Overall Teaching Methods in the Curriculum

Dear students; a lot of teaching methods (instructional strategies) are available. The choice of the method is the responsibility of the staff members in relation to the content and student level. The style of implementing certain teaching methods depends totally on the staff members. Each learner is unique in how he learns. Some are very visual learners, while others remember better what they have heard. Regardless of that, most of us only remember what we use. If there were difficulties with the student learning or the students complains that they are not understanding, the used teaching style may be not suitable for them and it is the responsibility of the staff members to change both the method and style to coup with the student needs.

I- Lectures: The core knowledge is given in the traditional lectures.

a- Brain storming in the initial 5 minutes with a related story

b- Interactive teaching using computer projection using multimedia as PowerPoint presentations of text diagrams animations and photos or video demonstration In part of the lecture. (*The use of multiple senses increases remembering.*)

c- Didactic teaching in certain points with some explanations

d- Problem solving approach with quiz or questions to be thought about and solved later and presented for corrections with comment and on model answers.

II- Tutorials: This is to discuss complementary topics

a-   Focused discussion: A scenario prepared by some students with the tutor and other students sharing in an interactive dialogue and finished by comments from the tutor.

b-   Team-Based Learning: The staff puts plan of discussion and lead the different small groups focusing on different point. (The class is divided into a number of student teams and assignments are given and discussed.

c-   The tutorial besides the teaching will increase the Student Viva Voce skills.

III- Practical skills and attitudes: They are being taught in the skill or simulation lab. The used teaching methods include:

a-   Concept framing: start by providing orientation and a framework for performing that skill

b-   Role-Play: It is used for building clinical skills in small group setting. It can be based on a real case presented to the group in a video or CD.

c-   Demonstrations to all the group on a model or with multimedia tools and ask one student teach another (Pear teaching).

d-   Demonstration of skills to a small group on a model

e-   Hands on practice with observation

f-   Application of selected tasks

IV- Clinical round methods: In the hospital setting and in the Ward with inpatient rounds .The used teaching methods include:

a- Morning meeting attendance to know all the cases rapidly and gain communication skills and how to present.

b- Ward to see Patient with either history taking and / or physical examinations.

c- Case presentations (complex, interesting cases) Traditionally, the attending staff points out some aspects of the case, asks the group to generate a differential diagnosis for the case and then the group narrows down the differential and decides how to make the diagnosis or manage the patient.

d- *Topic discussion: Divide the topic up and ask each member of the team to present one aspect or a role to play.*

V- Further Independent methods will be used as a part of continuous student assessment, in the form of research making and presentation to be put in the student file. The student will attend computer lab once to search for the topic.

VI- Student engagement by taking student opinion about their satisfaction in a daily format and a monthly survey will be taken to evaluate effectiveness of all educational areas of all lecturers.