UNIVERSITY OF SHARJAH

MEC-UOS@sharjah.ac.ae

# Medical Education Center

# Gazette

Volume 3    | Issue 2   | June 2022

## Inside this issue

M25 – Main Building
Medical & Health Campus
University of Sharjah

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# Welcome by Editorial Team

Dear Reader,

Hybrid/HyFlex combines the terms "hybrid" and "flexible." The objective is to accomplish desired learning outcomes, hybrid/HyFlex learning mixes face-to-face (synchronous) and online (synchronous and asynchronous) learning activities. The Health Profession Education (HPE) gazette editorial team would like to welcome you to this issue, that primarily focusses on Hybrid/HyFlex teaching & learning approaches, this is an important part of the University of Sharjah (UOS) Education and Business Continuity Plan for Fall 2021/2022 , which has been issued by the Office of the Chancellor. This issue begins with a short introduction of the HyFlex learning model, followed by experiences of faculty and students with its use, also the eight tips for Using Smart Screens in Hybrid/HyFlex Teaching and Learning are introduced in this issue. Lastly, this issue highlights the Medical Education Center's (MEC's) activities throughout the academic year 2021-2022.

## The Editorial Team

- Dr. Mohamed Hassan Taha
- Dr. Sara Shorbagi
- Dr. Veena Raigangar
- Dr. Kalyana Reddy
- Ms. Sara Ahmed Al Ali

# Hybrid/HyFlex Model: College of Medicine

In June 2021, the Office of the Chancellor has announced University of Sharjah (UOS) Education and Business Continuity plan for Fall 21/22[1]. In commitment with the Ministry of Education directives in operating educational facilities, the health precautions set by the Ministry of Health considering the spread of the COVID-19 pandemic, and the feedback from faculty, students, and staff, the academic committee has proposed a Hybrid/HyFlex Model for teaching and learning as being the most suitable. Adoption of this model has allowed courses to be delivered both face-to-face and online through blended learning [2].

At the College of Medicine (COM), the Problem Based Learning (PBL) and clinical skills sessions for years one to three have been delivered on campus while the resource sessions have been delivered using Hybrid/HyFlex model.

The concept of hybrid learning may be intuitively apparent and simple, yet the practical application is more complex. Evidence suggests that while synchronous hybrid learning creates a more flexible, engaging learning environment compared to fully online or fully on-site instruction, this learning model has several challenges which are both pedagogical and technological in nature [3]. Besides developing curriculums and pedagogies, new classroom designs should emerge that will provide a safe blended learning environments and bring about the best outcomes. In order to capture the experience of faculty and students with the new paradigm of teaching and learning at the COM, we conducted interviews with them. Their comments have been added to the coming sections.

References

1. Office of the Chancellor U of S. Circular No. (73) of Academic Year 2021/2022 [Internet]. 2021. Available from:
https://www.sharjah.ac.ae/en/COVID19/Documents/Students/Chancellor_Circular.pdf

2. Academic Central Committee, University of Sharjah. Education and Business Continuity Plan Fall 2021/2022 Back to Campus with Hybrid/HyFlexLearning [Internet]. 2021. Available from:
https://www.sharjah.ac.ae/en/COVID19/Documents/Students/UoS_P-lan_for_the_Continuity_of_Business_Education_in_the_Fall_2021-2022.pdf

3.Raes A, Detienne L, Windey I, Depaepe F. A systematic literature review on synchronous hybrid learning: gaps identified. Learn Environ Res [Internet]. 2020;23(3):269–90. Available from:
https://doi.org/10.1007/s10984-019-09303-z

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At the College of Medicine (COM), the Problem Based Learning (PBL) and clinical skills sessions for years one to three have been delivered on campus while the resource sessions have been delivered using Hybrid/HyFlex model.
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Prepared by
**Dr. Sarra Shorbagi,**
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# Faculty Experience with the Hybrid/HyFlex Model

Dr Mohamed Ahmed Awad Saleh, Associate professor in Pharmacology at the College of Medicine (COM) joined the college in 2019 just before the COVID-19 pandemic. He described his experience of teaching and learning using Hybrid/HyFlex model as a 'good flexible method' especially when students cannot attend the face-to-face session for one reason or the other. Dr Mohamed believes that this model of teaching and learning should continue in the future. He has stated some challenges with Hybrid/HyFlex teaching. One of these is keeping track of students' attendance and ensuring their participation during the session. Another challenge is internet connectivity, despite the fact that campus Wi-Fi has substantially improved over the last two years.

Student engagement is a prerequisite for successful learning. Due to the tremendous change in the use of information and communication technologies, the nature of this engagement had to adapt to fit a Hybrid/HyFlex approach of teaching and learning [1]. Dr Mohamed has utilised different methods to enhance students' engagement and learning, at the same time to track their attendance including Kahoot and Poll technology. As he has declared 'I myself use kahoot'.... 'maybe at the middle of my session I have some MCQ's, I like to do it like polling.......so you will see students answer .......at that time in the blackboard you can track [the names] who didn't answer.'

As we look toward for the future, the learning environments will be reinvented to enhance the experiences of Hybrid/HyFlex learning. Dr Mohamed has suggested new architectural design for the future classrooms 'for example .... a circular architecture of the room' where 'instructor in the middle of the room and then surrounded by students that attend on campus and then we have screens.... for the students that are online' 'and I prefer .... all the students should open their camera... 'This way there will be more interaction between the instructor and all students.' Lastly, Dr Mohamed has emphasized the importance of utilising technologies that will enhance the engagement experiences of students in a Hybrid/HyFlex learning environment.

References
1. Johnson E, Morwane R, Dada S, Pretorius G, Lotriet M. Adult Learners' Perspectives on Their Engagement in a Hybrid Learning Postgraduate Programme. J Contin High Educ [Internet]. 2018 May 4;66(2):88–105. Available from: https://-doi.org/10.1080/07377363.2018

Interview with
**Dr Mohamed Ahmed Awad Saleh,**
Associate professor at the College of Medicine
Department of Clinical Sciences
University of Sharjah

# Eight tips for using Smart Screens during Hybrid/HyFlex Teaching and Learning: The Basics

It may sometimes be challenging for new faculty to use Smart Screens during Hybrid/HyFlex teaching and learning. Here are eight tips as a guide. You can follow the steps in the accompanying diagram.
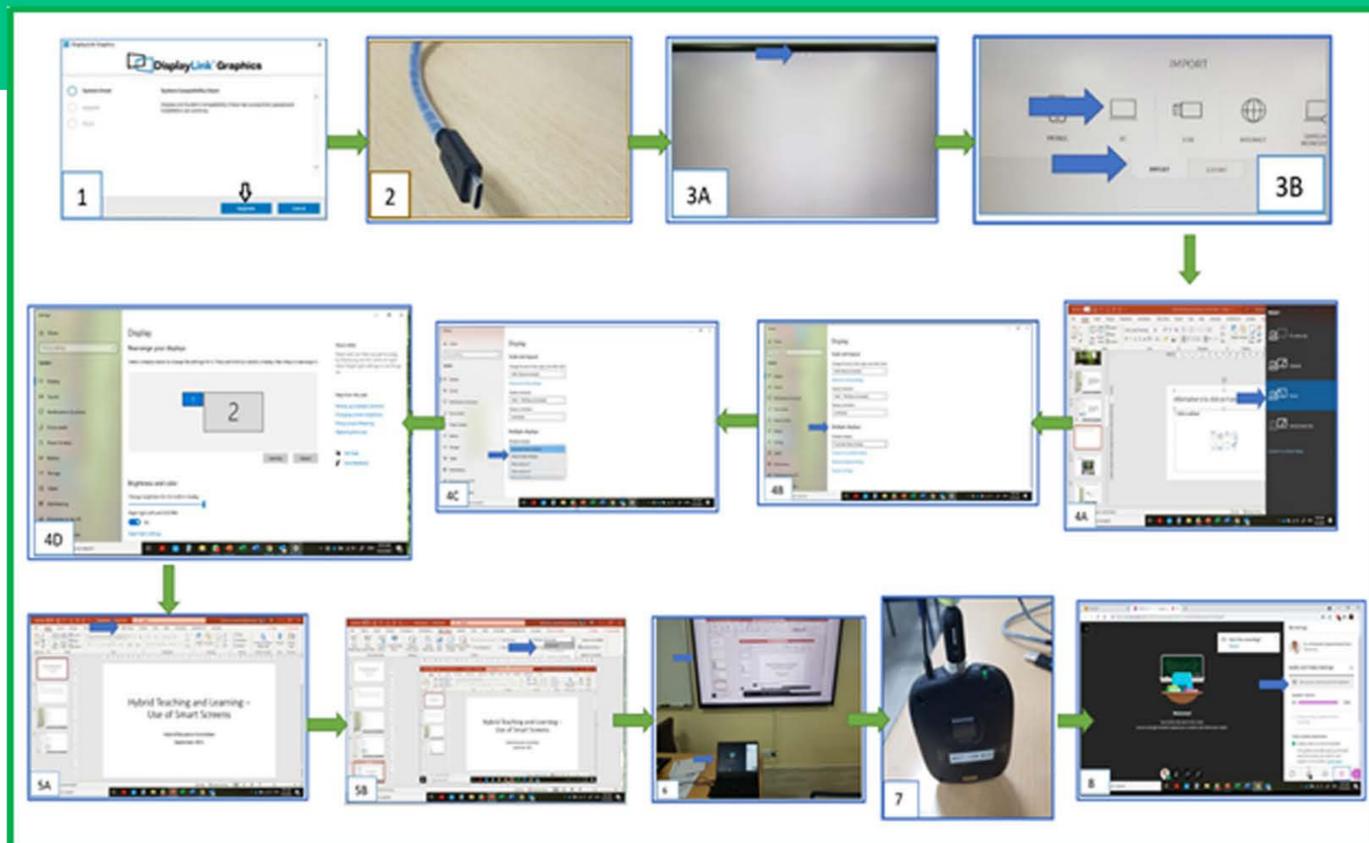


## 1. Getting started

Before getting started, the required software (DisplayLink) needs to be installed on the device (laptop) that is planned for use for Hybrid/HyFlex teaching and learning. Information Technology (IT) support needs to be contacted to install the DisplayLink Graphics driver, which will allow the device to be synchronized with the Smart Screens.

## 2. Connecting device to Smart Screen

The Smart Screen should be powered up and turned on. The USB-C cable found on the desk in the lecture hall should be connected to the device (laptop). The Smart Screen should automatically detect the device, and the desktop would be displayed on the Smart Screen in "duplicate" mode.

## 3. Manually sync the device with the Smart Screen

If the device does not sync automatically with the Smart Screen, this task needs to be completed manually using the following steps:
• Tapping on the tab with down-arrow at the top of the Smart Screen
• Tapping on IMPORT then on PC
• Tapping on HDMI 1
The device's desktop will be reflected on the Smart screen in "Duplicate" mode.

## 4. Extending display

To be able to "share" content (PowerPoint presentation, etc.), while also engaging with students on the web-conferencing tool (e.g. Blackboard Collaborate), it is highly recommended that the display is "extended". This will allow utilization of "two screens" at the same time – the device (laptop) and the Smart Screen. Display can be extended by pressing on the shortcut key on the keyboard (usually F7 or F8 button) and choosing "Extend" from the device. Location of shortcut key may differ depending on device. Alternately, after clicking the right mouse button on the desktop, under "Display settings", in the "Multiple Displays" section, "Extend these displays" may be chosen from the drop-down menu. The device (laptop) and smart screen will now have different desktops displayed. The Smart screen is now an "Extension" of the laptop screen.

# Eight tips for using Smart Screens during Hybrid/HyFlex Teaching and Learning: The Basics



## 5. Setting up PowerPoint to display on Smart Screen

To use a PowerPoint presentation for your session, it is recommended to change the settings to display the Slide Show on the Smart screen using the following steps:
• Opening presentation on Powerpoint
• Clicking on the "Slide Show" tab at the top
• Choosing "Monitor 2 Syncmaster" from the "Monitor" drop-down menu.
Now, when the slide show is started, the presentation will be displayed on the Smart Screen, allowing the device (laptop) to be used freely.

## 6. Sharing "second screen" on Blackboard

The device can be used to connect to Blackboard Collaborate Ultra. Those with moderator and presenter privileges would be able to share their screens.
From the Share application/window tab, it is recommended to choose "share application window", and to share the PowerPoint slideshow itself, which would then appear to participants joining remotely.
Those in the lecture hall will be able to view the PowerPoint Slideshow in the Smart Screens directly.
If screen extension is used, participants will not be able to see what is being displayed on the device itself, but only what is displayed on the Smart Screen.
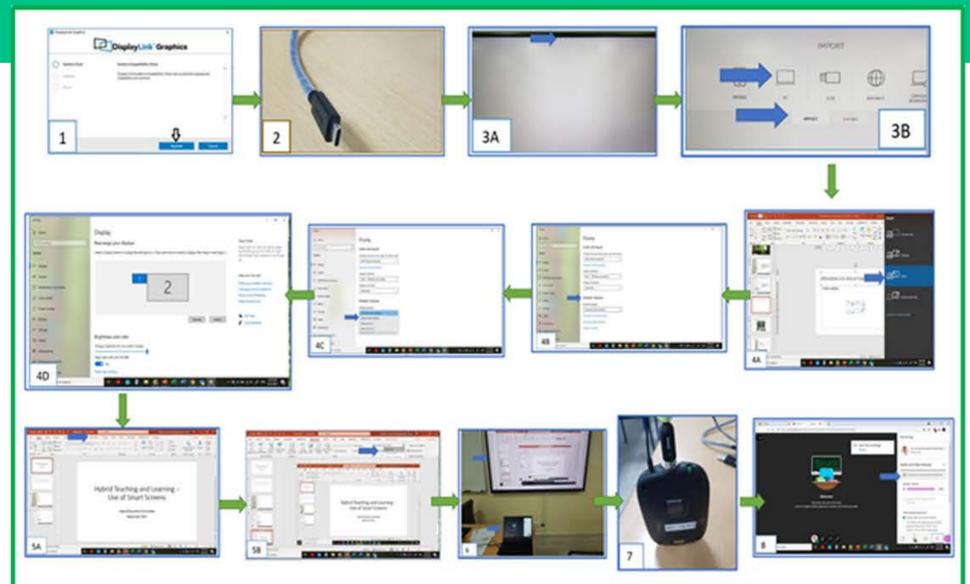
## 7. Connecting the microphone

A SHURE wireless microphone is available for each lecture hall with a Smart Screen, usually located on top of the desk or in the desk drawer. The microphone needs to be switched on which is confirmed by a green LED light on the microphone itself. This is an important step to ensure that participants joining remotely can hear the instructor clearly. If this step is skipped, the device (laptop) microphone will be set by default, which would negatively impact the experience of those connecting remotely.

## 8. Setup audio and video on Blackboard

Setting up of sound and video on Blackboard Collaborate can be done by clicking on "Settings", then on "Setup your camera and microphone". It is essential to ensure that "Shure MVI" is set to default microphone. If sharing of video from device (laptop) camera is desired, then video preview and setup can be done as well.

Prepared by
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Associate professor at the College of Medicine
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# Students Corner: Student's Experience with the Hybrid/HyFlex Model

We have also explored students' perspective and experience with Hybrid/HyFlex learning by interviewing RW a first-year medical student at the University of Sharjah. RW has preferred Hybrid/HyFlex learning over online learning which has been the main learning method during her foundation year. She stated that: 'If we compare the hybrid learning this year to [online] it's a lot better. It's so much more consistent and it's flexible in a good way where it allows each person to choose what's better for them.'

## Advantages and Disadvantages

RW mentioned two advantages of Hybrid/HyFlex learning: one is improvement of students engagement and adaptation as she explained: 'I think with the hybrid learning, some people found that their engagement improved, and I think it's because when people were online, it was a little easier to answer on the chat and I think now that it's hybrid and, they [student] keep changing from online and then coming on campus and then going back online, they started adapting and now they engage better, and they got used to it.' On the other hand, there have been some challenges accompanying the Hybrid/HyFlex teaching revealed by RW: 'The technical aspect of Hybrid, I think it comes with more disadvantages. There are so many problems with it, especially when we do the online exams. So many people don't have stable Internet connections and I think I'm one of them, sometimes the IT support would be overwhelmed with the many calls from other students also having technical issues, so the support might not be available sometimes, and hybrid gives its more flexibility than completely online. If people cannot have Internet connection at home, they can come on campus.' Another challenge with hybrid learning as stated by RW: 'Many students will only rely on being in on campus just because they feel like they would be at a disadvantage if they stay home'.

## Suggestions For Improvement

To enhance students' engagement, RW has proposed some suggestions to improve how the online session is delivered during the hybrid sessions: 'More interaction online, more feedback, to add more points for interaction, maybe put the speaker on. Usually the doctors do not see the students texts on the chart. So if they put it on the screen all the time, not just putting the slides, if they keep the speaker on, I think that would be very great.' She has also suggested some actions to help students prepare for and interact better during the hybrid session such as having a consistent lecture schedule, uploading lecture slides and any supporting learning material earlier before the lecture, and keeping lecture recording available.

RW has commented on the compulsory opening of the camera and students arguing for attendance: 'I think that [opening the camera] should not be compulsory. Many people are not comfortable with it and many people do not have a proper camera. And the interaction will be so much less because people will be distracted all the time. So I think cameras should not be compulsory.'

With regard to attendance R.W added: 'I think the one thing that should be kept in mind is that it's so much better to keep [attendance to either on campus or online] optional. And I think many students agree with this. As I've heard around is when it's optional, it's the people who will complain about being home, will not complain anymore. They come on campus and people who do not prefer being on campus will just stay. So making it optional would be the ideal part'. RW has added: 'Tracking the attendance, I don't think it's applicable anymore because people can just log online and not attend and people on campus are also asked to log in online and sometimes the Internet connection goes. So I think the attendance is should not be tracked and it has to be tracked then just automatically online and not by signing'.

Interview with
R.W. Year One student
University of Sharjah

# 2021-2022

# FACULTY DEVELOPMENT ACTIVITIES

## Enhancing student engagement during remote and Hybrid Learning

Delivered by Dr Ali Shorbagi
Associate Professor in the
Department of Clincal science
College of Medicine
University of Sharjah

Thursday 18-11-2021 (12:00 PM – 2:00 PM)

## Using Rubrics in Blackboard

Delivered by Dr Sameh Soliman
Associate Professor in the
College of Pharmacy
University of Sharjah

Monday 29-11-2021 (12:30 PM – 1:30 PM)

## The Impact Of COVID-19 on Resilience and Professional Well-Being of Healthcare Professionals

Delivered by Professor Salman Yousef Guraya
Vice Dean College of Medicine
University of Sharjah

Tuesday 18-1-2022 (2:00 PM – 3:30 PM)

## 1st Health Professions Education Publications Forum (HPEP Forum) titled: How to Improve Fine Motor Skill Learning in Dentistry

Delivered by Dr Mohamed Yahya
Assistant Professor in
College of Dental Medicine
University of Sharjah

Tuesday 22-2-2022 (3:00 PM – 4:00 PM)

## Systematic review and meta-analysis: What, Why, and How?

Delivered by Dr Moez Allsalam
Associate Professor in the
Department of Clinical Nutrition and Dietetics
College of Medicine
University of Sharjah

Thursday 25-11-2021 (10:00 AM – 12:30 PM)

## Applications of Artificial Intelligence in Healthcare

Delivered by Dr Adel Moufti
Associate Professor in the College of
Dental Medicine
University of Sharjah

Tuesday 7-12-2021 (2:30 – 2:00 PM)

## Social accountability in Health Professions Education (HPE) A direction for achieving HPE excellence

Delivered by Mohamed Hassan Taha,
Acting Director of the Medical Education Center
College of Medicine
University of Sharjah

Tuesday 15-2-2022 (3:00PM – 4:30 PM)

## Sharing Experience Session: Best Practices in Assessment Blueprinting

Delivered by Dr Emad Nosair
Assistant Professor and Chairperson of Student
Assessment Committee
College of Medicine
University of Sharjah

Wednesday 2-3-2022 (4:00 PM-6:00 PM)
Wednesday 9-3-2022 (01:00 PM-03:00 PM)

## Sharing Experience Session: Best Practices in in Post Item Analysis

Delivered by Dr Amal Hussain
Assistant Professor
Department of Family & Community Medicine
and Behavioral sciences
College of Medicine
University of Sharjah

Wednesday 16-3-2022 (04:00 PM-06:00 PM)

## UNIVERSITY OF SHARJAH

**MEDICAL EDUCATION CENTER UNIVERSITY OF SHARJAH**

### Advancing Healthcare Systems with
# INTER-PROFESSIONAL EDUCATION & COLLABORATION
*International Webinar*

Date: 15th March 2022
Time: 2.00 - 4.30 PM UAE time

**For Registration,**
SCAN the QR Code

### SPEAKERS

**Prof. Qutayba Hamid**
Vice Chancellor Medical Colleges.
Dean, College of Medicine,
University of Sharjah UAE

**Prof. Salman Guraya,**
Vice Dean, College of Medicine
Professor of Surgery,
University of Sharjah, UAE

**Prof. Hugh Barr**
President, Centre for the Advancement of
Interprofessional Education (CAIPE)
Emeritus Professor of Interprofessional Education
University of Westminster
Visiting Professor University of Greenwich
St. George's University UK

**Prof. Susanne Lindqvist**
Professor of Interprofessional Practice
Director of the Centre for Interprofessional Practice
Honorary Fellow of CAIPE
Norwich Medical School UK

### WEBINAR SCHEDULE

| Time | Topic | Speaker |
|---|---|---|
| 2:00 – 2:15 | Opening Remarks | Prof. Qutayba Hamid |
| 2:15 – 2:45 | The Interprofessional Phenomenon: Transforming Health Professions' Education | Prof. Hugh Barr |
| 2:45 – 3:05 | Fostering healthcare resilience with interprofessional education and collaboration | Prof. Salman Yousuf Guraya |
| 3:05 – 3:25 | Developing, embedding, and sustaining IPE in curricula | Prof. Susanne Lindqvist |
| 3:25 – 3:45 | Interprofessional learning in practice: challenges and opportunities | Dr. Ann Donohoe |
| 3:45 – 4:05 | Interprofessional education and collaboration in undergraduate teaching | Mr. Eric Clarke |
| 4:05 – 4:30 | - Possibilities and opportunities in UoS medical campus<br>- Student's perspectives<br>- Q&A and Closing Remarks | |

**Webinar outlines**

- Evolving trends in interprofessional education and collaborative
- Mechanisms to facilitate interprofessional practice among healthcare professionals
- Changing attitudes towards collaborative practice
- Interprofessional education and practice for patient-centered systems

**Dr. Ann Donohoe**
Senior Lecturer in Nursing
School of Nursing & Midwifery
Royal College of Surgeons in Ireland Bahrain

**Dr Mohamed Hassan Taha**
Acting Director of Medical Education Centre,
University of Sharjah
**MODERATOR**

**Eric Clarke**
Lecturer in Health Informatics
Dept. of Medical Professionalism
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## UNIVERSITY OF SHARJAH

Medical Education Center
University of Sharjah

**WEBINAR**

# Understanding Infinite Change in Complex Workplace Settings

Day: Tuesday 22 March 2022
Time: 2:00 - 3:00 pm

### Overview

Infinite change in complex workplace settings can be challenging. It often requires many levels of cooperation and may involve different independent entities within an organization. Understanding Infinite change in complex workplace settings and developing a structured approach to change is critical to help ensure a successful outcome. This webinar will discuss exactly what is required when dealing with complex systems Infinite change in complex workplace settings with Emphasis to Educational and Health Care systems.

### WEBINAR SCHEDULE

| Time | Topic | Speaker |
|---|---|---|
| 2:00 – 2:05 | Webinar Overview and Introduction | Dr. Mohamed H. Taha<br>Director of Medical Education Centre |
| 2:05 -2:45 | Welcome from Vice-Chancellor | Prof. Qutayba Hamid<br>Vice-Chancellor of Medical and Health Sciences Colleges affairs |
| 2:45 – 3:00 | Understanding infinite change in complex workplace settings | Prof. Sally Hardy<br>Dean of Health Sciences,<br>School of Health Sciences<br>Norwich Institute for Healthy Aging,<br>University of East Anglia (UK) |
| 3:00 – 3:15 | Open Discussion | |
| 3:15 – 3:30 | Closing Remarks | Dr. Mohamed H. Taha<br>Director of Medical Education Centre |

**For Registration,**
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**Speaker Profile**
**Prof. Sally Hardy**

Professor Sally is A professor of Mental Health and Practice Innovation and Dean of School of Health Sciences School of Health Sciences, Norwich Institute for Healthy Aging, University of East Anglia (United Kingdom). She has extensive experience working across both health services and higher education. Her area of expertise; Mental health; community asset-based coproduction and recovery; practice improvement; clinical leadership and organisational development

**Prof. Qutayba Hamid**
Vice Chancellor Medical Colleges.
Dean, College of Medicine,
University of Sharjah UAE

**Dr Mohamed Hassan Taha**
Acting Director of Medical Education Centre,
University of Sharjah
**MODERATOR**

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# Certificate in of Excellence in Research and Evaluation

The Medical Education Centre at the University of Sharjah developed a Certificate of Excellence in Research and Evaluation specifically for faculty of the University's Medical/Health Science colleges, with the goal of enabling them to develop critical knowledge, understanding, and application of health professions education research and evaluation skills required for the educational process.

The main objective of this certificate program is to create a community of educators on medical and health science campuses who are dedicated to advancing both the 'what' and 'how' we teach future healthcare professionals by utilizing evidence-based practices in teaching, learning, assessment, and enhancing the university's educational process. Currently, 12 applicants from the College of Health Sciences, Medicine, and Pharmacy have successfully completed this program.

After completing the three-certificate levels (Basic certificate in Health Professions Education, Advanced Certificate in Health Professions Education, and certificate of excellence in research and evaluation in health professions education= 100 contact hours of training) candidates will be given a professional diploma in health professions education

## Faculty completing Certificate of Excellence

| Name | College |
| --- | --- |
| Fatma Abd EL Fatah Hegazy | Health Sciences |
| Mini SaraAbraham | Health Sciences |
| Muhammad Arsyad Subu | Health Sciences |
| Jacqueline Maria Dias | Health Sciences |
| Veena Raigangar Laxman | Health Sciences |
| Mohamed  Ahmed Eladl | Medicine |
| Iman Ahmed Mamdouh Talaat Aly | Medicine |
| Eman Farouk Mahmoud Abu-Gharbieh | Medicine |
| Hiba Jawdat Barqawi | Medicine |
| NiharRanjan Dash | Medicine |
| Waseem  Riad El Huneidi | Medicine |
| Hasan Yaser Hasan Alniss | Pharmacy |



Academic EXCELLENCE

# Welcome to New Member in Medical Education Center

The Editorial team would like to welcome Mr. Muhammad Hasan Ashraf - Educational Technologist, who joined the Medical Education Center. He will be a great addition to the center with his highly Professional technology skills.

# Master of Science in Health Professions Education

The Medical Education Center would like to congratulate the 8th Batch of Master of Science in Health Professions Education graduates: Ahmed Abdellatif elshazly, Ali Saeed Ahmed Shorbagi, Amina Mohamed Tahir Almazmi, Eman Nasir Bukallah Lootah, Fatema Ali Bin Malek Alshehhi, Mariam Abdalla Josham Al-Ali, Muflih Sultan Ghutra Alketbi, and Shaher Aboelnaga Abdelbary Arram for successfully completing their Research Project. Their efforts and hard work has paid off. The testimonial words below reflect the experience of a graduate of the program and active faculty in the College of Medicine Dr Ali Saeed Ahmed Shorbagi

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## Graduate testimonial

How would you describe your experience with the Master of Science in Health Professions Education?

The first semester was overwhelming, especially with my other duties in the university and at home. However, with the advice and guidance of the program director, I managed to successfully complete the courses in year 1. Program schedule, assignments and other tasks were designed to accommodate those with day jobs and busy schedules. The collaboration with the University of East Anglia is to be commended, as the course instructors were all very knowledgeable and experts in their field, and the 3-day weekend marathon sessions were mostly engaging. The Year 1 courses were very relevant to my role in health professions education, and very helpful in planning and implementing the year 2 research project on change management which had practical implications for my work as well as for my students. I would highly recommend this program to anyone involved in teaching in the health professions as essential faculty development.

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