

Topic Distribution

Block- 6 (Advanced Medical Education)

Prof. Dr. Laila Anjuman Banu		
Topic	Type of session and exam	Specific learning objective
Assessment (OSPE)	P/A	Prepare a good illustration-based question for an OSPE or a written examination using a given illustration.
	P/A	Prepare an OSPE question station on a given topic together with a marking / grading checklist (emphasizing practically-oriented knowledge, rather than theoretical knowledge).
	P/A	Prepare a good problem-based question from a given set of information on a clinical condition or practical situation.
	W/P	Prepare a good problem-based question from a given set of information on a clinical condition or practical situation.
Instructional material design (Journal club)	A	Give a good journal club presentation on a medical education topic (following updated guidelines for presentation).
	A	Give a good seminar presentation on a medical education topic (following updated guidelines for presentation).
	A	Evaluate a seminar / journal club presentation judging its specific strengths and weaknesses properly (using a proper understanding of what makes a good seminar / journal club presentation).

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Prof. Dr. Nahid Farhana Amin		
Topic	Type of session and exam	Specific learning objective
Assessment (Oral-practical card)	P/A	Complete a given oral-practical card format (of any MS / MPhil Anatomy paper or of an Anatomy paper of any clinical discipline) appropriately for making it ready for an exam(s).
	P	Prepare a good MCQ of a given format (single best answer / multiple true-false / multiple true-false completion / matching / extended matching / assertion and reason etc.) from a given piece of text.
Teaching and evaluation (Model demonstration)	P	Demonstrate the parts of a given specimen, model, skeletal part or figure to an audience (or to the examiners)

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Dr. Latifa Nishat		
Topic	Type of session and exam	Specific learning objective
Assessment (Principle of assessment)	W/P	Identify the strengths and weaknesses of mentioned aspects of a given question as an assessment instrument (following appropriate assessment principles).
	W/P	Modify a given question to improve its validity / reliability / objectivity / feasibility.
	W/P	Identify the level of cognitive domain addressed in a given question.
	W/P	Convert a given question assessing a lower level of cognitive domain to that assessing a higher (mentioned) level of cognitive domain.
	P	Identify possible questions and their answers that are hidden in a given paragraph
	W/P	Allot appropriate marks / time (with the breakdown) to a given question and justify the allotment.
	A	Identify the right and wrong choices of action verbs in given questions supposed to assess given aspects of learning and given level of cognitive domain.
	W/P	Prepare a good SAQ / MCQ question to go with a given clinical / practical scenario to make a good problem-based item.
(Moderation)	A	Moderate given questions for making a question paper following specific Moderation guidelines.

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Dr. Shafinaz Gazi		
Topic	Type of session and exam	Specific learning objective
Teaching and evaluation (Illustration) (Key words)	P	Select an appropriate illustration from several options for teaching a given topic using a given instructional method (lecture / tutorial / practical), and justify the selection.
	P	Identify the form of a given illustration, mention its specific utility in teaching/learning and judge its essentiality in learning as 'best tool for a particular purpose' / 'complementary to another tool' / 'to be substituted by another tool'.
	P	Identify the 'key words' in a given piece of textual material for preparing a lesson plan.
Instructional material design (Illustration)	A-C	Convert a realistic / semirealistic diagram into a schematic diagram.
	A-C	Create a good schematic diagram on a given topic on a paper or on a chalk board / white board and justify the design.

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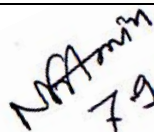
Dr. Sharmin Akter Sumi		
Topic	Type of session and exam	Specific learning objective
Instructional material design (Flow chart) (Poster)	P-C	Draw a good flow chart based on a given descriptive text on a paper or on a chalk board / white board, and justify the design.
	A-C	Design and organize the printing of a synthetic poster / chart / banner on an anatomical topic.
Assessment (SAQ)	P	Prepare a good SAQ asking for a several-line answer on a given topic addressing a given level of cognitive domain, along with the marks breakdown and answer-checklist (following appropriate question-setting guidelines).
	W/P	Prepare a good fill-in-the gap type SAQ on a given topic addressing a given level of cognitive domain along with the answer.

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Dr. Md. Mohiuddin Masum		
Topic	Type of session and exam	Specific learning objective
Instructional material design (Scan) (Print) (Online browse) (MS Word) (Image editing)	P-C	Scan a given illustration into a computer choosing proper resolution and other options and save it.
	P-C	Scan an illustration from a book, do the essential editing in the computer (in black white and in colour) and make a good computer print usable in a small group session.
	P-C	Take a good-quality black and white / colour printout of an illustration produce in a computer. (using proper understanding of options in the printer)
	P-S	Browse the online sources quickly for a mentioned image, select an appropriate one and save it. (keeping sequential record of the browsing).
		Browse the online sources quickly for a mentioned reading material, select an appropriate one and save it as an MS Word file (keeping sequential record of the browsing).
	A-C	Type a given piece of English text in MS Word using proper understanding of type size, font, alignment, spacing and colour and page set-up.
	P-C	Create an illustration-sheet in MS Word for lamination from a given scanned or downloaded figure (using proper understanding of size, colour contrast, composition and other design principles).
	P-C	Edit a scanned / downloaded / created illustration using an editing software to produce a good-quality computer-generated printable illustration.
	P-C	Crop' (delete) specific parts of a given text to make them short as suitable for a multimedia slide (using or not using bullets).
	P-C	Prepare an illustration for an OSPE question station by erasing particular labels and adding symbols (A, B, C etc.) to denote them.


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Dr. Najnin Akhter		
Topic	Type of session and exam	Specific learning objective
Teaching and evaluation (Teaching methodology) (Principal-Information)	W	Select an appropriate learning method (large group session / small group session- theoretical or practical) for achieving a given learning objective, and justify the selection.
	W/P	Identify a topic as appropriate for a given learning method (large group session / small group session- theoretical or practical) from a given collection of topics.
	A	Select / mention specific actions for making a given hypothetical large group session more interactive.
	A	Select /prepare appropriate questions to be asked during a given hypothetical learning session to assess the progress of learning.
	A	Properly facilitate a large group learning session on a given topic for undergraduate / postgraduate students (following updated Medical Education guidelines).
	A	Properly facilitate a small group learning session on a given topic for undergraduate / postgraduate student (following updated Medical Education guidelines).
	A	Evaluate a learning session judging its specific strengths and weaknesses properly (using a proper understanding of what makes a good large group / small group session).
	W/P	Identify a 'principle'-oriented and an 'information' oriented text from a given text material, and explain their relative importance in learning and teaching.
	W/P	Construct one 'principle'-oriented sentence that would represent two or more given 'information'-oriented sentences.
	W/P	Construct two or more 'information'-oriented sentences as examples of one gives 'principle'-oriented sentence.
(Lesson plan)	A	Prepare a good lesson plan on a given topic for a given method of teaching (lecture / tutorial / practical), specifically emphasizing the details of how the session will progress.
	P	Identify the strengths and weaknesses of a given lesson plan.

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Dr. Md. Zamilur Rahman		
Topic	Type of session and exam	Specific learning objective
Curriculum	A	Identify specific parts of some curricula as examples of good and bad curriculum design and explain the reasons (using a proper understanding of curriculum design).
	W/P	Identify an inappropriately written learning objective from a given set of objectives (using a proper understanding of how to formulate learning objectives) that is <i>supposed</i> to serve a given purpose of a course / lesson.
	A	Identify the specific parts (act, content, condition and criteria) of a given learning objective.
	A	Select / Write a knowledge-based, skill-based or attitude-based (as applicable) objective for a given topic.
	A	Select / Write appropriate learning objectives (with proper action verbs regarding a knowledge, a skill or an attitude) to match the purpose of a hypothetical learning session.
	A	Identify the objectives regarding a given topic that can be achieved by the students through self-learning and, thus, do not require 'teaching'.
	A	Identify right and wrong choices of action verbs in given learning objectives that are supposed to serve a given purpose of a hypothetical lesson.

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Guest teacher (Prof. Dr. Khondker Manzare Shamim)		
Topic	Type of session and exam	Specific learning objective
Instructional material design (Tools) (Flip chart) (Chalkboard)	W/P	Evaluate / judge the importance of the use of a given instruction tool over another for a given topic and a given instructional method and justify the judgement. The instruction tool may be one of the following: living body, dissected cadaver, prosected specimen, diagnostic image, viscus, model, microscope slide, virtual microscopic image, illustration (photograph, realistic & semirealistic drawings, photomicrograph, electron micrograph, schematic diagram or any other type of illustration), multimedia slide (static or animated), video, software (non-interactive or interactive) etc.
	A	Demonstrate the proper use of a flip chart in facilitating a small group learning session.
	A	Demonstrate the proper use of a chalkboard / white board in facilitating a large / small group learning session.
Instructional material design (PPT)	P	Create a good static multimedia slide from a given piece of text together with a given illustration (following the principles of good multimedia slide-making).
	P	Evaluate the quality a given static multimedia slide judging its strengths and weaknesses (following updated multimedia design principles).
	P	Create a good animated multimedia slide from a given piece of text together with a given illustration using the principles of good slide-making (following updated multimedia design principles).
	P	Evaluate the quality of a given animated multimedia slide judging its strengths and weakness (following updated multimedia design principles).
Assessment (EQ)	A	Prepare good essay questions (carrying 10 marks and 25 marks) on a given topic addressing a higher level of cognitive domain ('analysis' / 'synthesis' for the 10-mark question, and 'synthesis / evaluation / and 'creation' for the 25-mark question) and provide the marks break down as well as a brief assessment checklist. The questions should be able to assess depth of knowledge critical thinking ability and writing skill.
(SEQ)	A	Convert a given essay question to a structured essay question.

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