: **168**
- Module Coordinator: Dr/ **Amira Mokhtar Abd EL-Ghany Gobran**

Name of Module management team	Department	Task	Contact number
Amira Mokhtar Abd El-Ghany Gobran	**Physiology**	**E-learning coordination**	**01026622672**
Amira Mokhtar Abd El-Ghany Gobran	**Physiology**	**Course document coordination**	**01026622672**
Wala Abd El Halem Amira Hamed	**Anatomy**	**Course timetable &halls distribution preparation**	**01033037730 01222928151**
Samar Abd El Aziz Mostafa	**Histology**	**Students' attendance sheets preparation**	*01006489572*
Wala Abd El Halem Amira Hamed	**Anatomy**	**Students' assessment coordination**	**01033037730 01222928151**

B- Statistical Information

- No. of students attending the module: 1786 , Percent: 100%
- No. of students completing the module: 1786 , Percent: 100%
- No. of students attending exam: 1624 , percent: 86.37%
- **Results:**

No. of Passed students: 945 , Percent: 58.19%
No. of Failed students 679 , Percent: 41.81%

- **Grading of successful students:**

Excellent: No: 383 , Percent: 23.58%
Very Good: No: 195 , Percent: 12%
Good; NO; 193 , percent : 11.88%
acceptable ;NO, 174 , Percent 10.71%

The module achieved full enrollment and completion rates (100%), reflecting excellent student engagement. Exam attendance was high (86.37%), indicating good participation. The pass rate was 58.19%, with nearly one-quarter of students achieving an Excellent grade the low excess rate may be due language barriers or

low attendance especially many of them don't attend the first module (structure and function) . However, the failure rate (41.81%) indicates a need for further evaluation of student support and assessment outcomes to enhance academic performance.

بلغ متوسط نسبة النجاح في المقررات الدراسية 58.19%. ويُعد هذا المستوى مقبولًا، مع وجود بعض التحديات التي قد تكون قد أثرت على أداء الطلاب، مثل تفاوت مستويات التحصيل والاستعداد الأكاديمي بين الطلاب، وصعوبة بعض الموضوعات والمقررات
أن الطلاب في بداية التحاقهم بالدراسة الطبية يواجهون مرحلة انتقالية من التعليم العام إلى التعليم الطبي، بما تتضمنه من التعرض لأول مرة لكم كبير من المصطلحات والمفاهيم الطبية باللغة الإنجليزية وطبيعة مختلفة من حيث حجم المحتوى وطريقة التعلم والتقييم. وقد يمثل ذلك تحديًا لبعض الطلاب في بداية المرحلة الدراسية، ويؤدي إلى صعوبات في الاستيعاب والتكيف مع متطلبات الدراسة الطبية، مما قد ينعكس على نتائجهم في بعض الموديولات خلال الفصل الدراسي الأول

C- Professional Information

1- Module teaching

Day/date	Time	Group no.	Type session	Name of topic
1st week				
Tuesday 12/12	9-11	A1-8, B1-5	Lecture	Ca++ homeostasis
		B6-9,C1-8	Lecture	Ca++ homeostasis
	11-12	A1-8, B1-5	Lecture	Nerve (physiology)
		B6-9,C1-8	Lecture	Nerve (physiology)
Wednesday 13/12	9-11	B	practical	Ca++ homeostasis
	11-1	C	practical	Ca++ homeostasis
	Break			
	1:30-3:30	A	Practical	Ca++ homeostasis
Thursday 14/12	9-11	C, B5-8	SGS	RMP (physiology)
	11-1	A, B1-4	SGS	RMP (physiology)
	break			
2nd week				
Sunday 17/12	Break			
	1:30-3:30	A1-8, B1-5	Lecture	Resting (physiology)
		B6-9,C1-8	Lecture	Resting (physiology)
Thursday 21/12	9-11	A1-8, B1-5	Lecture	action potential (physiology)
		B6-9,C1-8	Lecture	action potential (physiology)

	11-1		Lecture	Anatomy
	break			
	12:30-2:30	C, B5-8	Practical	Nerve action potential +excitability changes (physiology)
	2:30-4:30	A, B1-4	Practical	Nerve action potential +excitability changes (physiology)
3rd week				
Sunday 24/12	11-12	A1-8, B1-5	Lecture	Excitability change (physiology)
		B6-9,C1-8	Lecture	Excitability change (physiology)
	Break			
	12:30-2:30	A1-8, B1-5	Lecture	Types of action potential (physiology)
		B6-9,C1-8	Lecture	Physician-patient relationship
	2:30-4:30	A1-8, B1-5	Lecture	Physician-patient relationship
		B6-9,C1-8	Lecture	Types of action potential (physiology)
Monday 25/12	9-11	B	SGS	Synapse (physiology)
	11-1	A	SGS	Synapse (physiology)
	Break			
	1:30-3:30	C	SGS	Synapse (physiology)
Tuesday 26/12	9-11		Lecture	Hand
	11-1	A1-8, B1-5	Lecture	Nerve conduction (physiology)
		B6-9,C1-8	Lecture	Nerve conduction (physiology)
	Break			
	1:30-3		Lecture	Anatomy
	3 -4:30	A1-8, B1-5	Lecture	properties of synapse(physiology)
		B6-9,C1-8	Lecture	properties of synapse(physiology)
Wednesday 27/12	9-11	C	SGS	Muscle protein and sacrotubular system
	11-1	A	SGS	Muscle protein and sacrotubular system (physiology)
	Break			
	1:30-3:30	B	SGS	Muscle protein and sacrotubular system (physiology)

Thursday 28/12	12:30-2:30	C, B5-B8	SGS	Neuromuscular transmission
	2:30-4:30	A, B1-B4	SGs	Neuromuscular transmission
4th week				
Tuesday 2/1	9-11	A1-8, B1-5	Lecture	Mechanism of muscle contraction (Physiology)
		B6-9,C1-8	Lecture	Mechanism of muscle contraction (Physiology)
	11-1		Lecture	Anatomy
Wednesday 3/1	9-11	A	Session	TBL
	11-1	B	Session	TBL
	Break			
		C	Session	TBL
Thursday 4/1	12:30-2:30	C, B5-8	practical	SMT (Physiology)
	2:30-4:30	A, B1-4	practical	SMT (Physiology)
5th week				
Monday 8/1	9-11	B	SGS	Changes with muscle contraction (Physiology)
	11-1	A	SGS	Changes with muscle contraction (Physiology)
	Break			
	1:30-3:30	C	SGS	Changes with muscle contraction (Physiology))
Thursday 11/1	12:30-2:30	C, B5-8	Practical	EMG (physiology)
	2:30-4:30	A, B1-4	Practical	EMG (physiology)
6th week				
Sunday 14/1	1:30-3:30	A1-8, B1-5	Lecture	Smooth muscle (Physiology)
		B6-9,C1-8	Lecture	Smooth muscle (Physiology)
		A1-8, B1-5	Lecture	Smooth muscle (Physiology)

	3:30-4:30	B6-9,C1-8	Lecture	Smooth muscle (Physiology)
Wednesday 17/1	9-11	B	Session	Summation +Comparison of electrical activity (physiology)
	11-1	A	Session	Summation +Comparison of electrical activity (physiology)
	Break			
	1:30-3:30	C	Session	Summation +Comparison of electrical activity (physiology)
	3:30-4:30	A	Session	Skin physiology
		B	Session	Skin physiology
		C	Session	Skin physiology
7th week				
Saturday				Revision
Sunday				Revision
Monday	Study days			
Tuesday				
Wednesday 24/1	**12-2**	**ABC**	**MSI end of module exam**	

2- Topics taught as a percentage of content specified: >….

Reasons in detail for not teaching any topic:
If any topics were taught which are not specified, give reasons in detail

3- Teaching and learning methods:

Methods	Advantages	Challenges
Lectures (F2F)	Allows teaching to large groups at the same time	- No records of student attendance - Some students did not attend
SGS	- Allow interaction between the staff members and students in focused groups	- Deficient or malfunctioning technical equipment in some teaching rooms - Some students not engaged
Practical	-Allow acquisition of clinical skills by students	- Inadequate number of cadavers, - Inadequate number of microscopes in all labs

Team based learning (TBL)	- Encourage team work - Encourage collaboration between students	- Limited area of teaching rooms - Some students depended on their colleagues in their teams
Portfolio	Encourages students' reflection on their learning outcomes and needs	Students may focus on the presentation rather than the actual content It is a subjective assessment method

4- Student assessment:

A. Formative assessment

- Formative assessment was implemented throughout the module during lectures and small group sessions (SGS) through the use of multiple-choice questions (MCQs), case scenario discussions, and interactive questions to assess students' understanding and provide immediate feedback.
- In addition, formative assessment was incorporated into the flipped classroom sessions through interactive activities and questions designed to assess students' understanding and application of the presented content.
- Practical formative assessment was also conducted to enhance students' hands-on skills, using anatomical maquettes, bones, and anatomical specimens in Anatomy, as well as histological slides examined under microscopes in Histology.
- Regular formative assessments were also administered electronically every two weeks through Microsoft Forms, consisting mainly of multiple-choice questions. The results were used to monitor students' progress and identify areas requiring further support. The formative assessment activities and students' performance were documented in the students' portfolios as evidence of continuous assessment and follow-up.

B. Summative assessment

What were the methods and tools?

During the module:

- Team-based learning (TBL): Single Best Answer (SBA), Modified essay Questions (MEQ).
- Assignments
- Student portfolio

Final module exam

- End module examination in the form of Single Best Answer (SBA).

- Final examination: Written examination (Structured Essay Questions (SEQ)- Short Answer Questions (SAQ)- Single Best Answer (SBA), Practical exam (OSPE)

If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it

If there were any change in the methods planned for student assessment indicate the change(s) and the reasons for them.

(None)

Explain if there were any unusual events or circumstances that might have affected the grade distribution.

(None)

5- Examination committee:

Head: prof. dr. Abeer Azmy

Members: prof dr. Shereen El Arabi

Prof dr. Amal El Shall

Role of external examiner: (NA)

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: NO
- Adequate to some extent: **YES**
- Inadequate: NO

List any inadequacies:

Shortage of data show and computers in some teaching rooms.
Over crowdedness of the teaching rooms (small to student numbers)

7- Administrative constraints

List any difficulties encountered: None

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication (√)

2. Written comments (Student reflection in portfolios)

- Challenges they faced from all groups collectively.

1. Some students experienced language barriers that affected their learning process.
2. Some students encountered challenges in adapting to the educational process due to their late enrolment in the academic year.

Some students expressed concerns about having the final examination at the end of the academic year and suggested scheduling assessments at the end of each semester to achieve a more balanced distribution of the assessment workload.

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication

2. Written comments

3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Repeated technical problems with computers and data show	Regular reporting of problems and follow up

9- Action plan for academic year 2023/2024

Actions required	Completion date	Person responsible
Evaluate the feasibility of conducting the final exam at the end of the semester instead of at the end of the year	**By the academic year 2024-2025**	**Dean of Faculty, Vice Dean and Curriculum Committee**
Provide a group for non-Arabic speakers	**By the academic year 2024-2025**	**By the academic ye 2024-2025**

Name	Signature	Heads of the shared departments	Signature

Semester coordinator: dr abeer azmy signature

Date: 17/4/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Professional Practice I (Professionalism)**
- Module Code: **Professionalism Course MED-105**
- Year: 2023-2024
- Semester: S1
- Credit hours: **3 h**
- Module contact hours: **50**
- Module Coordinator: Dr Azza Soliman
- Date of course report approval: **17/4/2024**

Name of Module management team	Department	Task	Contact number
Dr Azza Soliman	Public Health	E-learning coordination	01067702147
Dr Elham Elshwadfy	Forensic Medicine	Course document coordination	01149996303
Dr Elham Elshwadfy	Forensic Medicine	Course timetable &halls distribution preparation	01149996303
Dr Heba Magdy Dr Raghda Ali	Public Health	Students' assessment coordination	01003602171 01285622924

B- Statistical Information

- No. of students attending the module: 2298 , Percent: 100%
- No. of students completing the module: 2298, Percent:100%
- No. of students attending exam: 1631 , percent: 71%

- **Results:**
  - No. of Passed students: 1216, Percent: 74.6%
  - No. of Failed students 415, Percent: 25.4%
- **Grading of successful students:**
  - Excellent: No:263, Percent: 21.6%
  - Very Good: No: 360, Percent: 29.6%
  - Good;NO; 224, percent :18.4%
  - acceptable ;NO, 369 , Percent: 30.3%

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
2nd	Online Recorded Self Directed Learning Face to face Lectures Spectrum and determinants of health SGS Self Directed Learning
3rd	Online Recorded Team dynamic Face to face Lectures Culture , beliefs and values and their effect onhealth SGS Team Dynamics
8th	Online Face to face Lectures Performance indicators
11th	Online Face to face Lectures Time Management SGS Time Management
12th	Online Face to face Lectures Leadership SGS Leadership

2- Topics taught as a percentage of content specified: (100%).

3- Teaching and learning methods:

	Methods	Advantages
	On line Recorded	-Allows teaching to large groups at the same time - More Convenient: students can watch them at any suitable time - Clarity of the presentation to all students
	Lectures	Allows teaching to large groups at the same time
	SGS	Allow interaction between the staff members and students in focused groups

4- Student assessment:

A. Formative assessment

Formative assessment was implemented throughout the module during small group sessions (SGS) through the use of multiple-choice questions (MCQs), case scenario discussions, and interactive questions to assess students' understanding and provide immediate feedback. Sessions went well with active participation of students.

B. Summative assessment

What were the methods and tools?

During the module:

mid module examination in the form of quiz.

Final module exam:

Written examination: - Single Best Answer (SBA).

- **If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it.** (None)
- **If there were any change in the methods planned for student assessment, indicate the change(s) and the reasons for them.**

- **Explain if any unusual events or circumstances might have affected the grade distribution.** (None)

5- Examination committee:

Head: Prof. Eman Abdelrady Elkhishin

Members: Prof. Mona Mostafa

Role of external examiner: NA

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: no
- Adequate to some extent: Yes
- Inadequate: no

List any inadequacies:

-Shortage of data show and computers in some teaching rooms.

-Over crowdedness of the teaching rooms (small to student numbers)

7- Administrative constraints

List any difficulties encountered: (none)

8- Student evaluation of the module:

Done by (select the used method):

1. **Verbal communication** (√)
2. **Written comments** (√)

3. Surveys (√)

Challenges listed by students from different groups:

1. Some students experienced language barriers that affected their learning process.
2. Some students encountered challenges in adapting to the educational process

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication (√)

2. Written comments
3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Repeated technical problems with computers and data show	Regular reporting of problems and follow-up

9- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning computers and data shows	**2024/2025**	**Faculty members and assistants**

Name	Signature	Heads of the shared departments	Signature
Dr Elham Elshwadfy			
Dr Heba magdy			
Dr Raghda Ali			
Dr Azza Soliman			

Semester coordinator: abeer azmy signature :

Date: 17/4/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Professional practice II**
- Module Code: **MED 108**
- Year: 2023-2024
- Semester: **S2**
- Credit hours: **3 (total)**
- Module contact hours**: 50**
- Module Coordinator: **Dr. Mohammad Helal Ragheb**
- Date of course report approval: **21/8/2024**

Name	Department	Task
Dr. Asmaa Mohammad Galal El-din	Anaesthesiology	**Student assessment coordination**
Dr. Rania Ahmed Kamel	Anaesthesiology	**Students' attendance sheets preparation**
Dr. Mohammad Helal Ragheb	Internal Medicine	**E-learning coordination**
Dr. Michael Edwar Farag	Internal Medicine	**Course document coordination**

B- Statistical Information

- No. of students attending the module: 2352 , Percent: 100%
- No. of students completing the module: 2352, Percent: 100%
- No. of students attending exam: 2177 , percent: 92.6%

- **Results:**
  - No. of Passed students: 1958, Percent: 90%
  - No. of Failed students 219, Percent: 10%
- **Grading of successful students:**
  - Excellent: No:1083, Percent: 55.3%
  - Very Good: No: 499, Percent: 25.5%
  - Good;NO; 232, percent :11.9%
  - acceptable ;NO, 144 , Percent: 7.3%

C- Professional Information

1- Module teaching

Study Week	Topics taught	No. of hours
Week 1	**SGS : History taking in adult patient**	**2hour**
Week 2	**Lecture: Measuring pulse rate, respiratory rate, and blood pressure** **SGS: Measuring pulse rate, respiratory rate, and blood pressure**	**2hour** **2hour**
Week 3 , 4	**Lecture: Injections (I.M, S.C, I.D)** **Skill lab: Injections (I.M, S.C, I.D)**	**2hour** **2hour**
Week 5 , 6	**Lecture: Airways management & Choking** **Skill lab: Airways management & Chocking**	**2hour** **2hour**
Week 7 , 8, 9	**Lecture: Basic Life Support and Automated External Defibrillation** **Skill lab: Basic Life Support and Automated External Defibrillation**	**2hour** **2hour**
Week 11	**SGS : Safe handling and transfer of patients**	**2hour**

2- Topics taught as a percentage of content specified: 100

3- Teaching and learning methods:

	Methods	Advantages
1.	Small group sessions	-Immediate face to face feedback from students
2.	Clinical sessions (Skill lab)	-Hands teaching of clinical skills
3.	Lectures (face to face)	-Allows teaching to large groups at the same time

4- Student assessment:

A. Formative assessment

Formative assessment was implemented throughout the module during small group sessions (SGS) through the use of multiple-choice questions (MCQs), case scenario discussions, and interactive questions to assess students' understanding and provide immediate feedback. Sessions went well with active participation of students.

B. Summative assessment

What were the methods and tools?

- **During the module:**

  Assignment

- **At the end of the module**

  Mid module quiz

- **Final module exam**

  Multiple choice questions (MCQ)

- **If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it.** (None)
- **If there were any change in the methods planned for student assessment, indicate the change(s) and the reasons for them.**

- **Explain if any unusual events or circumstances might have affected the grade distribution.** (None)

5- Examination committee:

Head: Prof: Hala Abd Alsadek al-Attar

Members: Prof. Gehan saeed abdo

Role of external examiner: NA

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: **No.**
- Adequate to some extent: **Yes.**
- Inadequate : **No**

List any inadequacies:

Problems with quality / function of data-show in some teaching rooms.

7- Administrative constraints

List any difficulties encountered: None.

8- Student evaluation of the module:

Done by (select the used method):

1. Verbal communication (√)

2. Written comments (√)

3. Surveys (√)

List any criticism	Response of MMT

Students complained of need to change teaching room	-E-Learning coordinator immediately communicated /reported the complaint to module coordinator
Students complained of unclear/ faulty data show	-Each MMT communicated/reported the complaint to module coordinator -Staff members were instructed to bring their own laptops and cables for data show -Change the halls sometimes

Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. Verbal communication **(√)**
2. Written comments
3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Faculty complained of absent sphygmomanometers in some groups	Each MMT communicated/reported the complaint to module coordinator, who contact the students to confirm on the presence of the required equipment

9- Action plan for academic year 2024/2025y

Actions required	Completion date	Person responsible
Provide the teaching rooms with adequate and functioning data shows and equipment.	By the academic year 2024-2025	Faculty members and assistants
Provide suitably large teaching rooms to accommodate students with more convenience	By the academic year 2024-2025	Faculty members and assistants

Name	Head of Responsible Department:	Signature
	Dr /Hala EL Attar	

Semester coordinator **signature:**

Date : 21/8/2024

Faculty of Medicine
Zagazig University

MODULE REPORT

A- Basic Information

- Module Title: **Basic Structure & Function**
- Module Code: **MD_103**
- Year: 1ST YEAR, **2023-2024**
- Semester: **S1**
- Credit points: **12**
- Module contact hours: **168**
- Module Coordinator: **Dr. Samar Ramzy Mohamed**
- Date of course report approval: **17/4/2024**

Name of Module management team	Department	Task	Contact number
Dr. Eman Abdel Raouf **-Dr. Nihal Ebrahim**	*Physiology*	**E-learning coordination**	*01006151518,* *eamahmoud@medicine.zu.edu.eg* *01012185409,* *NIAwadallah@medicine.zu.edu.eg*
Dr Samar Ramzy	Histology	**Course document coordination**	01067013760, SRMassoud@medicine.zu.edu.eg
Dr. Hend Sameh **Dr. Mai El-Daly**	*Biochemistry*	**Course timetable &halls distribution preparation**	*01128164815* *HSAbdelaziz@medicine.zu.edu.eg* *01200128658* *mmeldaly@medicine.zu.edu.eg*
-Dr. Reham Helmy **-Dr. Marwa Mohamed**	*Anatomy*	**Students' attendance sheets preparation**	*01146222474* *RHAbdelKarim@medicine.zu.edu.eg* *01092629252* *MMmahmoud@medicine.zu.edu.eg*
Dr. Ghada Al Sammak	*Histology*	**Students' assessment coordination**	*01222364470,* *GAAbdullah@medicine.zu.edu.eg*

B- Statistical Information

- No. of students completing the module: 1751,
- No. of students attending exam: 1542,

- **Results:**

No. of Passed students: 928, Percent: 60.18%
No. of Failed students 614, Percent: 39.8%

- **Grading of successful students:**

Excellent: No: 383, Percent: 41.2%
Very Good: No: 195, Percent: 21%
Good; NO: 193, percent: 20.7%
Acceptable; NO:174, Percent: 18.7%

- **Comment:**
  The success rate was 60.18%. This relatively low rate may be attributed to students' language difficulties, as well as the fact that this was their first module, which may have affected their ability to adapt to the new learning environment, teaching methods, and assessment system.

C- Professional Information

1- Module teaching

Study Week	Topics actually taught
1st week	Face to face √ **Lectures:** - Classification of bones and terms of movement - Haemostasis and feedback mechanism - Carbohydrates chemistry: Monosaccharides - Carbohydrates chemistry: Disaccharides - Introduction of cell membrane - Membranous organelles - Carbohydrate chemistry: Polysaccharides - Transport across cell membrane **Practical:** - Features of UL. bones 1 - Specimen collection - Color reaction of Carbohydrates - Introduction to histology - Membranous organelles - Homeostasis and feedback, Function of cell membrane
2nd week	Face to face √ **Lectures:** - Lipid chemistry: Simple lipids - Non-membranous organelles - Nucleus - Transport across cell membrane - Lipid chemistry: Compound lipids - Lipid chemistry: Derived lipids - Body fluids **Practical:** - Features of UL. bones 2 - Colour reaction of Carbohydrate - Non-membranous organelles - Nucleus &Karyotype - Colour reaction of Protein - fat soluble vitamins - Transport across cell membrane
	Face to face √ **Lectures:** - Mitosis

3rd week	- Meiosis and anomalies - General organization of autonomic nervous system - Protein chemistry: Aminoacids - Protein chemistry: Types of protein - Autonomic ganglion - Function of sympathetic nervous system **Practical:** - Features of L.L. bones 1 - Color reaction of protein - Features of L.L. bones 2 - Separation techniques of protein - Difference between meiosis and mitosis - Protein conformation - Water soluble vitamins
4th week	**Face to face √** **Lectures:** - Cholinergic receptor and acetylcholine - Nucleic acid chemistry: types & importance of nucleic acids - DNA Replication - Characters and types of epithelium - Adrenergic receptor, Higher center and autonomic tone - Epithelial polarity - DNA damage & Repair **Practical:** - PCR method & applications - General features of skull and mandible - Characters and types of epithelium: - Autonomic receptors - Role of folate & B12 in hematopoiesis **TBL: √**
5th week	**Face to face√** **Lectures:** - Connective tissue structure part I - Connective tissue structure part II - Functions of blood and plasma proteins - RBC's function and erythropoiesis - WBC'S & Platelets function - Anemia - RNA Synthesis - Protein synthesis **Practical:** - HB Types, Hb Content, Hematocrit, RBCs count, - Techniques of molecular biology - Connective tissue cells - Osmotic fragility and indices - Vitamins deficiency - Connective tissue types

	- Mutation
6th week	**Face to faceV** **Lectures:** - RBCs and Neutrophils - Regulation of gene expression - WBCs and platelets - Hematopoiesis - Structure & specificity of enzymes - Hemostasis - Regulation of enzyme activity - Fibrinolytic system **Practical:** - Blood groups + Rh - Clinical enzymology - General features of vertebral column - Bleeding &coagulation time and ESR - Blood film and bone marrow - Bleeding &coagulation time and ESR - Blood transfusion, Hemostatic disorders

2- Topics taught as a percentage of content specified: (100%)

3- Teaching and learning methods:

Methods	Advantages
Lectures (F2F)	Efficient delivery of knowledge to large groups.
Small Group Sessions (SGS)	Promote active learning and interaction.
Practical Sessions	Develop students' practical, observational, identification, and Practical skills through hands-on learning and direct practice.
Team-Based Learning (TBL)	Enhance teamwork, collaboration, communication, problem-solving, and application of knowledge through team-based activities.
Flipped Classroom	Promote active and student-centred learning by allowing students to review learning materials before the session and use classroom time for discussion, problem-solving, case analysis, and application of knowledge.
Portfolio	Promote reflection, self-directed learning, continuous monitoring of progress, and documentation of students' learning and achievements.

4- Student assessment:

A. Formative assessment

- Formative assessment was implemented throughout the module during lectures and small group sessions (SGS) through the use of multiple-choice questions (MCQs), case scenario discussions, and interactive questions to assess students' understanding and provide immediate feedback.
- In addition, formative assessment was incorporated into the flipped classroom sessions through interactive activities and questions designed to assess students' understanding and application of the presented content.
- Practical formative assessment was also conducted to enhance students' hands-on skills, using anatomical maquettes, bones, and anatomical specimens in Anatomy, as well as histological slides examined under microscopes in Histology.
- Regular formative assessments were also administered electronically every two weeks through Microsoft Forms, consisting mainly of multiple-choice questions. The results were used to monitor students' progress and identify areas requiring further support. The formative assessment activities and students' performance were documented in the students' portfolios as evidence of continuous assessment and follow-up.

B. Summative assessment

What were the methods and tools?

During the module:

- Team-based learning (TBL): Single Best Answer (SBA), Modified essay Questions (MEQ).
- Assignments
- Student portfolio

Final module exam

- End module examination in the form of Single Best Answer (SBA).
- Final examination: Written examination (Structured Essay Questions (SEQ)- Short Answer Questions (SAQ)- Single Best Answer (SBA), Practical exam (OSPE)

- **If there were any change in the schedule of assessment tasks and/or assignments; please indicate the change the reasons for it.** (None)
- **If there were any change in the methods planned for student assessment, indicate the change(s) and the reasons for them.**

- **Explain if any unusual events or circumstances might have affected the grade distribution.** (None)

5- Examination committee:

Head: prof. dr. Abeer Azmy
Members: prof dr. Shereen El Arabi
Prof dr. Amal El Shall
Role of external examiner: (NA)

6- Facilities and teaching materials: (Please tell yes or no)

- Totally adequate: **NO**
- Adequate to some extent: **YES**
- Inadequate: **NO**

List any inadequacies:

Shortage of data show and computers in some teaching rooms.

7- Administrative constraints

List any difficulties encountered: (None)

8- Student evaluation of the module:

Done by (select the used method):

1. **Verbal communication** (√)
2. **Written comments** (√)
3. **Surveys (**√)

Challenges listed by students from different groups:

1. Some students experienced language barriers that affected their learning process.
2. Some students encountered challenges in adapting to the educational process due to their late enrolment in the academic year.
3. Some students expressed concerns about having the final examination at the end of the academic year and suggested scheduling assessments at the end of each semester to achieve a more balanced distribution of the assessment workload.

▪ Faculty members and assistants' evaluation of the module

Done by (select the used method):

1. **Verbal communication** (√)
2. Written comments
3. Surveys (Attach the survey responses)

List any criticism	Response of MMT
Repeated technical problems with computers and data show	Regular reporting of problems and follow-up

9- Action plan for academic year 2024/2025

Actions required	Completion date	Person responsible
Evaluate the feasibility of conducting the final exam at the end of the semester instead of at the end of the year	**By the academic year 2024-2025**	**Dean of Faculty, Vice Dean and Curriculum Committee**
Provide a group for non-Arabic speakers	**By the academic year 2024-2025**	**By the academic year 2024-2025**

Name	Head of Responsible Department:	Signature
	Prof dr Abeer Azmy	

Semester coordinator: prof. dr Abeer Azmy
Signature
Date: 17/4/2024