THE AGA KHAN UNIVERSITY

3rd Biennial Scholarship of Teaching and Learning Conference 2019

Conference Booklet

27-28 November 2019

SoTL

"The more I live, the more I learn."

— Michel Legrand

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About SoTL Conference

The Aga Khan University's 3rd biennial Scholarship of Teaching and Learning Conference aims to facilitate cross-cutting conversations and collaborations on enhancing the quality of teaching and learning in higher education amongst faculty, students and academic professionals.

This year's theme focuses on "evidencing teaching practices for effective learning in higher education," with a specific interest in exploring student learning experiences. The conference will be an interactive, reflective, and inclusive space, focusing on narratives and research that help craft an open dialogue around teaching and learning, both at AKU and higher education institutions around the world.

SoTL 2019 Themes:

Theme 1: Evidencing Collaborations in Teaching for Excellence

Theme 2: Evidencing Innovative Teaching, Learning and Assessment Practices

Theme 3: Evidencing Quality Assurance in Higher Education

Theme 4: Evidencing Students' Learning Experiences

About The Network of Quality, Teaching and Learning (QTL_net)

The AKU-wide Network of Quality, Teaching and Learning (QTL_net), set up by the Provost in 2013, aims to support excellence in our academic programmes to ensure a strong student learning experience that enables AKU graduates to meet their programme learning outcomes. In safe, inclusive spaces, QTL_net offers a range of services, resources and programmes to faculty on teaching excellence, scholarship and programme reviews. The way faculty members teach makes a difference in how much students learn and QTL_net aims to provide faculty members the support and enabling environment they need to promote an engaging learning experience for their students.

VISITOR INFORMATION

Opening

The 3rd Biennial Scholarship of Teaching and Learning Conference will have its official Inaugural Session at 11:30 AM in the AKU Auditorium. The registration desk, located at CIME will open at 8 AM and will remain open all day. Please see the schedule on the following pages for more details.

Parking & Drop Offs

AKU has free parking on the Main Parking Grounds (adjacent to the Soparivala Building and Khimji Gardens) via Entrance Gate 3. Paid Valet parking can be found at the Private Wing via Entrance Gate 1 and the Main Hospital via Entrance Gate 2. Careem can be called from anywhere on campus, for ease to both the Auditorium and CIME, we suggest calling/dropping of ride share to occur at SONAM.

Security

CNIC or other photo ID is required for the entry of visitors aged 18+. Safety and Security is critical to the daily operations of AKU. The main purpose of the security team is to protect patients, visitors, staff, property and information on the campus. We request that you fully cooperate with the directions provided by our Security Guards.

Contact

For any information regarding the conference, please email sotl.conference@aku.edu

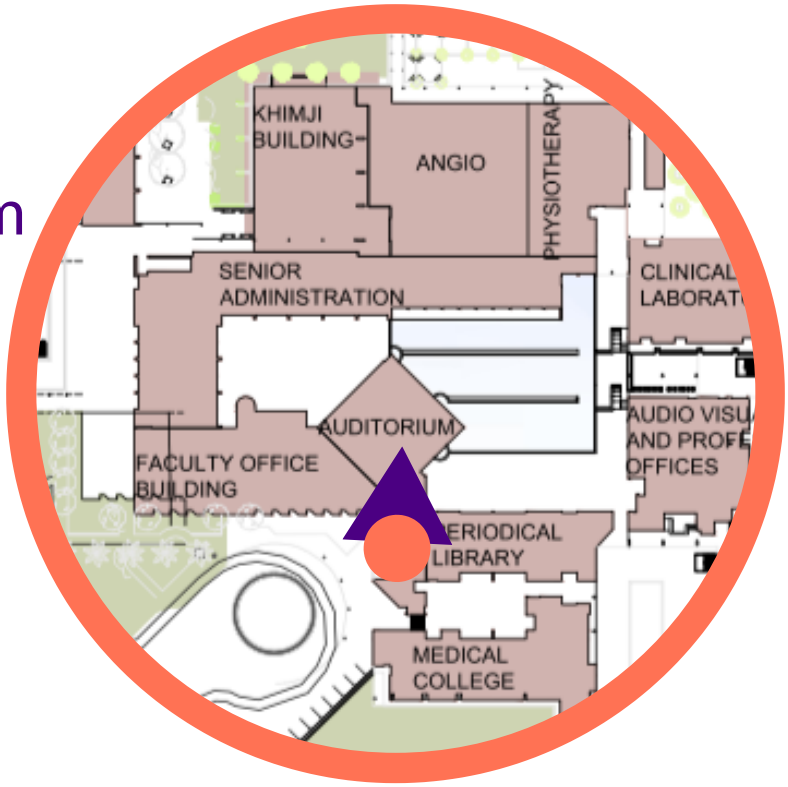
Press & Media

For media and press inquiries, please contact communications@aku.edu

SOTL CONFERENCE 2019 VENUES

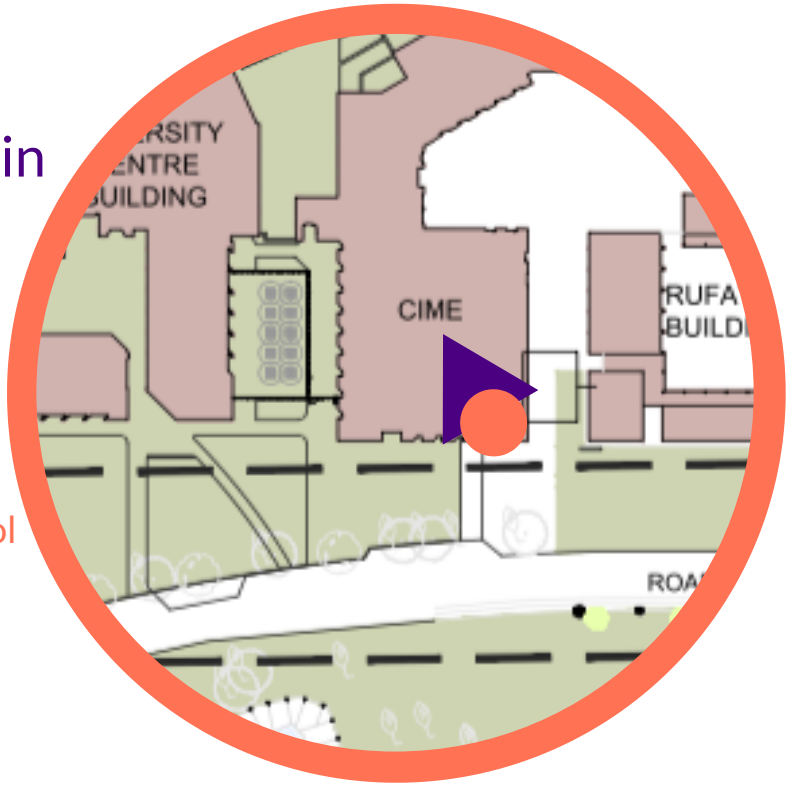
Auditorium

AKU Auditorium is located in between the Medical College and faculty offices. It is most easily accessible via Entrance Gate 1.



Center for Innovation in Medical Education (CIME)

CIME is located next to the School of Nursing and Midwifery. It can be most easily accessed via Entrance Gate 1.



Conference Schedule: Day 1

Wednesday, 27th November 2019

8:00 AM — 5:00 PM* Conference Registration Desk Opens

7:45 — 9:00 AM Breakfast with Students, Faculty and Leaders *By Invitation*

9:00 — 11:00 AM Pre-conference Workshops

Developing Your Teaching Philosophy Statement:	Learning Innovations Lab	Engagement in Large Classes
Debra Dawson Learning Space 1 A&B	Blended and Digital Learning & Critical Creative Innovative Thinking CIME Learning Hall	Mike Atkinson SONAM Rufayda Auditorium

11:00 — 11:30 AM Tea | Pondside

INAUGURAL
Auditorium

11:30 — 11:35 AM Tilawat

11:35 — 11:50 AM Welcome Address by SOTLC 2019 Chair Azra Naseem

11:50 AM — 12:00 PM Introduction to QTL_net by AVP Tashmin Khamis

12:00 — 12:15 PM Inaugural Address by President Firoz Rasul

12:15 — 12:30 PM Karibu SOTLC by Students and Faculty

12:30 — 1:30 PM Introduction to Keynote 1 by Vice Provost Anjum Halai

Keynote 1: Debra L. Dawson | Auditorium

"Enhancing Institutional Teaching Culture: Facilitators and Barriers to Change"

1:30 — 2:30 PM Lunch | CIME

2:45 — 4:35 PM Concurrent Sessions | CIME

Theme 1: Evidencing Collaborations in Teaching for Excellence
Learning Space A&B

1P107 | *Improving Student Wellbeing at University of Central Asia*
Murodbek Laldjebaev & Robin Higgins

1P124 | *A Bibliometric Analysis of AKU's Contributions to the Scholarship of Teaching and Learning*
Tashmin Khamis & Peter Gatiti

1P130 | *Paying Attention to Course Participants' Voices to Improve Course Design and Implementation*
Veronica Sarungi & Peter Kajoro

1P136 | *Internationalising Curriculum Development Through the Lens of the Sustainable Development Goals: Prospects and Possibilities*
Anil Khamis [ONLINE]

1P142 | *Exploring Collaborative Reflection Culture: Opportunities and Challenges*
Rozina Vadsariya

Theme 2: Evidencing Innovative Teaching, Learning and Assessment Practices
Learning Space 2A

2P133 | *Post Simulation Debriefing: Preparing Undergraduate Nursing Students For the Palliative Care in Karachi, Pakistan*
Zohra Kurji, Amina Aijaz & Salma Rattani

2P33 | *Exploring the Transformation of Pedagogy in ICT Rich Learning Spaces*
Nusrat Fatima Rizvi & Almina Pardhan

2P113 | *Emotional Intelligence Among Surgical Residents at Aga Khan University, Pakistan –An Interventional Study*
Qamar Riaz, Tashfeen Ahmed, Amir Shariff & Gohar Javed

2P99 | *Using Role-play in Higher Education - A Reflective Stance*
Sadia Bhutta, Kiran Qasim Ali & Uzma Munir

4P132 | *Effectiveness of Simulation to Teach End of Life Care to Undergraduate Nursing Students, Karachi, Pakistan*
Zohra Kurji, Salma Rattani & Amina Aijaz

Theme 2: Evidencing Innovative Teaching, Learning and Assessment Practices
Learning Space 1 A&B

2P80 | *Teaching Bioethics via EthAKUL: Lessons From the Pilot Phase*
Azra Naseem, Kulsoom Ghias, Sameer Nizamuddin & Murad Khan

4P94 | *Blended Psychiatry Curriculum and Students' Engagement in Learning*
Humera Saeed, Ayesha Mian, Aisha Snoobar & Sana Siddiqui

2P32 | *Bridging the Gap Through Simulation*
Naveen Jessani, Amina Lakhani, Farzana Kabeer & Rozina Khowaja

2P93 | *Piloting Workplace Based Assessment (WPBA) Tools to Evaluate and Monitor Competence Development in Postgraduate Psychiatric Trainees at Aga Khan University Hospital*
Humera Saeed, Shameel Khan, Tania Nadeem & Nargis Asad

4P18 | *Blended Learning Approach Using Moodle: Exploring Medical Students' Motivation and Experiences towards teaching via Virtual Learning Environment (VLE)*
Hasfa Majid, Lena Jafri, Sadia Fatima & Muhammad Umer Effend

Theme 3: Evidencing Quality Assurance in Higher Education
Ground Floor Conference Room

3P144 | *Challenges of Contextualising Offshore Curricula*
Soheil Ashrafi, Evangelia Papoutsaki, Lucy Palmer, Lilit Dabagian & Peyman Pejman [ONLINE]

3P96 | *Processes, Outcomes and Lessons learnt Through the Peer Assessment Review (PAR) at SONAM*
Khairulnissa Ajani, Kiran Mubeen & Syeda Naghma Rizvi

3P63 | *Impact of Prior Education Quality and Family Characteristics on University Students: A Case of Pakistan*
Nadeem Komal

3P64 | *Development and Validation of Clinical Competence Self-efficacy (CC-SE) Tool During Clinical Transition*
Mehnaz Umair & Azam Afzal

3P88 | *Quality Management & Organizational Performance- Evidence from a University of Pakistan*
Farrukh Idrees [ONLINE]

Theme 4: Evidencing Students' Learning Experiences

AKU Students' Voice
See Page 7 for full list of AKU Students' Voice Talks

Learning Hall CIME

4:30 — 4:45 PM Tea | CIME

4:45 — 6:00 PM e-Poster Presentations and Creative Productions | See Page 8 for full list of e-Posters and Creative Productions

6:30 — 7:30 PM Faculty and Staff Networking Dinner | Rufayda Courtyard

7:30 — 9:00 PM Qawwali | CIME

Conference Schedule: Day 2

Thursday, 28th November 2019

8:00 — 9:00 AM Tea | Pondside

9:00 — 10:00 AM PechaKucha | Auditorium See Page 7 for full list of PechaKucha Presentations

10:00 — 11:00 AM **Keynote 2: Mike Atkinson | Auditorium**

"Active Learning: Why Does It Work So Well and How Can I Engage My Students?"

11:00 — 11:30 AM Panel Discussion | Auditorium

Active Learning in Higher Education in Pakistan

11:45 AM — 1:15 PM **Concurrent Active Learning Sessions & Papers | CIME**

Theme 1: Evidencing Collaborations in Teaching for Excellence	Theme 2: Evidencing Innovative Teaching, Learning and Assessment Practices	Theme 3: Evidencing Quality Assurance in Higher Education	Theme 4: Evidencing Students' Learning Experiences *Ground Floor Conference Room*
World Café of and for Faculty: AKU Teachers' Academy Tashmin Khamis & Sahreen Chauhan *Venue: Learning Hall* **STEM Teacher Education in Pakistan: Prospects & Challenges** Tasneem Anwar *Venue: Learning space 1A & B*	**Rubric Design** Razia Fakir Mohammad *Venue: PBL 4* **What Makes Active Learning 'Active'?** Kiran Qasim Ali & Jane Rarieya *Venue: Learning space 2A* **Problem Solving - An Active Learning Approach In Higher Education** Munira Amirali & Shairose Jessani *Venue: PBL 2* **Using Participatory Research Methods as Higher Education Learning Assessment Tools** Shelina Bhamani *Venue: PBL 3*	**Mastering Clinical Teaching** Khairulnissa Ajani *Venue: Learning Hall* **Global Café: Quality Academic Programs at AKU** Faisal Ferozali Notta, Veronica Sarungi, Azam Afzal and Misava Edward *Venue: Learning space A & B*	**4P126** | *Teaching Science at Secondary Level through Socio-Scientific Issues-based Argumentation: Study from an Urban Context of Pakistan* Uzma Munir & Sadia Muzzaffar Bhutta **4P71** | *Teaching and Learning Through a Workshop: The Hands-On Experiences of Graduate Students* Vivian Maikweki, Mweru Mwingi, Mercy Sikuk & Linet Agele **4P44** | *Simulation based technologies in clinical skills sessions improves confidence and satisfaction among medical students of pre-clinical years* Muhammad Bilal Mirza, Satwat Hashmi, Anjiya Sulaiman, Samar Zaki, Rehana Rehman & Rozmeen Akbar **4P139** | *The Student Experience in the MEd Program* Nthenya Makali & Thomas Abudho **4P115** | *Assessment for Learning: Students' Experience at Aga Khan University* Rajabu Shafi & Grifin Nyeko **2O91** | *Factors Affecting Matching into a Residency Program in United States of America for Students of Aga Khan University: Retrospective Cohort Study* Fatima Gauhar, Maria Khan & Syeda Sadia Fatima

1:15 — 2:00 PM Lunch with The Provost | CIME Courtyard

2:00 — 3:00 PM Provost Address, Launch of the Teachers' Academy & ACPSoTL, Celebrating TEACH fellows | Learning Hall

3:00 — 4:30 PM **Concurrent Paper Presentations | CIME**

Theme 2: Evidencing Innovative Teaching, Learning and Assessment Practices		Theme 3: Evidencing Quality Assurance in Higher Education	Theme 4: Evidencing Students' Learning Experiences
Learning Space A & B	Ground Floor Conference Room	Learning Space 1A&B	Learning Hall
4P01 | *Investigating Teachers Belief System about reading and its effects on their classroom practice* Abdul Jabbar Abbasi **2P31** | *Best interactive lecture workshop for the faculty members: Old is gold* Najam Siddiqui, Faisal Moin, Nasser Al Nizwani & Mohammad Shafaee [ONLINE] **4P70** | *Learning to Teach through Practicing Teaching: Evidence from Teacher Education Programs* Tahira Hussain, Afifa Khanam & Iram Ibrar **2P17** | *Transforming Theory to Practice: Using Real time Simulation to Teach Emergency Obstetric Skills in the Community* Grace Edwards & Nabbosa Juliet [ONLINE]	**2P86** | *Teaching and Learning Virtually: Lessons from a two-year VLE Implementation Project at AKU* Eman Rashwan, Azra Naseem, Misava Edward & Sahreen Chauhan [ONLINE] **2P26** | *Pilot Study for a Postgraduate Online Course: A Multidisciplinary , Multi-Institute Approach* Lena Jafri, Hafsa Majid, Sibtain Ahmed, Qamar Riaz, Sadia Fatima & Aysha Habib Khan **2P55** | *Enhancing Cognitive Engagement of Preclinical Undergraduate Medical Students via Video Cases and Interactive Quizzes in Problem-based Learning* Syeda Sadia Fatima, Kulsoom Ghias, Kausar Jabeen & Saniya Sabzwari **2P108** | *Pedagogical choices that support the development of teaching competencies among graduate students* Mweru Mwingi [ONLINE]	**3P82** | *Engaging with Students: A First Step to Improve Programme Quality* Carly Pullin, Faisal Ferozali Notta & Anjiya Nurrudin **3P119** | *Evaluate Outcome of Code Blue in Pediatric Patients in Clinical Setting at AKUH* Salima Rajwani **3P46** | *Pedagogy vs Andragogy: Exploring Best and Worst Practices in Adult Education* Maheen Farman & Severine Minot **3P49** | *Reflections: A Clinical Leaning Tool in the Undergraduate Midwifery Program* Shahnaz Shahid, Sadia Abbas & Farzana Adnan	**4P10** | *Exploring Student Experience on practicum at Aga Khan University* Davin Kemunto Getembe **4P85** | *Technology at its best: Experiences of MEd Course Participants in Class* Elias Mwangeka & Philemon Righa **4P35** | *Innovative ways of student engagement for active learning in science courses of nursing in the four year baccalaureate program* Rabab Khawaja, Ateefa Alnoor, Sofia Bibi & Pakeeza Haqiqat **2P34** | *Impact Of Emotional Intelligence on Students Learning Performance at University Level* Paras Rasool & Sehar Naveed **4P61** | *Post Graduate Medical Education in Dar es Salaam: experiences, strengths and opportunities* Akampa Mukuve, Mariam Noorani, Miten Patel & Mandela Makakala

4:30 — 4:45 PM Reflections Taimur Mustafa

4:45 — 5:00 PM Key Deliberations & Way Forward Jane Rarieya

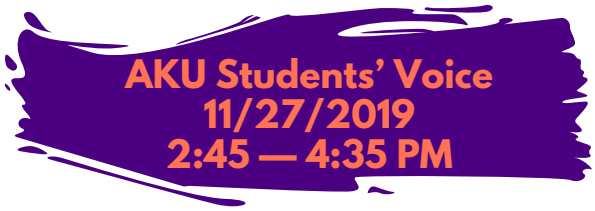
5:00 — 5:15 PM Awards Presentation

5:15 — 5:25 PM Closing Remarks AVP Fauziah Rabbani

5:25 — 5:30 PM Vote of Thanks Faisal Notta

CLOSING
Learning Hall CIME

5:30 — 5:45 PM Tea | CIME



CIME Learning Hall

4O104 | *SPIE: Reinventing The Wheel of Education, Muhammad Ibrahim Habib*, Huma Shoukat, Muhammad Ali & Anam Noor Ehsan

4O22 | *Learning In African Schools and Colleges: Do Our Students Know How to Learn?* Hamis Juma

4O76 | *The Enjoyable Experience to Educational Excellence*, Anam Noor Ehsan & Shamsher Ali Pasha

4P50 | *My Experiences as a teacher and learner throughout my academic life and as a student at AKU-IED*, Sher Afzal

4P30 | *Against the Odds: A Reflection of the Experiences of a Student Mother with an Infant in Pursuit of Higher Education*, Mercy Sikuku & Mweru Mwingi

4P60 | *Curiosity Promotes Motivation And Enhances Engagement In Active Learning*, Zahra Maqsood, Arisha Ramzan, Ali Mohammed & Ali Shah Mirza

4O114 | *Dear University*, Qirat Rafiq & Shimama Kanwal

Auditorium

2K52 | *Research Engagement, Project Management and Teaching in the Social Sciences*, Stephen Lyon

2K25 | *Workplace Based Assessment in postgraduate chemical pathology program: Organization, Delivery and Continuity* Lena Jafri, Imran Siddiqui, Aysha Habib Khan, Muhammed Tariq, Muhammad Umer Naeem Effendi & Hafsa Majid

1K92 | *Towards Developing a Culture of Research Mentorship in Improving Medical Research Education at The Aga Khan University, Karachi*, Huma Shoukat Ali, Russell Seth Martins, Syeda Sadia Fatima & Numair Shahpur

4K127 | *Research Experience at AKU-IED, Pakistan: A Metaphorical Representation,* Uzma Munir & Sadia Muzaffar Bhutta

2K147 | *Introducing Simulation Based Education in Pakistan*, Numair Shahpur, Charles Docherty, Perwez Hashmi & Burhanuddin

e-Poster Presentations and Creative Productions
11/27/2019
4:45 — 6:00 PM

CIME Learning Hall

2E14 | *Artificial urine: New tool in teaching renal physiology in undergraduate medical education* Fareena Bilwani, Syeda Sadia Fatima, Sabah Farhat & Saeeda Shaharyar

2E43 | *Implementation of Simulation: A contemporary strategy to enhance clinical skills of undergraduate students in mental health nursing* Salima Farooq, Ambreen Tharani, Yasmin Parpio & Shamshad Begum

1E73 | *Pakistan: An Emerging Collaborative Model in Comprehensive Dental Hygiene Education* Salima Alibhai & Saida F. Rasul

1E98 | *Stakeholder's Identification for Redesigning Nursing Curricula through Participatory Diagramming Approach (PDA)* Kiran Mubeen, Naghma Rizvi & Pammla Petruka

2E74 | *Procedural Sedation Analgesia certification through Simulation based learning* Amyna Bhimani, Naveen Budhwani & Amina Lakhani

2P38 | *Shifting Formative Assessment Practices in Classrooms: Surface to Core Outcomes and Challenges* Razia Fakir Mohammad & Tabindah Azam

2E100 | *Satisfaction and self-confidence of undergraduate nursing students having simulation-based learning experiences* Mamoona Iram, Naghma Rizvi & Eunice Siaity

2P53 | *Strengthen the Knowledge of Nursing Professionals to expand child and adolescent mental health illnesses* Sunita Irfan, Wamiq Ali, Nadia Sarwar & Shafqat Shah

2E106 | *En route to Flipped Classroom: Technology Integration in an Adult Learning Setting in a Pakistani Context* Munir Tharwani

2E120 | *Reducing Medication error by Introducing High Fidelity Simulation to Novice Nurses* Sehrish Roudani, Naveen Budhwani & Amina Lakhani

2E149 | *SONOGAMES: Sounds of the right kind*, Maria Fatima, Naila Nadeem, Naveed Muhammad Anwar & Shayan Alwani

2E148 | *Introducing Simwars in Pakistan: An inter-professional, simulation-based competition*, Mehak Rajani, Ghulam Nabie & Saleem Pirani

CIME Learning Hall

4P04 | *Steps Towards a Student Life with Constructive Learning and Practical Integration* Amber Mawani, Abida Sifat, Mumta Amjad & Mairaj-ul-nissa

4E116 | *Importance of Need Assessment and Andragogy to Teach Adults how to Reduce Obesity* Rozina Tajddin, Kazima Sarbaz & Salima Murad

4E128 | *Effectiveness of Variety of Low Cost Strategies for Self Breast Examination* Uzma Nizar Khimani & Aawaizia Imtiaz Ali

4E29 | *Knowledge, Attitudes, Practices and Barriers in use of Evidence-based Medicine among Resident Physicians in Aga Khan University Hospital, Nairobi* Megha Unadkat, Caroline Mbuba, Anthony Ngugi & Dorothy Kamya

2P140 | *Implementation of Student Assessment in Context of STEP Pakistan* Rozina Vadsariya

2E102 | *Medical & Nursing Students utilizing simulation-based activities to design curriculum for community based health promotion modules* Muhammad Ali, Sana Gul, Shahmir Chauhan & Zaid Qureshi

2E103 | *Video-Assisted Informed Consent of Cataract Surgery Patients Muhammad* Talal Ibrahim, Sheza Hassan, Shameel Shafquat & Rashid Baig

2P08 | *Enhancing English Communication Skills through Task-Based Language Teaching* Aqsa Tahir & Fareeha Javed

3E68 | Organization of residents research activities: an audit of radiology trainees perception Shaista Afzal Saeed & Imrana Masroor

2E77 | *Successful Application of Moodle and Zoom Learning Platform to Conduct Live Exams* Anum Wasim, Nadir Shah, Khurram Iqbal, Shahjahan Jabbar, Mahesh Shantilal & Saba Musharrif

4E89 | *Eating Behaviors in Adolescents* Farzeen Khowaja, Asima Hamid, Syed Mehboob Ali Shah

CIME Learning Space A&B

4**O122 |** *SIMWARs Brings New Aspects To The Learning Experiences Of Nursing Students [VIDEO]* Shafi Ullah, Ghulam Nabi, Darab Nisar Ahmad & Mueed

4O125 | *MWANA HAMISI [DANCE]* Thomas Abudho & Nthenya Mwongela

4O84 | *ELENA (A student who was selected to join AKU for the MEd programme)* Derrick Odhiambo, Nthenya Mwongela & Thomas Abudho

Ideas Market Place BDL & CCIT

MESSAGE
from the Provost

I am delighted as your Provost to support this interdisciplinary community of practice around the Scholarship of Teaching and Learning. I greatly admire AKU's key principles of Quality, Impact, Relevance and Access, and am even more excited to see how these principles will manifest in this year's SoTL Conference. As an advocate for community participation in learning, I have been engaged in the area of blended learning for student engagement. I am happy to see that through this year's conference, and the specific use of a conference theme that focuses on student narrative, student voice will be more involved than ever in creating an inclusive, interactive, and innovative space. Furthermore, as this conference is being offered in a blended mode, we are able to espouse the One AKU Model by engaging all our campuses in the different interactive activities.

We know that faculty require an enabling environment and support to promote an engaged learning experience for their students. In safe, inclusive spaces, the Network of Quality, Teaching and Learning offer a range of services, resources and programmes for faculty to strengthen teaching practice. This year's SoTL theme of Evidencing Teaching Practices for Effective Learning is an important opportunity for faculty to reflect on their practice. It is in line with our TEACH Program and Teachers Academy objectives, which aspire to AKU's vision for teaching and learning to be elevated, scholarly and evidence-based practice.

I am proud of this university's ability to grow and better itself and the community it operates in. I look forward to the continual collaboration of work ahead of us as we aim to strengthen the teaching and learning experience of AKU's faculty and students.

Carl Amrhein
AKU Provost | Vice President, Academic

MESSAGE
from the Associate Vice Provost, QTL

Welcome to the 3rd Biennial Scholarship of Teaching and Learning Conference that celebrates the 5th birthday of the Network of Quality, Teaching and Learning! After our first year consulting with faculty to ensure we met their needs, we spent our second year developing a shared understanding of what the Academy considered to be 'quality teaching'. This became embedded in our Academic Quality (Policy 030) and Teaching Learning (Policy 031) Frameworks and first university-wide Student Evaluation of Teaching (SET) in 2015, which also marked our first SoTL Conference on *Engaged Teaching for Engaged Learning*. In 2016, based on the student voice, we began our first flagship programme, the compulsory Teaching and Learning Enhancement Workshop, better known as TLEW which 165 faculty have graduated from. This internationally certified Instructional Skills Workshop had developed a community of practice of trained faculty facilitators (through the Canadian Certified Facilitators Development Workshop, FDW) and teaching champions from across all AKU disciplines and geographic sites. By 2017, with half of AKU's programmes having undergone cyclical quality reviews, a second flagship programme was added to the annual courses offered by QTL_net, to respond to the need to ensure more competency based programmes, where courses are mapped against programme learning outcomes which align with teaching and assessment strategies. The Rethinking Teaching course redesign workshop (RTT) has now been taken by 104 faculty across AKU. This same year QTL_net hosted the second SoTL conference on *Active Learning in Higher Education* which saw faculty who have been awarded the annual SoTL innovation grants (up to 5,000 USD from a total of 15,000 USD/year) by QTL_net and the Provost Priority Funds. This resulted in papers by AKU faculty published in a Special Education of the peer reviewed journal *SoTL in the South on Student Learning: Experiences in Pakistan*. Last year AKU became the first Accredited provider of Advance HE Fellowships in the Global South through the AKU, CPD TEACH scheme. This allows faculty who have participated in TLEW to benchmark their scholarly teaching, professional educational development and teaching values against the UK Professional Standard Framework (UKPSF) to gain the internationally recognized HEA Fellowships as a higher education teaching qualification. *The Evidencing Teaching Practices for Effective Learning*, the title of this 3rd SoTL conference, is a critical part of professionalizing teaching in Higher Education.

External Reviewers of the recent QTL Unit Review concluded: **"QTL_net has been remarkably successful in raising the profile of the importance of teaching and learning within AKU in a very short amount of time. The number of faculty who have taken advantage of the programs offered through TL_Net and who have very positive outcomes based on their experience is exceptional.**" (Dawson, Quinney and Welch, 2019). The 60% of faculty who have engaged with us remark that QTL_network activities are often the only space where they engage with peers from other disciplines, and thus we are delighted to announce the launch of the biennial **Award for Collaborative Practices in Scholarship of Teaching and Learning (ACPSoTL)** for AKU faculty.

We thank you for taking this journey with us, and for your commitment to providing the best learning experience to your students. QTL_net remains at your service in this endeavor.

Tashmin Khamis
Associate Vice Provost, QTL | Associate Professor

MESSAGE
from the Conference Chair

On behalf of the SoTLC 2019 organizing committee, I am pleased to welcome you to the third biennial Scholarship of Teaching and Learning Conference (SoTLC) 2019 at Aga Khan University Karachi, Pakistan.

This year's conference is an incredibly important achievement for AKU and higher education in the developing world. Through the strong efforts of our organizing committee and the various teams that supported us, we have been able to bring together individuals from across different backgrounds, geographies, and disciplines into one interactive space. Through the use of online and in-person interactions, SoTLC 2019 has fostered a global, collaborative community, building a foundation for future innovation and research in teaching and learning.

With the theme of "evidencing teaching practices for effective learning in higher education," SoTLC 2019 has sought out evidences for improving educational practices at higher education institutions across the globe. The sub-themes of 'Evidencing Collaborations in Teaching for Excellence', 'Evidencing Innovative Teaching, Learning and Assessment Practices' and 'Evidencing Quality Assurance in Higher Education' have enabled us to curate examples of collaborative and innovative teaching and learning at AKU and beyond. There are also examples of how universities use quality assurance processes to improve teaching and learning. By specifically adding sub-theme four, 'Evidencing Students' Learning Experiences', we have also been able to engage students, asking for their opinions and beliefs on what makes their education effective and worthwhile.

SoTLC 2019 has seen an unprecedented number of abstracts, with 151 total submissions from AKU and other institutions in Asia and East Africa. All abstracts went through a process of double blind peer review. With 95 accepted abstracts, our acceptance rate resulted in 63%. This year's conference allowed for submissions in several creative categories along with traditional paper presentations. With two keynote talks, three pre-conference workshops, AKU Student Voices, PechaKuchas, ePosters, creative expressions, active learning sessions and a qawwali evening the conference provides rich and varied opportunities for learning and sharing. Through these numbers, it is apparent that our goal of creating an inclusive and interactive space for all those involved in teaching and learning has not only been met but exceeded.

As the conference chair for SoTL 2019, I want to acknowledge and thank the members of the organizing committee, volunteers, abstract reviewers, support services, Deans, department chairs, faculty and students who have worked together to plan the conference. I also wish to thank the staff of the Network of Quality, Teaching and Learning who have all worked extremely hard to make this conference happen. Finally, I thank the AKU leadership for supporting this event.

We are incredibly honored to be the platform to so many innovative and creative ideas. I hope all attending the conference, both physically and digitally, learn and grow with one another, forge new collaborations, meet old friends and enjoy the conference.

Azra Naseem
Conference Chair | Associate Director, BDL_Net

Board of Trustees Member Key Messages

Haile Debas | *Founding Executive Director, Global Health Sciences, University of California, San Francisco*

AKU critically depends on its academic excellence to remain competitive among the leading universities. About six years ago, however, AKU students and faculty were voicing concerns that academic excellence was threatened. Partly in response to these concerns, AKU established a university-wide Network of Quality, Teaching and Learning (QTL_net). Since then, thanks to the commitment and leadership of President Firoz Rasul, Provost Carl Amrhein, and Associate Vice Provost Tashmin Khamis, we have witnessed resurgent enthusiasm among teachers and students to ensure that high academic excellence is maintained. The evolution we have seen in the last five years would not have been possible with other hard work and commitment of the AKU faculty and the many internal and external advisers and consultants that Dr. Khamis has successfully engaged. To all of you, I extend my sincere thanks on behalf of the AKU Board of Trustees, and on my own behalf.

A few years ago, the University established the AKU Teachers Academy within QTL_net, to further enhance the value of teaching and to create a community of the best teachers. The Academy is also a means to securing fellowships, innovation grants, and endowed Chairs for AKU teachers. We expect the Academy to play an important role in promoting teaching excellence and valuing of teachers.

I regret that I shall be unable to attend this 3rd Biennial Scholarship of Teaching and Learning (SoTL) Conference. I know you wll have an exciting and productive meeting.

Haile T. Debas, MD
Chairman, Board of Trustees
Aga Khan University

Board of Trustees Member Key Messages

Elizabeth Cannon | *President Emerita, University of Calgary*

Dear Attendees,

It is my pleasure to welcome you to the 3rd biennial Scholarship of Teaching and Learning (SoTL) Conference at the Aga Khan University. The theme of this year's conference – evidencing teaching practices for effective learning in higher education – captures the importance of leading universities to underpin impactful learning with evidenced-based best practice. This can only be done through scholarship which focuses on developing and assessing innovative approaches, providing support to faculty, building communities of practice, as well as understanding the overall impact on the student experience.

The leadership of the Aga Khan University, through the Teachers' Academy, provides a unique opportunity to build capacity, promote the importance of scholarship, and to continuously strengthen the student experience. This is particularly important as it relates to teaching and learning of and for the developing world as it will ensure that graduates continue to use their knowledge, skills and energy to impact those around them through their own vision and leadership.

I would like to congratulate the organizers for developing an engaging and inspiring program that will undoubtedly make a significant impact on the understanding and dissemination of research, knowledge and best practices. I am confident that participants and partners from across the region and beyond will embrace the interactive and reflective format which will result in the development of new ideas and collaborations. The inclusion of faculty, students and partners will form a dynamic environment of teachers, learners and connectors who can share experiences and opportunities to create a heightened commitment to the importance of effective learning through scholarship.

Enjoy the conference!

Sincerely,
Elizabeth Cannon, OC, PhD, FRSC, FCAE
Member, Board of Trustees
Aga Khan University

KEYNOTE 1

Debra L. Dawson

Dr. Debra Dawson is the Director of the Centre for Research on Teaching and Learning in Higher Education at Western University, in London, Canada. Her research has focussed on the scholarship of educational development, institutional teaching culture and student learning. She is the past Chair of the Educational Developers Caucus of Canada and is currently the coordinator of 3M National Teaching Fellowship for the Society for Teaching and Learning in Higher Education (STLHE). An award-winning teacher Deb received the Christopher Knapper Lifetime Achievement Award in 2016 from STLHE.

Day 1: Enhancing Institutional Teaching Culture: Facilitators and Barriers to Change

Creating a teaching culture within universities that values quality teaching is important both to motivate faculty members to enhance their teaching excellence and to create an environment that leads to student success. Specifically, institutional teaching culture has been found to be related to student outcomes such as persistence, learning, and engagement. In this talk I will explore some of the research that I have been engaged in over the past six years where we looked at what can be done to enhance institutional teaching culture. By the end of the talk, you should have some ideas about what can be done at the institutional, departmental and individual level to enhance teaching culture.

KEYNOTE 2

Mike Atkinson

Dr. Mike Atkinson is psychologist who pioneered large class teaching in Canada. In addition, he is an expert on the use of multimedia in the classroom and assessment. As an associate professor in the Department of Psychology he has taught at Western University in London, Canada for over 30 years. Dr. Atkinson is the recipient of numerous teaching awards including the 3M National Teaching Fellowship. He has taught over 30,000 students and given more than 300 keynote talks and presentations on teaching in higher education. He is also a Teaching Fellow associated with Western's Centre for Teaching and Learning.

Day 2: Active Learning: Why Does It Work So Well and How Can I Engage My Students?

The benefits of active learning for students has been documented by many authors (e.g., Barkley & Major, 2018). But how exactly does active learning increase engagement, focus and motivation? Is an active approach "better" than a didactic approach? Is there a place for traditional lecturing? In this talk, Dr. Atkinson will examine the research on the cognitive, emotional, and physiological changes that accompany active learning and suggest a variety of methods that you can apply in the classroom.

Scholarship of Teaching and Learning Conference

Active Learning Sessions & Paper Presentation Abstracts

All abstracts have been published in the form that they were received from their respective authors.

Active Learning Sessions
11/28/2019
11:45 AM — 1:15 PM

World Café of and for Faculty: AKU Teachers Academy
Tashmin Khamis & Sahreen Chauhan
Through modeling an interactive World Café in this active learning session we will introduce the idea of the AKU Teachers Academy and use the approach to harness consultation around establishing the Teachers Academy to gain input around (i) the Structure of the Academy; (ii) Membership of the Academy; (iii) Scope of theAcademy.

STEM Teacher Education In Pakistan: Prospects & Challenges
Tasneem Anwar
This active learning session will be informed by an ongoing researcher-practitioner partnership between AKU-IED and a school in Sukkur. This session will model the three tier collaboration that was practiced among: 1). researchers and school head teacher, 2). researchers and school teachers, and 3). teams of school teachers (science, mathematics and IT teachers).

Rubric Design
Razia Fakir Mohammad
The main purpose of this active learning session is to help the participants to discuss and understand the purpose and usefulness of rubrics, their key elements, and the process for developing, refining, using, and analyzing rubrics for their own course work.

What Makes Active Learning 'Active'?
Kiran Qasim Ali & Jane Rarieya
This workshop aims to create a shared understanding among participants around 'what is active learning in higher education?' The workshop will address questions like: 'What does it look like in the classroom? What are its actual payoffs for both the instructor and the student? How do you know that learning is taking place?

Problem Solving - An Active Learning Approach In Higher Education
Munira Amir Ali & Shairose Jessani
The purpose of this active learning session is to provide a platform where people from academia can explore and witness Aha moment during problem-solving tasks. Such experiences will create awareness, motivation and desire among higher education faculty and students to bring this approach in their teaching, learning and assessment.

Using Participatory Research Methods As Higher Education Learning Assessment Tools
Shelina Bhamani
This active learning session is designed to share with the university teachers various ways in which participatory research methods like photo voices, historical chronicles, mapping, drawing and round tables could be used as assessment tools.

Mastering Clinical Teaching
Khairulnissa Ajani
This active learning session will support clinical supervisors/facilitators/educators in implementing best practices in conducting an effective clinical teaching session through student engagement.

Global Café: Quality Academic Programmes at AKU
Faisal Ferozali Notta, Veronica Sarungi, Azam Afzal & Misava Edward
This session will focus on increasing awareness of common themes and issues that have been identified during the external peer review processes. It will also enable development of shared understanding of how recommendations can be taken forward in order to enhance quality of teaching and learning.

1P107 | Improving Student Wellbeing at University of Central Asia

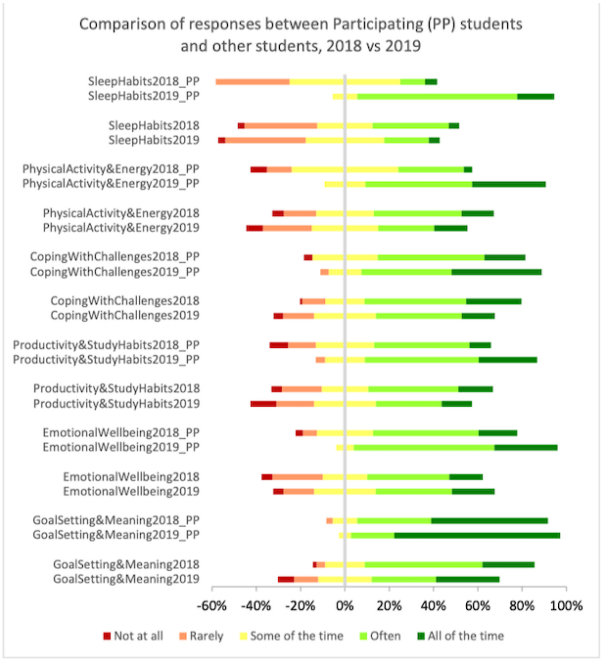
Murodbek Laldjebaev & Robin Higgins

Background/rationale:
We encountered students on UCA Khorog campus struggling with organizational skills, motivation and healthy life-styles, as noticed elsewhere 1) We both ran two sessions in Spring 2018 with half a dozen students to pilot some elements of positive psychology and productivity tools to see how it resonates with students in terms of leading a more fulfilling life and also making progress in their studies. Based on this experience, both of us took a course through Yale University that explored "The Science of Well-Being" 2) and wondered whether some of these concepts and techniques, combined with some tools around productivity and focus, could be helpful to our students.

Research question:
Can students' wellbeing be improved through introducing them to technique and strategies?

Method(s):
In Fall 2018 we developed and offered to 10 freshmen students an 8-session course called "The NeuroScience of Well-Being and Personal Purpose" that introduced students to the brain science behind concepts like goal-setting, sleep, exercise, productivity and habit tracking. The program "front-end loaded" the students by having all 8 sessions (two sessions per week for four weeks) in September 2018 so they started the year with increased self-awareness and embedded habits that they could continue to implement throughout the next two terms. The last class students produced "personal success maps" to guide their journey. We followed up with two "booster sessions" – one in December 2018 and another in March 2019 – to check with students how they were doing and also offered a few more techniques/strategies. Finally, we convened the students in April 2019 to share their stories with UCA faculty and staff. In terms of research, we had taken notes from students' reflections during classes, booster sessions and sharing of stories on what worked well, what didn't work and suggestions for improvement. Moreover, we had students fill out a questionnaire before (June 2018) and after (May/June 2019) involvement in this initiative.

These were Likert questions and asked students to reflect on their sleep habits, emotional wellbeing, productivity/study habits, goal setting/meaning, physical activity/energy, and coping with challenges. Besides the 10 student participants in the project, we also sent out the same questionnaire to other UCA students twice as well, and received 32 and 62 responses in 2018 and 2019 respectively.Findings:We are currently analyzing the data and our notes. However, some preliminary observations can be offered. Students who participated in the project responded more towards the upper end of the scale in all areas from sleep habits to coping with challenges. During the story sharing (April 2019) students attributed some of the improvement to the techniques and strategies learnt through participation in this project. The most frequently used technique was "Pomodoro" 3 for time management and productivity, followed by good sleep habits 4 (7-8 hours a night).From figure below it is visible that students who participated in the project (indicated as "PP") have improved on all wellbeing categories compared to themselves in the previous year (2018) and compared to other students in both years. Though this finding is preliminary and more analysis is necessary, it is encouraging to observe such an overall improvement, which can be attributed, at least partly, to the project.



We were curious to explore whether new insights from neuroscience, combined with some practical skills and group support, could be helpful in increasing student well-being and academic success. We conducted several sessions exposing students to techniques and strategies, e.g. on sleep, productivity, exercise, mindfulness, gratitude, etc. The students' reflections at the end of the semester as well as the preliminary analysis of their survey responses indicate that students who participated in the project substantially improved their wellbeing in all assessed categories. More analysis is to be done to better understand these findings.

Actual or potential implications:
UCA is a new institution and we are learning together about what works best to support students to develop self-discipline, healthy life-styles and focused mind-sets. For most of our students, it was their first time away from home and many struggled to sleep, exercise, use their time effectively and develop an inner sense of personal purpose and drive. Ultimately, we would hope to empower students' development, so they are moving towards being independent adults who are internally motivated to manage their time, energy and strengths in a way that helps them create fulfilling personal and professional lives. Therefore, the results of this research project would be valuable towards this end.

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1. Barrable, A., Papadatou-Pastou, M.Tzotzoli, P. (2018). Supporting mental health, wellbeing and study skills in higher education: An online intervention system. *International Journal of Mental Health Systems*, 12, 54. DOI:10.1186/s13033-018-0233-z

2. Santos, F. (2018). *The science of well-being*. Yale University. Retrieved from https://www.coursera.org/learn/the-science-of-well-being/home/welcome

3. Cirillo, F. (2019). *Pomodoro technique.* Retrieved from https://francescocirillo.com/pages/pomodoro-technique

4. Maas, J. B., & Robbins, R. S. (2010). Sleep for success: *Everything you must know about sleep but are too tired to ask*. Bloomington: Author House

1P124 | A Bibliometric Analysis of AKU's Contributions to the Scholarship of Teaching and Learning

Tashmin Khamis & Peter Gatiti

Background:
The AKU Networks of Quality, Teaching and Learning were established in 2013. After much consultation both on the needs of the academy as well as an analysis of good practice in the area of education development of faculty the first 5-year Strategic Plan was established (2014-2019).
https://www.aku.edu/qtl/Documents/StrategicPlanForTeachingLearningNetwork-AC-5Mar15.pdf

One core stated goal of this plan was: *The scholarship of teaching and learning, including research and scholarly teaching, will inform the discourse and practice of teaching and learning at AKU.*

The evidence for the rationale for this is clearly stated in section 4.2 of this plan: "A particularly important type of faculty development is participation in research to inform disciplinary instructional practices (McKinney, 2007). The scholarship of teaching and learning (SoTL) is interpreted in different ways, however it generally involves, —a synthesis of teaching, learning, and research in higher education that aims to bring a scholarly lens—the curiosity, the inquiry, the rigor, the disciplinary variety—to what happens in the classroom‖ (Vanderbilt University, n.d.). SoTL offers a rigorous theoretical framework to help guide faculty towards quality teaching practice and engaged learning through disciplinary and cross-disciplinary research, venues to share good practice, use of evidence-based teaching practice and transformative reflection about teaching (Biggs & Tang, 2011; Boyer, 1990; McKinney, 2007; Ramsden, 2003)."

Research Question:
As we near the end of the first 5 year strategic plan, the bibliometric analysis will assist in answering whether indeed since the establishment of the QTL Networks, faculty have engaged in more research around their teaching and learning practices?

Subsidiary questions will be whether this has informed their teaching practice to make teaching more scholarly (teaching that is evidence based and informed by literature) and whether it has enabled more collaborations across disciplines. Trends over the last 10 years will be shared and attempts will be made to seek for any correlation between engagement with QTl_nets and engagement of AKU faculty in SoTL work.

Purpose:
This paper seeks to map AKU research on SoTL by analyzing publications from authors with Aga Khan University institutional affiliation that are indexed in Scopus, a citation database of peer-reviewed literature. Researchers rely on data from Web of Science, Scopus and Google Scholar to assess scholarly communication. However, this study choose Scopus as it covers more than 15,000 titles in comparison to Web of Science which covers approximately 9,000 journals. This paper is unique as it provides an opportunity for the AKU libraries to engage in the scholarship of teaching and learning through partnering with the AKU Networks of Quality, Teaching and Learning.

Methods:
The citation database (Scopus) will be used to extract relevant papers published from January 2013 to August 2019 and referencing SoTL with the Aga Khan University being the affiliation name of the author. The paper will present the key bibliometric indicators such as trends of annual publications, citation analysis of articles, publication counts, h-index, journal rank, impact factor and altmetrics. Altmetrics is an emerging research area whereby social media is applied as a source of metrics to assess scholarly impact.The paper adopts 12 specific SoTL search terms developed by the Association of College and Research Libraries (ACRL). ACRL is a division of the American Library Association which mandate includes developing programs, products, and services to help those working in academic and research libraries learn, innovate, and lead within the academic community.

Findings and Conclusions:
Findings of the bibliometric analysis will be shared in our paper presentation. An initial analysis shows that in the last 5 years we have seen an increase in output of SoTL publications from AKU and that some -- of the early adopters of TL_net services are indeed those who have engaged more in SoTL publication. As faculty engage in SoTL their teaching is likely to be more evidence based and teaching more of a reflective practice that enables better student engagement.

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1P130 | Paying Attention to Course Participants' Voices to Improve Course Design and Implementation

Veronica Sarungi & Peter Kajoro

Objectives of higher education courses are to enable course participants (CPs) to enhance competences that can be useful in future professional work. In professional programs, such as Masters of Education (MEd) CPs are experienced education practitioners who seek to expand professional expertise. Learners especially adults are more motivated to engage in learning if they perceive the relevance and applicability of what they are learning (Pappas, 2013).

However, courses are usually planned much earlier before CPs enroll and because of perceived expectations of relevance by faculty it is generally seen as challenging to include CPs' ideas in course design. Nevertheless, Fink (2013) states the importance of including learners in planning and design of courses in order to achieve significant learning. During the review of the MEd programme, a feedback on Mathematics Education courses was unmet expectations that there would be more coverage of how to teach challenging topics in school mathematics. On reflection of this feedback and the review process overall, the two of us who taught these courses undertook an inquiry in 2019 into course design and implementation in order to answer the question, "How can more attention be paid to CPs' voices to improve the design and implementation of Mathematics Education courses?"

From previous experience of work with in-service courses, difficult to teach topics and their interrogation had been successfully used as a starting point for professional development work with mathematics teachers. So, the approach in 2019 was to seek course participants' views on difficult to teach topics as perceived by each of them and then integrate the responses into course design and implementation. Several methods have been used and the research is still ongoing. First, a questionnaire was administered to ascertain each CPs' opinion about examples of difficult to teach topics and reasons for their selections. Second, results of the questionnaire were integrated into course design. Unlike previous years when topics had been fixed to showcase and explore key concepts in mathematics education, in 2019 some of the topics were not pre-determined and some sessions were determined based on most frequently mentioned areas of difficult to teach topics, for example geometry. Third, apart from using the topics for planning specific sessions, a conscious effort was made to link mathematical topics at lower level that were pre-requisite for the identified challenging topics in order to emphasize to CPs that often in mathematics education, difficult to teach topics are related to learning problems of pre-requisite concepts and skills.

The final stage of this inquiry will occur at the end of 2019 when the cohort completes the MEd programme with a survey to find participants' views about the whole process. However, there are already findings to report from data on classroom interactions including choices of assessment tasks.

A finding of this study is that CPs' were able to share not just difficult to teach topics but also their views about learning and teaching mathematics as well as how understanding of concepts was achieved when they gave explanations of why they thought their proposed topics were difficult. CPs' views about mathematics teaching and learning were then built upon in subsequent sessions of the course. Another finding is that students were engaged in making connections between key ideas such as conceptual understanding and strategies for teaching mathematics meaningfully. Evidence for this fact is that during microteaching, which was part of the assessment task, course participants selected a sub-topic linked to their difficult to teach topic. Selection of topics for research project for some course participants has also focused specifically on exploring students' conceptual understanding for given mathematical topic. Thus, findings from the inquiry to date indicate that CPs' ideas can be integrated in course design and through paying attention to these ideas, greater engagement could be promoted. Implications are for course design that does not pre-determine sessions and accommodates greater freedom in topic selection.

References:

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1P136 | Internationalising Curriculum Development through the Lens of the Sustainable Development Goals: Prospects and Possibilities

Anil Khamis

Universities have entered into the age of super-complexity and this age articulates with the social purpose of the institution (Barnett 2017). From a purely utilitarian position, employers the world over raise concerns of graduates' fitness with the requisite skills sets to contribute to the modern knowledge society. Two concerns are raised above all: (i) graduates do not have the preparedness, especially in science, technology, engineering, and mathematics (STEM), where the majority of economic development is occurring and (ii) universities are behind the needs of society as they continue to artificially divide academic-professional and technical-vocational cadres leading to employers having to mount expensive (re)training programmes.

At the start of the Fourth Industrial Revolution (Schwab 2016), knowledge production has slipped away from universities with the development of multi-modal agencies that proliferate networks, which thrive on innovation, disruption, and distributed and self-directed learning opportunities. Universities are faced with the challenge of relevance.

The Aga Khan University began with a vision of a development university (Sutton 1995). This meant to combine development of relevant, new knowledge with medical and nursing academic programmes of studies approached with a curriculum that was built on problem-based learning within a clinical setting to meet critical needs of society. These needs included addressing survival of people in countries with the highest maternal and neo-natal mortality rates in the world amongst other health problems (WHO 1992; 2018). his required an institutional approach: the founding of a university with quaternary hospital capability with four interrelated innovations: in health systems development; in human resource capacity building; building on international partnerships; and reducing the cost of care whilst improving efficiency with promotion of indigenous industry and entrepreneurialism.

As AKU progresses towards a comprehensive university that considers and responds to evolving societal needs particularly in the majoritarian world, thirty-five years after its founding, it has founded new faculties in addition to medicine. To address new needs and challenges and to lead in a world characterised by ever-increasing connectivity of people and things curriculum development and relevance based on multi-sectorial considerations becomes paramount. This paper addresses the curriculum development aspects of AKU from the lens of the Sustainable Development Goals (UN 2015). It interrogates the critical questions based on work ongoing across the University: what is/are the model(s) of curriculum development? How does research inform curriculum development? What are the societies and their knowledge or epistemological worldviews (Arkoun 2004) that should feature in the curriculum development process? And how does a university that pursues excellence in research and service articulate and align with quality teaching and learning, as its distinctive feature in the contexts its works, in a generative manner; that is, the alignment to the SDGs.

1P142 | Exploring Collaborative Reflection Culture: Opportunities and Challenges

Rozina Vadsariya

Reflection is often considered as an isolated activity, yet opportunities to work and reflect together are increasing. This report critically explores the collaborative reflection processes that STEP teachers in Pakistan use to improve their teaching practices and to direct their professional learning. The research inquired into how TL (Teacher Lead) initiative by the ITREB, Pakistan has contributed in supporting teacher's professional development by providing them a formal space to plan and reflect together based on the principle of contrived collegiality. The research undertook the case study approach by selecting three teachers who belonged to different cohorts. The data was collected through semi-structured individual interviews, recorded TL meetings, classroom observations, and post class rooms discussions.

The research concluded that collaborative reflections plays an important role in enabling teachers to improve their practices and establishing a community of learners. However, the research also highlights some issues and challenges that serve as roadblocks in attaining a truly productive collaboration among teachers. My analysis of the findings suggest that process of collaborative reflection is a more complex phenomenon, than it has been presented in literature, since this process involves a wide range of personal and contextual factors that could affect the quality and nature of such collaborations.

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2P80 | Teaching Bioethics Via Ethakul: Lessons From The Pilot Phase

Azra Naseem, Kulsoom Ghias, Sameer Nizamuddin & Murad Khan

Background

A major challenge in the teaching of bioethics in medical and nursing education is the wide gap between theory and practice. Despite the use of case-based learning, students still find it difficult to translate abstract theoretical ideas into their daily practice.

As a result, the need for a creative and interactive learning environment was felt where students could learn in a non-coercive environment without the boundaries of classroom setting.

Just-in-time learning (JiTL) pedagogy can provide an informal, learner-driven and application based tool. In contrast to other technology-enhanced learning applications, JiTL has no specific structured process. Rather it is based on the learners' needs and real-time problem solving (Weintraub & Martineau, 2002; Bradenburg & Ellinger, 2003). This approach is particularly useful for medical and nursing educators to improve students' professional practice through access to knowledge and communities of learners.

We designed EthAKUL, a mobile JiTL environment to teach bioethics to the medical/nursing students, trainees and practitioners at Aga Khan University Pakistan, as a three-phased research and development study using participatory design methods. EthAKUL includes modules on selected clinical ethics concepts ('Learn More'), and a discussion forum ("Let's Talk") for participant-identified ethical dilemmas. The concept underlying EthAKUL and findings from the design/development phase were presented at the AKU SOTL conference in 2017. In this paper, the authors will share the process of teaching and lessons learnt during the second phase of the project, i.e. teaching and learning via EthAKUL.

Teaching and Data Collection Process

Sixteen faculty members were identified from medical/nursing specialties, such as Basic science, Psychiatry, Surgery, Community Health Sciences, Medicine, Peadiatrics, Obgyn, and emergency medicine. An orientation workshop was conducted to introduce the App and the teaching process.

The study was advertised on various forums, and seventy-one students and trainees volunteered to participate. Four series of face-to-face workshops were held in October 2018 to orient to the learning environment of the app. Baseline data were gathered using pre-pilot knowledge test, ethics perception and mobile learning perception tool, and Jefferson Empathy scale.

An on-call schedule was created to ensure the availability of two facilitators on any given day for JiTL support. Weekly reminders were sent to participants to post or respond to ethical dilemmas. A follow-up meeting was conducted with learners ~8-10 weeks after EthAKUL was launched to gauge their experiences. A WhatsApp group was used for discussion amongst facilitators.

Participants posted a discussion in 'Let's Talk' and on-call facilitators' were available to facilitate the discussion. Facilitators' did not answer the questions directly, rather they posted more discussion questions and experiences from their own professions, inviting participants to think more critically. Other learners also replied with more questions and discussion points, allowing to develop a discourse around a single topic.

Findings
The pilot started in November 2018 and lasted for four months. 25 ethical dilemmas were posted by the learners, which included a total of 182 responses (113 by facilitators and 69 by participants). Response rates to individual posts ranged from 0-23. Of the 16 facilitators, 10 responded to students' posts on "Let's Talk". When facilitators could not respond during their "call" period, other facilitators covered for them. The discussion posts were largely about informed consent, professionalism, harassment and non-maleficence. However, some dilemmas posted by students were different from the topics covered in the modules. A majority of posts came during the work-week, likely as and when dilemmas were encountered. EthAKUL provided access to materials and a space for anonymous discussion of ethical dilemmas faced by students/trainees, yet a limited number of participants posted on "Let's Talk". While facilitators encouraged open discussion, learners expected closure or concrete next steps.

Conclusion
EthAKUL has potential for JiTL of bioethics and other subjects in medical and nursing education, but both facilitators and learners need to be more attuned and responsive to the pedagogy. Learners need additional support on identifying ethical dilemmas, and facilitators need training on facilitating text-based JiTL.

Reference

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2P17 | Transforming Theory to Practice. Using Real Time Simulation to Teach Emergency Obstetric Skills in the Community

Grace Edwards & Nabbosa Juliet

Background:
There is growing evidence that shows that skilled midwifery care is crucial in reducing maternal deaths (Campbell and Graham, 2006; Family Care International, 2014; Renfrew et al., 2014; The Partnership for Maternal, Newborn and Child Health, 2011; UNFPA, 2014). In East Africa insufficient time is allocated during training to develop the full range of competencies needed, this is crucial when faced with obstetric emergencies such as post-partum hemorrhage (PPH), eclampsia, shoulder dystocia and breech birth. Training for obstetric emergencies but is not always successful: some programmes In low-income countries have reported an increase in knowledge or skills after training, but failed to demonstrate improved clinical outcomes, (Dumont et al 2013, Sorensen et al 2010) while other interventions failed to show an improvement in skills (Nellisen et al 2014).The implementation of real time simulated training was reported to have improved outcomes in knowledge, teamwork and clinical management in both clinical simulation and practice (Ellis et al 2008, Draycott et al 2006, Draycott et al 2008). This study aimed to assess the pre and post knowledge and confidence of experienced midwives following real time simulation training who worked in a low resource setting.

Research question:
Can midwifery skills in emergency obstetrics be enhanced by utilising real time simulation?

Method(s):
Pre and post-test evaluation of the knowledge skills and confidence of twenty midwives undertaking an emergency skills real time simulated workshop.

Findings:
There was a marked improvement in confidence across all areas of practice around obstetric emergencies. Being able to practice in a safe, simulated, real time environment enhanced skills and confidence in all areas.

Conclusions:
Using real time simulation in conjunction with theoretical updates worked as a driver for quality improvement, improved the knowledge, skills and confidence of midwives and provided a platform for staff to improve local systems. Real time simulation is a feasible tool to support theoretical learning and relate this to practice.

Actual or potential implications:
This approach has the potential to equip midwives with the knowledge, skills and confidence to appropriately respond to obstetric emergencies which is a key factor in improving maternal outcomes.

2P26 | Pilot Study for a Postgraduate Online Course: a Multidisciplinary Multi-institute Approach

Lena Jafri, Hafsa Majid, Sibtain Ahmed, Qamar Riaz, Sadia Fatima & Aysha Habib Khan

Rationale:
Need for experts in diagnosing and managing metabolic bone diseases (MBD) in a resource poor country is the need for the time. Population aging, rising rates of osteoporosis, vitamin D deficiency, low calcium intake and sedentary lifestyles in Pakistan add a level of complexity/urgency to this issue. One of the strategies to address this issue can be development of online multidisciplinary course on MBD.

Research Question:
Objectives of current study were to understand the postgraduate trainees (PGs) perspective about the need of online course on MBD via Focus Group Discussions (FGD) and develop and pilot a module of a Massive Open Online Certificate Course on MBD taking FGD findings into consideration.

Methods:
A multi-disciplinary, multi-institute faculty team was formulated with experts from radiology, orthopedics, medicine, endocrinology, clinical chemistry and education from across Pakistan. Hands-on workshop on virtual learning environment (VLE) for selected faculty was conducted by digital learning network of the institute with faculty from other cities connected via online platform ZOOM. The multidisciplinary faculties identified fourteen PGs from their respective specialties with whom two FGD were conducted and initial findings were obtained. Next a single module (osteoporosis) was piloted on a separate group of PGs who were evaluated via pre and post module quiz. Feedback of piloted module from both PGs was taken on a structured questionnaire with 5-point Likert Scale.

Findings:
The PGs for FGD included fellows and residency years 1-5. PGs from various cities participated via ZOOM. Major FGD themes identified included the dire need for application based online multidisciplinary modules which should be feasible in a busy clinical schedule and concerns of managing large number of patients with MBD in limited time. PGs preferred asynchronous modules with case challenges. After reviewing FGD findings faculty prepared micro-lectures, flash cards, video, case challenges, and mini-interview with expert. Team tried minimizing readings. Faculty developed content mostly based on case scenarios posing critical thinking and decision making. Quiz prepared were reviewed by content and educational experts and content related evidence for validity and feasibility was reviewed by five other faculties. After informed consent 9 PGs from various departments were enrolled in pilot study: Chemical Pathology (n=6), Internal Medicine (n=1), Endocrinology (n=1) and Radiology (n=1), from AKU-Karachi, Chughtai Institute of Pathology-Lahore, Rehman Medical Institute-Peshawar and Quaid-e-Azam Medical College-Bahawalpur. Out of the total 66% (n=6) attempted the pre-test with a mean score of 43.8%; passing score was 75%, none passed the pre-test. Module continued for 2 weeks followed by post-test.

All candidates (n=9) cleared it with average score of 96%, so improvement in results after the course delivery was 100%. As per PG feedback 77.8% (n=7) were able to access VLE easily and 88.9% (n=8) stated that they could easily navigate the course. 5/9 PGs would have liked to take the course face to face. All PGs agreed that Moodle is a good platform for learning and discussion as students however they (n=7) need further training and assistance in learning via VLE. Overall all participants were satisfied with this teaching strategy. 8/9 (88.9%) believed that what they learned from this course was implementable in clinical practice, whereas 66.7% (n=6) were extremely satisfied with the content covered as per defined objectives. 5/9 (55.6%) strongly agreed that the course facilitators effectively facilitated their learning throughout.

Conclusion:
FGDs were helpful as the detailed information about PGs' perceptions /opinions helped design a module tailored according to their needs. Findings from pilot study indicate that PGs were satisfied with this teaching strategy and there was significant improvement in their knowledge after post-module assessment when compared to pretest. Distance learning is a developing feature on the PG education landscape and with evidence like these may well start to dominate.

Actual or potential implication:
Team of faculty has been trained to develop and execute distance learning courses and can become lead in initiating such projects in other areas of postgraduate and even under graduate teaching. A Massive Open Online Course on MBD can improve the standard practices of managing patients with these disorders across the country within and outside the institute including remote cities with limited resources.

2P31 | Best Interactive Lecture Workshop for the Faculty Members: Old is Gold

Najam Siddiqui, Faisal Moin, Nasser Al Nizwani & Mohammad Shafaee (Online)

Background:
Traditional didactic lectures are becoming unpopular and losing its pedagogics. Many medical colleges are struggling to make students attend classes making rules of 80% attendance a must to become eligible to take the final exam, however, students escape classes and get proxy signatures on attendance sheet. Weather the lectures are compulsory to attend or not is still a question of debate. Or should we make the lectures most useful and interesting so that the students will make sure to attend.

Research question:
What can be done to make a lecture most interesting, interactive, and useful for the medical students?

Methods:
A workshop was organized by the Faculty Professional Development Committee at College of Medicine, National University of Science and Technology, Sohar, Oman. The theme of the workshop was "Best interactive lecture". 22 faculty members registered for the workshop. After taking their consent, as a pre-requisite of the workshop, each faculty member was asked to allow to videotape his/her lecture for almost 10 minutes. The workshop consisted of two sessions. In the first session, a lecture was given on "best interactive lecture" in which the following four phases were emphasized: 1. Connect by showing eye catching slides, a clinical case presentation, 2. Well organized lecture, the slides should be very easy to understand and well organized 3. Dual-code, means that you connect the topic to some real life events 4.

Exercise and elaborate where you give short exercises or questions to solve.

During the next session, the faculty members were divided into 3 groups: red, green, blue. Each group was guided by a group coordinator. During this session, the videos recorded earlier from the faculties were shown followed by open discussion. Each faculty member saw his own video clip and discussed it with the group. At the end of this session, each group made a power point presentation on the discussion and results of the session.

At the third session, the three group coordinators presented their power point presentations in front of all the members of the workshop.

Findings:
Most of the faculty members were not aware of the four phases of the interactive lecture. Each faculty member watched their own lecturing style with great interest. Most of them were lecturing for more than ten years but had seen their own video clip for the first time. It helped them a lot to understand about their own mistakes and habits which need to be avoided.

Conclusions:
It was a very interesting workshop giving the faculty members an opportunity to see themselves how they deliver a lecture and to learn from their mistakes by watching their own videos. Furthermore, discussion with other faculty members enhanced the understanding of best interactive lecture delivering techniques.

Actual or potential implications:
Faculty members were able to see their own lecturing style and compare it with other colleagues which resulted in improvement of their lecturing styles and the lecture on "Phases of Best interactive lecture" gave them an insight on how to make their lecture more interesting and interactive.

2P32 | Bridging the Gap through Simulation

Naveen Jessani, Amina Lakhani, Farzana Kabeer & Rozina Khowaja

Background:
Nurses are expected to provide safe and competent nursing care after graduation and throughout their professional careers. Moreover, the increasingly vast body of nursing knowledge, combined with continuous medical and technological advancements, and high patient acuity, require that nurses have finely tuned critical thinking skills. However, novice faces challenge to work competently in current clinical environment and care for patients with diverse background and diagnosis.

Rationale:
Gaps were identified in TNIs' clinical competency in dealing with high acuity patient during their initial orientation programme at NES.

Research Question:
Does experiential learning including simulation provides an opportunity to improve the transition to practice?

Method:
Literature highlighted that new graduate nurses beginning employment in critical care are faced with revisiting basic nursing and learning critical care nursing at the same time. In order to facilitate their transition journey it is important to provide them with platform to develop competency and build in confidence to work. In order to bridge this gap department of Nursing Education service offered 2 weeks of Basic critical care course to Trainee Nurse Interns (TNIs). The purpose was transfer of learning, confidence and competence development and RN role preparedness. The course was delivered as theory component to acquaint with basic knowledge, simulation to bridging the gap and learn from trial and error and lastly the hands on clinical in patient care, to improve decision making and integration of theory into practice. A simulation-based 'Basic Critical Care Course' was designed and offered to improve the clinical competencies of TNIs. Interactive simulation-based activities were a key feature of the course used to assist these TNIs in developing clinical reasoning and decision making skills to help them care for sick patients in real clinical settings. The course covered a wide range of concepts from risk assessment to the management of patients with raised Intracranial Pressure.

Result:
114 TNIs were enrolled (23 participants per course). Out which 105 TNIs 92% successfully cleared the course. Overall participant satisfaction index was 86%. Participants were 90% confident and competent in identifying early warning signs of clinical deterioration and intervene accordingly, as compare to pre simulation result which was 40%.

Participants commented this course as very helpful, covering all basic knowledge and skills mandatory to work in patient care area. Participants found it very interesting and worth TNIs were very eager to participate in this course as early as possible and were integrating concepts into practice and advocate for patient care. Moreover, area Nurse Instructors also

appreciated this initiative and reinforced to sustain it for all TNIs batches.

Conclusion:
Transition to practice is a growing problem for hospitals. Simulation based learning equip participants with confidence and competent to actively involved in patient care reducing their fears. Moreover it ensures patient safety by practicing trial and error on simulated patient.

Recommendation:
Simulation based learning ensures patient safety without compromising student learning. This approach should be integrate in competency-based assessments for all new hires for identification and correction for entry-level practice. Moreover, session with multiple patients and multidisciplinary team approach should be incorporated for further study and positive outcome.

2P33 | Exploring the Transformation of Pedagogy in ICT Rich Learning Spaces

Nusrat Fatima Rizvi & Almina Pardhan

Background/rationale:
In the era of globalization and digitization governed by knowledge economy, mass education and life-long learning have become inevitable. In this scenario, 'traditional' face to face education where teachers and learners interact in one place at one-time seems to have failed to fulfill the needs of the learners who are at different stages of their lives and come from different backgrounds. In order to provide flexibility and collaboration to cater to the need of learners of changing profiles, learning spaces around the globe are in the process of transformation (Wahlstedt, Pekkola & Niemela, 2008). Several researchers have identified the relationship between virtual or physical learning spaces and pedagogy (e.g., Obliger, 2006; Farren, 2009). However, this phenomenon in the context of higher education and teacher education, especially from developing world, is still under researched.

As part of The Aga Khan University's strategic planning to become a comprehensive university across geographical contexts and within diverse disciplines, a key area of consideration is to ensure efficient use of knowledge and resources. Moving towards this direction, The Aga Khan University-Institute of Educational Development, Pakistan has redesigned two of its classrooms as part of the broader Blended Learning Classroom Redesign Project of the university.

The study explored the process of bringing change in pedagogical approaches of two graduate level courses, Mathematics Education and Early Childhood Education and Development (ECED), offered at AKU-IED, P in the transformed ICT rich learning space. The theoretical underpinnings of this study were grounded in the work of earlier researchers who had identified how collaborative and interactive technology, the changing profile of learners, and changing notions of teaching and learning are transforming pedagogy in teacher education institutions.

Research questions:
The study aimed to answer the following questions:

- What are the affordances and constraints of the changing space of classrooms for us, as teacher-educators, vis-a-vis redesigning and teaching the two graduate level courses?
- How can we effectively transform our pedagogy for the courses in relation to the changing learning space supports Blended Learning approaches?
- How can we provide collaborative learning experiences to the students to achieve course objectives?
- How do students design and teach lessons using ICT and blended learning approaches during teaching practicum with their fellow teachers?

The reported action research was conducted in three stages: Reconnaissance stage; three cycles of faculty led sessions; and two cycles of students led sessions. Reconnaissance stage explored course participants' readiness, i.e., their skills, understanding and disposition, to learn in technologically- rich environment. Participants' expectation from this study and the role of research participants and researcher were sought and negotiated through focus group discussed and narrative. Each cycle of faculty led sessions consisted of 2-3 three-hour face to face sessions; 2 three- hour online self-learning sessions; reflective sessions; and planning sessions.

Each cycles of students led sessions consisted of 1-2 three-hour face to face sessions and one online self-learning session for practicing teachers.

Findings:
The students had opportunities to search learning material in the class and outside the class so the time, traditionally dedicated to knowledge transfer, was used for knowledge synthesis and evaluation. Students got more opportunities of collaboration and sharing and so they had lived experience of being learning communities. The new learning environment and digital tools such as survey monkey, padlet, mentimeter, voting pads act provided faculty to integrate ongoing assessment and course evaluation into teaching seemingly.

The faculty and students found new pedagogies more time consuming and challenging as they demand them to produce information in the form of digital text, images and videos. They felt overwhelmed and often emotionally exhausted to cope with huge potential of technology available at their disposal.

Conclusion:
Transformation of learning space helped participants and faculty to have more collaboration but to keep the pace with technology was challenging for faculty and the course participants.

Actual or potential implications:
This study would serve as an important bridge study to a larger study. In a larger study course participants (CPs), who would be graduates of the course, could take on the role of teacher educators and we could research their practices of employing the pedagogies with teachers and schools which they learned during the course. The university faculty could continue their role as collaborative action researcher-educators by working in collaboration with faculty members from other disciplines within AKU to support and learn from their experiences of transforming their own pedagogies in ICT rich learning spaces at the university. We anticipate that we would engage in a more complex network within a larger study.

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2P55 | Enhancing Cognitive Engagement of Preclinical Undergraduate Medical Students via Video Cases and Interactive Quizzes in Problem-based Learning

Syeda Sadia Fatima, Kulsoom Ghias, Kausar Jabeen & Saniya Sabzwari

Background:
Problem-based learning (PBL) is one of the main pedagogical approaches utilized in the undergraduate medical education (UGME) program at a private medical college in Karachi, Pakistan. The medical education literature is divided with regard to the benefits of problem-based learning. Advantages of PBL include development of critical thinking and self-reflection skills that cultivate the students' ability to become independent self-directed learners, researchers, and team players [1]. On the other hand, the potential disadvantages include irregularities in the discussion due to a lack of comprehensive and systematic knowledge in the students and increased time and workload for the tutor [2]. Furthermore, another disadvantage identified by the research team was the lack of student engagement due to the monotonous format of problem introduction through paper-based cases. Therefore, an alternative method of video enhanced delivery of PBL cases augmented with end-of-PBL formative assessment quizzes was tested in the neurosciences module, the second module in Year 2 of the UGME program.

Research question:
The key objectives of this study were to evaluate the students' engagement in video-enhanced PBL sessions and identify their perception of a video-enhanced PBL approach versus the traditional paper-based PBL.

Methods:
A mixed methods study was conducted with Year 2 medical students (n=102; divided into 11 groups) and faculty (n=11) facilitating the PBL process. Of the 10 PBL cases, five were converted to video-enhanced cases and five were kept as paper-based, "traditional" cases. "Micro" videos were used to introduce clinical scenarios, augmented by a set of guided questions related to the scenario. In addition, a formative quiz was conducted to assess concepts at the end of video enhanced PBL sessions. At the end of a module, students and facilitators completed an online survey regarding this modified learning experience, and this was followed by a focus group discussion with the PBL facilitators.

Results:
More than two-thirds (71%) of the students and all facilitators preferred video-enhanced over paper-based cases. Seventy-nine percent of the students agreed that this method increased peer-peer and peer-facilitator engagement, while 66% (n=68) of the students and 81% (n=9) of the faculty agreed that the end of PBL formative assessment activity would support the "Universal Design for Learning" framework.

Conclusion:
Video-enhanced PBL used during the introduction of the case and formative assessment activities at the end of the PBL sessions improved student engagement and contributed positively to the discussions and their understanding. These sessions were well-received by both the faculty members and the students. The strategic use of video-enhanced PBL sessions is an effective approach for self-directed learning in undergraduate medical education.

Potential implications:
This study supports the "Universal Design for Learning" principle of providing multiple means of representation, expression, and engagement which give students numerous ways of acquiring knowledge [3]. The Video-enhanced PBL approach needs to be tested in other modules and across all academic years over time to assess the student and facilitator perception for this activity.

In addition, while the questionnaire captured perceptions of the utility and efficacy of the video enhanced PBL strategy, we were unable to gather a measurable evidence to suggest impact on the students' summative assessment scores.

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2P86 | Teaching and Learning Virtually: Lessons from a Two-year VLE Implementation Project at AKU

Eman Rashwan, Azra Naseem, Misava Edward & Sahreen Chauhan

In 2016, AKU Nursing programmes in East Africa adopted Virtual Learning Environments (VLE) as a tool to support classroom teaching. The positive impact of using VLE in Nursing programmes motivated the university to adopt it for all academic programmes. The two-year VLE implementation project was undertaken by the Network of Blended and Digital Learning (BDL_Net) from 2017-2019. VLEs such as Moodle are online learning platforms, created to manage and support teaching, learning and assessments activities. AKU has been using Moodle to enable faculty members to share teaching content and provide learners with new engaging and collaborative activities to facilitate their learning, and to accommodate a wider range of learning preferences [2].

The VLE project's framework categorized students' digital experience into four main areas: Administration of learning, Transmission of information, Interactive Learning, and Blended/Online learning.

These were then categorized into three phases: Adoption, Course Enhancements and Blended/Online. The implementation started with a readiness assessment to determine if the programme is ready for VLE adoption. Upon the successful completion of assessment, an entity-specific support team was formed, which consisted of a faculty lead, a VLE assistant, and BDL_Net and IT-Academic Computing members. The team designed and offered a workshop for faculty members in the entity on how to use the VLE. The workshop also covered the VLE design standards, enabling the team to develop customized course templates according to the quality standards and the entity's requirements [1]. After attending the workshops, faculty members started uploading their contents and applying for copyright clearances as required. Along with the workshop, support strategies included on-going one-to-one consultations and refresher sessions. Similarly, there were ICT literacy orientation sessions for students and dedicated technical support staff. The last stage was "evaluation" which was done through end of term/semester reflective sessions, surveys, and skill-based evaluations and data were reviewed by the team to make appropriate changes for the next teaching term/semester.

The VLE provided flexibility, interactivity and engagement through various tools that facilitate teachers to enhance learning experience [2]. AKU Faculty members have conducted several research studies on the effectiveness of Moodle in teaching different academic subjects [3]. Its use generated interest amongst faculty and students for more innovative teaching and learning. At the same time, several issues were raised that hindered the use of VLE, such as the time faculty members require to update their course website, relevance of VLE for didactic teaching methods used by faculty and types of technical and pedagogical support they need. It was also noted that successful adoption of the VLE required a commitment from faculty and programme leads to revise the curriculum/pedagogy and assessment. Though students asked for more technology enhanced learning, they found the tasks cumbersome.

This presentation will highlight the key factors affecting the uptake of adopting VLE and propose practical strategies to sustain the use of VLE, and guide faculty members who are willing to incorporate higher levels of virtual interactions and online learning into their teaching practices. It is a collaborative summary of experiences and recommendations from all teams who were involved in every step of the implementation, evidenced by the data gathered from faculty, staff and students during the actual teaching and learning process.

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2P93 | Piloting Workplace Based Assessment (WPBA) Tools to Evaluate and Monitor Competence Development in Postgraduate Psychiatric Trainees at Aga Khan University Hospital

Humera Saeed, Shameel Khan, Tania Nadeem & Nargis Asad

Background:

Competency based assessment using workplace-based assessment (WPBA) tools is becoming an increasingly popular tool to monitor trainee progression in the medical profession. The most common work-based tools include mini-ACE (mini-assessment of clinical expertise), direct observation of procedural skills (DOPS), case-based discussion (CBD) and multisource feedback (MSF). In the Asian post-graduate medical curriculum (PGMC), few studies have looked into the applicability and feasibility of these tools.

In Pakistan, the CPSP curriculum of Psychiatry is delivered on a structured training program (STP) model, which lays down a framework of various competencies that needed to be achieved in year 1, 2, 3 and 4. Although the competencies are well defined in the CPSP curriculum but the assessment methods used to measure or evaluate the attainment of these competencies are not very structured and/or objective. Current assessment methods rely heavily on measuring the trainees' performance under 'in vitro situations' such as end of placement exams, TOACS etc. Most of the "in vivo' or at work performance either gets measured through feedback or supervisor reports rather than well-defined operational tools such as Workplace-based assessments. In this paper we aim to explore and understand the current gaps in competency assessments within postgraduate psychiatry training programs. We are also proposing an alternative method of competency assessment that has internationally been piloted and being used effectively for monitoring trainee progression.

Our aim was to study the applicability and feasibility of integrating Work place based assessments tools to evaluate and monitor competence development in postgraduate Psychiatric trainees.

Methods:
3 WPBAs tools; mini-ACE, ACE & CBD were piloted over a period of 1 year (January - December 2018) for psychiatry residents at AKUH. In the first phase a training workshop was held for trainers and supervisors to train them about using these tools. Trainers are psychiatrists with experience of undertaking WPBA's. In the second phase WPBA's were integrated. Each psychiatric trainee was required to complete 4 mini-ACE, 2 ACE, and 2 CBDs assessment within a year. Currently we are in the third & last phase of obtaining written feedback from the trainers and trainees.

Results:
There were 8 psychiatry trainees, who underwent the above WPBAs. At the end of the year, 2018, all of them were able to complete the set assessments. However, initially there was a reluctance observed in both the trainers and the trainees. They had to be reminded and guided with regards to the process. Time setting was one of the issues, priority was another. Personal anxieties with regards to new implementation were also observed. But end of year, they all seem to be at more ease and verbal feedback was positive and the general feeling was that these tools are effective not only in measuring performance, but they also enhance learning and competence.

Conclusion:
Implementation of WPBAs will help trainees to attain their educational and clinical objectives. It will help to obtain structured feedback and reduce subjective bias. This can improve quality of postgraduate competency evaluation in Pakistan and will subsequently help in producing high quality competent Psychiatrists.

2P99 | Using Role-play in Higher-education - a Reflective Stance

Kiran Qasim Ali, Sadia Bhutta & Uzma Munir

Introduction:
The Aga Khan University's teaching philosophy is inspired from constructivism which relies on engaged learning. Drawing on this philosophy, a number of active learning methods are used across programs/disciplines to promote excellence in student learning experience. Role-play is an example of such active methods which has been used in higher-education to develop 21st century skills/values by enhancing students' engagement. This paper highlights our experiences of using 'role-play' at graduate-level and faculty-development courses/workshop through three cases.

Case-1: 'Switch role' through cell organelle procession

To expose students to an alternative assessment strategy for an abstract concept like cell, 'cell organelle procession' was used in science-education course. After discussing structure and function of cell, students were asked to develop an oral presentation in the form of 2-minute persuasive speech to discuss the role of assigned organelle while highlighting its relative importance to cell function. The preferred format of visual-presentation

was a 'glamour shot' without compromising on the actual structure of the organelle. A grading rubric was shared with students to assess 'accuracy of the content' and 'presentation' (voice, confidence, and artwork) where the former was given more weightage. Their speeches and models were rated highly by the facilitators and peers as they used facts appropriately and presented artwork creatively. Students liked the activity and they volunteered to take it to the next stage by compiling a resource-book for future use.

Case-2: 'Acting' administration of questionnaire

Considering graduate students' anxiety over the quantitative research methods, a variety of pedagogical strategies are used to engage students in the learning processes. To help students 'experience,' the process of administration of survey questionnaires along with relevant issues of using each method, the research method classroom was 'flipped'. They were assigned readings a week before the session, and in classroom they were asked to 'act' one of the assigned methods of questionnaire administration. They planned their role play in small groups in a guided environment and presented to the whole class followed by debriefing. During debriefing session, they analysed strengths and weaknesses 'displayed' by the 'researcher' in administering a questionnaire using the assigned mode (e.g. direct, telephonic, and postal). Students appreciated the activity as it helped them to get a 'flavor' of the research field in a guided environment.

Case-3: 'Almost real-life' teaching practice

To enhance faculty members' knowledge and skills in using active learning strategies, the Network of Quality, Teaching and Learning (QTL_net) offers Teaching and Learning Enhancement Workshop (TLEW) across AKU campuses. One of the essential characteristics of this workshop is developing skills in planning and delivering lessons using BOPPPS-model. To practice this model, we use simulation-role-play technique in mini-lessons by introducing participants to the content (i.e. BOPPPS-model) and then modeling an example of a lesson developed on BOPPPS.

Subsequently, each participant designs and implements BOPPPS-model by teaching their peers in a safe simulated environment while their peers act as learners and also provide constructive feedback. Participants acknowledged that simulated environment help them to augment their pedagogical skills through a peer-led iterative process.

Analysis and conclusion:
Analysis of afore-mentioned examples and literature review helped us to classify role-plays in three categories: role-switch (case-1); acting (case-2); and almost real-life (case-3) (Rao & Stupans, 2012). 'Role-Switch' model helps students to understand the actions of either people or things by adopting their roles (cell organelle in this case), thus principally focusing on 'cognitive' domain of Bloom's taxonomy (Anderson et al., 2001). The 'Acting' model of role-play develops students' practical skills through acting out a small-group scenario (e.g. acting modes of questionnaire administration), thus, principally attend the 'affective' and 'psychomotor' domains. In 'Almost Real-Life category', students apply their skills in a simulated but safe environment which provides them an experiences close to the real-lives (TLEW mini-lesson), thus, address all domains of Bloom's taxonomy– cognitive, affective and psychomotor (Anderson et al., 2001).

Based on these potential benefits, faculty in higher-education may use role-play to teach various concepts in an engaging environment while being mindful of possible challenges (e.g. large classes, reluctance to participate, striking balance between fun and learning). Moreover, critical elements like - teacher preparedness, clear goals, adequate time/space, and awareness of limitations, post role-play reflective discussion and students' evaluation - need to be considered to ensure successful implementation of the strategy.

2P108 | Pedagogical Choices That Support the Development of Teaching Competencies among Graduate Students

Mweru Mwingi

Background/rationale:
The introduction of a one year Masters in Education programme in 2014 was well

received initially, however, the experience of the first two years raised questions with respect to course content coverage, appropriate pedagogies and student competences in the Gender in Education elective which was gaining popularity. As course leader, I began to question whether the twelve weeks allocated would be adequate to develop the competences I desired my students to have and pondered the contribution my course would make to the graduate competences stipulated in the Aga Khan University Teaching and Learning Framework introduced in 2015. In terms of practice, I grappled with how to cover course content using teaching and learning approaches that would result in meaningful learning and the acquisition of knowledge and skills that the students would use in their own classrooms and transfer to others they worked with. On the face of it, these challenges were course structure related, however, with some reflection recognised the need to guard against the routinization of practice that can lead to the ineffective application of pedagogy and hinder student development and achievement (Burridge, 2018, p142) by thinking through my choice of pedagogy.

Research question:
The question; "how does experiential learning support the development of teaching and learning competences among graduate students?" is both a systematic reflection of the teaching and learning choices made as course leader of the Gender in Education elective and a guideline to the choice of pedagogy made on the course. The reflection is based on the study of the Gender in Education class with an enrollment 8 -15 students depending on the year. This paper focuses on the use of workshops as the mode of experiential learning.

Method(s): The course was nested in experiential learning which is concerned with the more concrete issues related to the learner and their learning context. It was therefore appropriate for graduate students who are teachers with the need to gain knowledge and develop skills that can be readily applied to respond to or mitigate gender inequality and inequity in education. Since experiential learning is built on a foundation of interdisciplinary and constructivist learning it offered teaching advantages which were used strategically affording graduate students the agency to "do something" beyond classroom learning resulting in motivated learning, the desire to absorb knowledge and the transfer of skills. Ayers (2010) suggests that when teachers come to the learning environment, they are engaging in research on an ongoing basis. This resonates with the systematic reflection (Tugui, 2011) undertaken of my own teaching and learning over the last three years.

Findings:
I was keen on a learning experience that was sustainable and transferable following a concrete experience of learning through a workshop. First, I chose to learn from my students' successes and mistakes and interrogate the quality of support I afforded. Among the successes, I found that frequent feedback at the workshop design stage mitigated a protracted 'storming' stage common in team formation and eliminated prolonged choice making deliberations. Scaffolding helped to improve communication amongst group members reinforcing trust and commitment to group goals.

Second, the students with highly successful workshops experimented with another workshop in a different setting, namely the school practicum. In addition to transferring their newly acquired skills and introducing new ideas, they also undertook peer coaching elevating the skills of students with no prior experience on how to conduct a workshops thus confirming the value of experiential learning with adults (UNESCO, n.d.)

Third, workshop outcomes indicated that the learning experience bore the following graduate attributes articulated in the AKU Teaching and Learning Framework; critical and creative thinking, effective communication, lifelong learning and knowledge creation.

Conclusion:
I concede with Binder's, (2012, p.119) argument that where teaching is a lived experience, there is a vast array of materials to work with that challenge teaching assumptions, and offer everyday surprises leading into unknown learning territory. Indeed, my experience with workshops was transformative and proved that experiential learning works well with adult learners.

Being able to create relevant, challenging and meaningful learning experiences for my students boosts my sense of teacher efficacy.

Actual or potential implications:
The findings of this study have the potential to add value to other courses on the MEd programme in as far as the integration of experiential learning is concerned.

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2P113 | Emotional Intelligence among Surgical Residents at Aga Khan University, Pakistan – an Interventional Study

Qamar Riaz, Tashfeen Ahmed, Amir Shariff & Gohar Javed

Background/ rationale:
Emotional intelligence (EI) is described as a set of varying non-cognitive attributes and skills that enables an individual to know and understand their own and other's emotions and direct actions accordingly to handle demands and related stress. Studies have suggested positive relationship between emotional intelligence and a person's academic and professional achievement. The purpose of the present study was to measure EI intelligence of the surgical residents, and explore possible effect of an intervention on the EI and continuous assessment (CA) scores of the residents.

Research questions:
1. What is the EI of the surgical residents at the Department of Surgery, Aga Khan University (AKU), and Pakistan? 2. Is there a difference in the EI scores of the residents in the control and intervention group? 3. Is there a relationship between EI and continuous assessment scores?

Methods:
This prospective, randomized control study was conducted at the Department of Surgery, AKU, and Pakistan. There was a purposive sampling and 20 residents from general surgery, orthopedics and neurosurgery residency programmes were allocated to each of the control and the intervention group by simple random sampling. The intervention included two half day workshops that focused on areas of Self-awareness, Motivation, Empathy and Social skills. The content was delivered using multimodal strategies including discussions, group activities, and role plays. The workshops were followed by two informal sessions with the residents in the experimental group, conducted after at two months' interval, where they were asked to reflect, share and discuss the effect of these workshops in their interaction and their performance at the workplace and feedback was provided.

TEIQue-SF instrument was used to measure global trait emotional intelligence before, and 6 months after the intervention. The TEIQue-SF is a 30-item, validated, self-report instrument designed to measure global trait emotional intelligence (trait EI) and is commonly used in educational research. A pilot of the instrument on 5 residents from other surgical residency programmes not in the main study, and recent graduates from programmes in the study was conducted prior to the study to ensure comprehension and appropriateness of content of the instrument in local context. ERC was obtained (ERC#4864) and written informed consent was taken from the residents before initiating the study. The residents were asked not to share the learning from the intervention with their colleagues in the control group to avoid contamination. Confidentiality of the residents' identity was maintained by coding their identity and keeping the data under lock and key with the non-clinical member of the research team. Scholarship of teaching and learning (SoTL) grant was obtained for the study.

Result:
Two residents in the intervention group did not complete all the steps of the study while one resident in the control group did not complete the post test and thus were excluded from the study. Of the 37 residents included in the study, 9 (25%) were females. The mean Emotional Intelligence score of all the residents at the base line was 127.3 ± 46.81 out of a maximum possible score of 210, with minimum being 76 and maximum 203. There was no difference in the EI scores on the basis of residency programme, year of training and gender. The EI scores measured after 6 months were significantly greater in the intervention group as compared to the control group. Residents with higher EI scores also had an improved CA scores. Also there was a positive correlation between the CA scores and exam scores (0.62, p=.01). The reliability of the TEIQue-SF instrument measured using Cronbach's alpha was found to be 0.67.

Conclusion:
Residents with higher trait EI are more likely to perform better at the workplace as was evident from their continuous assessment scores. Adequate training is likely to improve residents' EI scores and thus their performance as physicians and learners.

Potential implication:
The finding that EI can improve performance at workplace has implications for the design of effective emotional intelligence training during residency programmes.

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2P133 | Post Simulation Debriefing: Preparing Undergraduate Nursing Students for the Palliative Care in Karachi, Pakistan

Zohra Kurji, Amina Aijaz & Salma Rattani

Death is inevitable for every living being, therefore, palliative care which includes end-of-life care is among the most prevalent issues in health care nationally and internationally. Therefore Health Care professional (HCPs) including nurses need to have specific training in palliative care. However, in context to Pakistan, nurses have no or little training in palliative care. Moreover, uniform clinical training of nurses in palliative care is also challenging due to lack of palliative care models availability in Pakistan. In addition dealing with death and dying for a novice nurse is very frightening experience. To overcome this challenge, simulation along with structured debriefing seems to be the most appropriate teaching strategy to meet the complex learning needs especially when it comes to palliative care.

Methodology:
Qualitative descriptive study design was used to explore the perspectives of 41 nursing students regarding debriefing after simulation on end of life care scenario. The purposive sampling technique was used in this study .The participants were divided into six focus groups discussion and each group contained six to seven participants.

Funding: Study was funded by Simulation Activity

For the purpose of study, we modified the simulated scenario and revised objectives on end of life care that was developed and used by the same faculty member in this course once before conducting this study. Before simulation activity students were given the objectives of the simulation followed by pre-briefing on the day of simulation.

Findings:
This study explored the perspectives of undergraduate nursing students regarding their experiences of the debriefing process after running simulation scenario on death and dying in a palliative care setting by conducting FDGs. Four main themes emerged from their perspectives; debriefing as strategy, video assisted debriefing, role of de-briefers, and the

the importance of debriefing in the palliative course.

Conclusion:
Debriefing is a necessary component of simulation and newly introduced pedagogy to our context; therefore, it requires further integration in other courses. Nursing faculty must be trained to learn this strategy, institutions must conduct continuing education forums to teach educators to conduct structured debriefing. Moreover, further research is required on debriefing such as, exploratory and interventional studies on models of debriefing and the best practices in debriefing.

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3P46 | Pedagogy Vs Andragogy: Exploring Best and Worst Practices in Adult Education

Maheen Farman & Severine Minot

Within the field of education, "pedagogy" refers broadly to teaching practice. Pedagogy, however refers specifically to children's education practices, and a gamut of mainstream methods that disregard learners' background knowledge and experiences, and whereby, too often, teachers themselves believe that they must inculcate knowledge to pupils, who are themselves (relatively) empty vessels waiting to be filled with the wisdom of elders. Pedagogy underscores the assumption of a power relation between someone "who knows", and someone "who doesn't know." In adult education, such assumptions are problematic. "Pedagogy is derived from two words, 'paid' meaning "child" (paediatrics/pediatrics derive from the same stem) and 'agogus' meaning "leader of." Thus, it literally means the art and science of teaching children. The roots of pedagogy can be traced back to seventh century Europe during the introduction of organized education at monastic schools which were also known as cathedral schools (Knowles et al., 1998)" (Ozuah, 2005: 83) where young men had to learn to recite scriptures for sermons. This heritage serves as a detriment to education in general, especially when dealing with adult learners who may find such approaches boring, condescending and paternalistic, but also ineffective, in teaching them skills which are required for both personal growth and professional advancement, skills such as logical reasoning, critical thinking, introspection, problem solving, effective communication, conflict resolution, personal accountability, autodidactic abilities, etc. By contrast, Andragogy (andr=human/man/adult) refers to alternative, or at least complementary teaching methods, which are framed by very different assumptions about adult learning, notably that it is a lifelong process that should entail, more than just utilitarian learning, but rather and especially, the acquisition of personal competencies that support self-growth, self-realizations, and empowerment. Andragogy, therefore, recognizes that the learning process underscores the progressive accumulation of cognitive, affective and psychological dispositions/assets (acquired sensibilities, ideas, knowledge and know how), which cannot be discounted in the way teachers choose to teach and facilitate learning. Perhaps then, it is fitting that we shed light on the inadequacy of pedagogical practices in adult education, and in turn, propose alternative approaches. This paper argues that in the context of Pakistani education, it is high time to "rethink" the teaching strategies of adult educators. Freire's Pedagogy of the Oppressed, Gestalt pedagogy, among others constitute interesting and viable models of teaching practice. Using humoristic and satirical memes and performance skits, our objective is to present and contrast a range of pedagogical and andragogical practices, , in order to highlight the best and worst practices of adult educators. We fundamentally believe that Pakistani adults of all ages, should have access to continuing education opportunities that are aligned, not only with the market, but more so, with their own process of self-realization.

3P49 | Reflections: A Clinical Leaning Tool in the Undergraduate Midwifery Program

Shahnaz Shahid, Sadia Abbas & Farzana Adnan

Background:
Bachelors in midwifery program at Aga Khan University is the only graduate level midwifery program offered in Pakistan. The program is competency based and, reflections are an important part of student's learning throughout the program. Midwifery students are expected to graduate as reflective practitioners as it is considered as a mandatory competency. Reflection is a complex skill that require continuous practice to gain expertise in critically analyzing the situation and extract meaningful experiences from it.

Objectives:
a) Explore students' perceptions and experiences about reflection. b) Enhance students' reflection writing skill. c) Develop guidelines and rubric for reflection.

Methods:
Qualitative action research design was utilized for the study. Total population sampling was performed to recruit all the 12 students (participants) in the undergraduate midwifery program by ensuring voluntary participation. Demographic data was taken and Focus Group Discussion (FGD) was conducted by using a semi-structured interview guide. FGD was conducted in English language that lasted for 90 minutes that was audio recorded and notes were also taken. Students' reflections were reviewed. Data analysis was done manually by using Creswell's (2013) content analysis steps. Trustworthiness was maintained by using Lincoln and Guba (1991) criteria. Credibility was ensured by having prolonged engagement with the participants during the FGD. The study findings may be transferable to programs offering competency based curriculum. Methodological triangulation was done by using FGD and document review. Investigator bias was minimized by bracketing. Ethical approval was taken from the ethics review committee of the university. Anonymity was maintained by assigning a code to each participant. Written consent was taken to respect autonomy. To ensure participant's confidentiality, computer files were password protected and data were secured in locked cabinet that were only accessible to the research team.

Findings:
Four themes emerged: 1) Comprehend reflection, 2) Significance of reflection, 3) Components of reflection, and 4) Appraise guidelines.

Conclusion:
Reflection is considered as a basic tool to refine clinical practice of midwives. It enhances critical thinking and clinical decision making skills and promotes personal and professional transformation.

Implications:
1) Reflection should be made part of the undergraduate curriculum. 2) Standard guidelines and rubric should be designed. 3) Faculty should be trained to develop reflective practitioners.

3P63 | Impact of Prior Education Quality and Family Characteristics on University Students: a Case of Pakistan

Nadeem Komal

Background:
In the past twenty years, the emphasis on higher education has increased manifolds in Pakistan. Whereas we see the enhancement in output of higher education system, its outcome or effectiveness is still questionable. It is the quality of education – and not quantity – which enables students to compete in academics globally, carry out high-quality research and find attractive employment opportunities.

Raouf (2008) believes that ensuring quality learning outcomes in universities is direly needed and is a challenging task. Learning outcomes of an HEI's graduates are associated with the overall betterment of the society (Green, 1994). Nonetheless, research on quality of higher education in Pakistan is scarce. Moreover, investigation on factors for improving academic performance is even scantier. It is highly essential to find the best combination of predictors that can maximize the quality of learning.

Research question:
What is the impact of prior education quality and socio-economic factors on academic performance and quality of

learning outcomes of Pakistani university students?

Methods:
The following table summarizes the research methodology used:

Research Paradigm	Positivism
Research Approach	Quantitative
Method of Reasoning	Deductive
Research Design	Cross-Sectional
Research Site	Universities of Lahore & Islamabad
Population	University students of Pakistan
Sample Size	251
Academic Fields	Business Mgt., Engineering & Bio-Sciences
Strategy of Inquiry	Survey
Survey Instrument	Questionnaire
Question Type	Close-ended Questions
Pilot Study	Ten respondents, Response Rate 80%
Response rate of Survey	83.7%
Validity	Face Validity, Pilot testing & Construct Validity
Reliability	Inter-item consistency (Cronbach's Alpha) Age: 0.973 Father involvement: 0.979 Mother involvement: 0.980 SSC Grades: 0.720 English Grade: 0.674 Mathematics Grade: 0.650 HSSC Grades: 0.701
Statistical Analysis Techniques	Pearson Correlation Box and Whisker Plots (nominal data)

After the statistical analysis, all factors are classified into three categories based on the strength of influence they have on the academic performance and learning outcomes. For boxplots, the difference in quartile values is considered; whereas correlation coefficients are taken for correlational analysis. The thresholds are defined as follows:

Difference in Quartiles / Correlation Value (x)	Category of Influence
$x < 0.3$	No influence
$0.3 < x < 0.4$	Slight influence
$0.4 < x < 0.5$	Medium influence
$x > 0.5$	Strong influence

Findings:
Based on statistical analyses performed, the following table shows the degree of impact the investigated factors have on quality of learning outcomes:

	Impacts						
Factors	CGPA	Performance Satisfaction	Degree-Interest Linkage	Conceptual Understanding	Conceptual Application	Critical Thinking	Employability
Age				Medium			
Gender	Slight						
Province	Strong	Strong	Strong	Strong	Strong		Strong
Zodiac Sign		Strong	Strong	Strong	Strong	Strong	Strong
Blood Group	Strong	Strong		Strong			Strong
Father Involvement							Medium
Mother Involvement					Slight		
Smoking	Slight		Strong				
Father's Occupation				Strong		Strong	
Mother's Occupation		Strong	Strong			Strong	Strong
Household Income		Strong		Strong	Strong	Strong	
Father's Education		Strong		Strong	Strong		
Mother's Education	Medium		Strong	Strong		Strong	
SSC Board Type			Strong	Strong			
English Grade	Slight						
Subjects SSC	Medium	Strong	Strong	Strong			
Medium of Instruction			Strong		Strong		
HSSC Board Type			Strong	Strong			
Subjects HSSC	Medium		Strong	Strong			Strong
HSSC Grades	Medium						
Home Study Hours	Medium	Strong	Strong	Strong		Strong	Strong
Class Attendance	Slight						
Internet Hours			strong		Strong		Strong
Degree				strong	Strong		
University Type					Strong	Strong	
University	Medium			strong	Strong	Strong	

Conclusion and Implications:
Different factors related to personal, family, demographics, prior education and current study patterns affect different dimensions of learning quality among Pakistani university students. These distinct aspects of learning outcomes are related to particular career directions. Hence, a student with a specific criteria set – of the studied independent variables – can know the aspects of learning quality he/she will be best at. Thus, a better career choice can be made. Likewise, HEIs will admit students to specific academic fields based on a combination of these factors to better learning quality. The academic performance of students specifically will be improved and the quality standard of the HEIs generally will be enhanced.

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3P64 | Development and Validation of Clinical Competence Self-efficacy (CC-SE) Tool during Clinical Transition

Mehnaz Umair & Azam Afzal

Rationale:
The concept of self-efficacy is derived from Albert Bandura's social cognitive theory according to which self-efficacy is defined as:

"People's judgments of their capabilities to organize and execute courses of action required for attaining designated types of performances (Bandura, A. 1977)"

Self-efficacy is task-specific, related to behavior change and is not a personality trait. These inherent properties of self-efficacy merit its appropriateness to be used for evaluation of specific learning outcomes and associated teaching strategies. Literature also supports its use for self-evaluation of learning and identification of learning gaps (Dempsey & Kauffman, 2017). Validated SE tools are required for such evaluations. In almost all transition evaluation studies, self-reported satisfaction levels of students are used. Clinical competence self-efficacy during transition has never been used before for evaluation of pre-clinical components in undergraduate medical curriculum. The following study addresses this gap in literature and signifies the importance of SE in evaluation of learning outcomes.

Research question:
Is the CC-SE tool valid for evaluation of learning during transition to clinical training?

Methods:
It was a non-experimental quantitative study. Themes for clinical competence during transition to clinical training were derived from literature (Prince et. al. 2005; Van hell, 2008) and items were developed around these themes in alignment with curricular objectives related to clinical skills and knowledge in consensus with content experts. The 18 item CC-SE tool was developed using a retrospective pre-post design. The questionnaire was piloted on 55 fourth year medical students and analyzed for reliability using cronbach's alpha and identification of underlying factors using exploratory factor analysis. Sample data of 91 third year medical students were used for confirmatory factor analysis. Sample data of 91 third year medical students were used for confirmatory factor analysis and reliability analyses of sub-scales of CC-SE tool.

Results:
Overall reliability of the CC-SE tool was high (0.90). EFA using pilot data resulted in identification of 5 factors representing 5 sub-scales of clinical competence, that is, application of knowledge, physical examination, procedural skills, communication skills and professional behavior. The five factors were confirmed using CFA on sample data and supports overall construct of the CC-SE tool.

Conclusion:
Construct validity of CC-SE tool is supported by similar results of exploratory factor analysis on two different groups of students.

Implications for future research:
More validity evidences including concurrent and predictive validity testing are needed to further strengthen the construct of CC-SE tool.

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3P82 | Engaging With Students: a First Step to Improve Programme Quality

Carly Pullin, Faisal Ferozali Notta & Anjiya Nurrudin

Strategies for student-teacher collaboration in higher education have begun to spread amongst higher education institutions (HEIs) across the world. A broad variety of literature evidences the increasing international acceptance of the "students as partners" methodology as a preferable alternative to the common consumerist model of higher education (Healey, Flint and Harrington, 2016). As opposed to perceiving students as passive recipients of education, it prioritizes students' voices and places students at the organizational level of their educational structures; transforming the unilateral hierarchy of HE into a more egalitarian, mutually responsive relationship.

Numerous case studies illustrate the benefits of involving students in HE quality improvement processes, such as a sense of shared responsibility, equal opportunity for students, and increased engagement, autonomy, and employability benefits among students (Baird and Gordon, 2009). In order to manifest these positive results, a shift from viewing students as consumers to perceiving them as producers is necessary. For example, external reviewers observed that across peer assessments conducted for AKU entities, two common problem areas are: a lack of opportunities to hear students' voices and limited opportunities for students to interact across programme disciplines (QARC Annual Report 2018). HEIs must therefore facilitate a significant transformation of the student-faculty relationship. Like Healey, Flint and Harrington state, "as SoTL is an emerging area of partnership in learning and teaching, it is perhaps particularly open to cross-fertilization from other areas and the development of new and creative approaches in partnership with students" (2016).

It is for this very reason that a new sub-theme, "Evidencing Students' Learning Experiences", has been added to this year's SoTL conference. Students across all AKU entities are being provided with an international platform to project their thoughts, feelings and findings of their personal experiences in higher education in a safe and judgment-free environment.

This collaboration strategy goes beyond the practice of student evaluation/feedback assessments and their limitations—as noted by Daniel Bishop et al. (2015) — to create a much more intimate space to express individual concerns, successes and passions. The recent External Review Report of QTL Networks (2019) encourages engagement with students to enhance academic excellence at AKU. With this in mind, members of our SoTL student engagement team designed and conducted presentations to inform AKU students about the conference and to motivate them to participate. The information was presented by a couple of young QTL_net interns in such a way as to make the conference appear more welcoming and receptive to students. Overall, approximately 424 students from 17 different programmes in Pakistan and East Africa attended a presentation either face-to-face or virtually. Such a process of involving students in matters of organizing their own education and contributing to programme quality with their constructive input breaks down elitist barriers of the so-called "ivory tower" of academics.

The overall response to the student presentations was positive. Students were appreciative that their perspectives are being sought out and valued. A few frequently asked questions were about how they would be supported, what the time commitment would be, what evidence-based student experiences are acceptable, and how to write an abstract. Issues of educational quality arose when students from diverse departments were asked about their feelings on different aspects of their AKU education, on topics from discrimination and favoritism to curriculum reform. By allowing such concerns to be aired amongst educational staff and administrators, students transcend from being the subjects of SoTL research to the investigators. There has been a notable increase of students reaching out to partake in the conference. Further evidence of the overall effectiveness of this student engagement strategy will be revealed with the total number of abstracts submitted by students, which is currently about 20. We intend to analyze this data for presentation at SoTL along with feedback collected from a post-presentation student evaluation form as evidence of the strength of student-faculty partnerships and cross-departmental collaboration.

This information may prove useful to QAI_net as it develops its next 5-year strategic plan for 2020-2025.

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3P88 | Quality Management & Organizational Performance- Evidence from a University of Pakistan

Farrukh Idrees

The research explores the phenomena of quality management and its impact on organizational performance in higher education sector of Pakistan focusing. The nit of analysis is National University of Computer and Emerging Sciences. Quantitative approach using structured questionnaire has been adopted. Through the application of structural equation modelling, quality management and organizational performance are found to have positive relationship with mediating role of organizational culture. The research is useful in developing a tool for assessing the significance of QM on organizational performance management in education sector.

Rationale:
The research is useful in developing a tool for assessing the significance of QM on organizational performance management in education sector.

Objective:
1. To check the assumption whether there is causal relationship between the QM implementation and organizational performance in education sector of Pakistan; 2. To suggest addition if possible in the existing conceptual model of the relationship between QM implementation and firm/organizational performance

Methodology:
1. Quantitative approach has been adopted; 2. Structural Equation Modelling has been used to measure the impact of quality management on organizational performance; 3. Cronbach's alpha and Composite Reliability; 4. Confirmatory Factor Analysis is used for unidemsionality analysis

What	How
Measurement Approach	Questionnaire
Dimensions Measured	TQM, Organizational Culture, Organizational Performance
Measurement Instrument	Likert Scaled Questionnaire
Mode	Anonymous
Sample Size	120
Data Analysis Software	SPSS, AMOS
Data Analysis Techniques	Structural Equation Modelling
Research Assumptions	The questionnaire is measuring the strength of organizational culture in HEIs

Results:
Quality Management significantly impacts organizational performance.

Conclusion:
In particular, the significant relationship between QM programs and organizational performance provides strong evidence for those practitioners of QM who are attempting to introduce or enlarge a QM program in their universities. This research clearly supports the role of QM program also as a set of organizational culture for enhancing firms' performance.

3P96 | Processes, Outcomes and Lessons learnt through the Peer assessment Review (PAR) at SONAM

Khairulnissa Ajani, Kiran Mubeen & Syeda Naghma Rizvi

Background/rationale:
Peer Assessment Review (PAR) and Self-Assessment Review (SAR) of 2017, was an intense exercise undertaken by SONAM that initiated a lot of reflection in reviewing the current teaching learning practices at the entity. As a follow up from the PAR at AKU-SONAM, the entity began working on setting processes to implement the recommendations.

The paper intends to share the implementation strategy following the PAR recommendations.

The major focus of curriculum redesign was to initiate development of outcome based curricula to enhance nursing students' skills, knowledge, attitudes, and judgment required for effective performance in the nursing profession. The exercise includes stakeholder engagement in determining the contextual competencies of nursing in Pakistan. It also enlists the system, strategies and initiatives that have been put in place to enhance the teaching, learning, capacity building and student engagement in the current system. The paper will also highlight the current challenges and way forward in refining the system and making it more sustainable.

Research question/ Objectives:
Share the processes, strategies and lessons learned in PAR at SONAM

Method(s):
Literature review to identify curriculum frameworks and developed curriculum framework in the light of AKU's mission, vision and Values and SONAM's philosophy. Identified common competencies of nursing graduates from international literature.

Applied SoTL grant for stakeholders engagement exercise. In literature, there is evidence that stakeholders need to be involved in the curricula building process to make sure that health professionals are "educated" to meet the "demands" of the stakeholders (3)

Enhance the Teaching and Learning capacity of faculty through workshops (Teaching Learning Enhancement workshop TLEW and Rethinking Teaching RTT workshop)
Continuous review of SONAM courses to ascertain alignment of course objectives with strategies and assessments.
Alignment of courses in terms of content, concept, assessments, and course objectives at year level to identify gaps and overlaps
Initiation of monthly Teaching Strategy Forum (TSF) to allow faculty members to model evidence based
Teaching and Learning strategies to extend faculty's' Teaching and Learning repertoire.
Strengthen the assessment through continuous facilitation by Department of Educational
Development to move towards standardized assessment practices and develop standard operating procedures
Initiation of Teaching Squares for self-referential reflections though peer classroom observations.
Faculty members encouraged to certify through simulation Educator Program of CIME to maximize use of simulations in clinical teaching and assessments.

Enablers:
- Faculty support and motivation to accept the change
- Leadership support
- Continuous support and feedback from national and International experts
- Strong drive of the Curriculum committee to strategize and implement the processes

Challenges:
Restricted with Higher Education Commission prescribed curriculum in terms of course credits, placements, assessments and content which implicates us to modify curriculum within the set limits of the regulatory body.

Conclusion/Results:
Stakeholder identification exercise through participatory diagramming approach with SONAM faculty. First draft of curriculum framework developed and submitted to Dean's forum. 12 Teaching strategy forums conducted based on different active teaching modalities to enhance student engagement in classroom and clinical setting.

Received SoTL grant for stakeholders engagement research study
So far 20 faculty members are RTT certified and 24 faculty members attended TLEW
In total 38 courses across different programmes have been peer reviewed by curriculum committee and assessments have been aligned with the course outcomes
Rubric review committee reviewed rubrics of rubrics of the seven courses and initiated the demonstration of teaching strategies learnt, in monthly TSF.
Simulation based exam piloted in BScM program. Introduction of OSCE in BScN in year I, II and IV in progress.
Monthly MCQs reviews for question bank

Actual or potential Implications:
Creation of a database of stakeholders (utilizable for future research, partnering, etc.)
Contribute to informing of a new competency-based curriculum for the nursing program at SONAM and likely beyond
Increase engagement and influence of stakeholders on this emerging curriculum which will lead to more satisfactory graduate capacities and competencies within the current health care realities.
Improved stakeholder satisfaction with programme plus affirmed leadership in nursing education within nationally and globally
Strengthened educators by pedagogy and knowledge to practice synergies in revised curriculum
New graduates with capacities and competencies to succeed in the dynamic health care environment
Standardized assessments practices through understanding of standard operating procedures.
Integration of simulation based teaching and assessments in curriculum
Curriculum mapping and Alignment of courses at year and program level informed by the curriculum framework (4).

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3P119 | Evaluate Outcome of Code Blue in Pediatric Patients in Clinical Setting at AKUH

Salima Rajwani

Background:
We are dealing with life threatening emergencies at pediatric unit at Aga Khan University Hospital. Many patients go into respiratory or shock emergencies from which child can go into sudden cardiac arrest and Cardio Pulmonary Resuscitation (CPR) will be initiated. To improve the overall performance of our hospital's pediatric code blue, tool was developed to evaluate code blue emergencies in pediatric patients in inpatient setting.

Objectives:
1. To evaluate the outcome of code blue in pediatric patients in clinical emergency. 2. To educate health care professionals about pediatric code blue and need to be proficient with knowledge and skills.

Methodology:
The project consisted of registered nurses and physicians who are performing CPR on pediatric patients in clinical setting. Data collection was conducted through plan do study act model. PALS Code blue tool was developed to evaluate the outcome of Cardio Pulmonary Resuscitation. Code team was structured and total 15 patients were evaluated for code blue over one year period of time.

Results:
Overall code was organzied, quality of compression was effective, airway management, defibrillation, medication administration, return of spontaneous circulation were maintained, and implementation of PALS algorithm as per American Heart Association (AHA) guidelines,

however, debriefing was missing. In few codes infection control practices and team dynamics, rhythm analysis, causes were not evaluated, and documentation was incomplete.

Conclusion:
The keys to a better code team are organization, appropriate management of PALS algorithm, and frequent team practice in the form of code blue. These results in a code team with improved confidence in their specific skills, and team management. These outcomes also support ongoing training and evaluation to further improve team performance and quality patient care. Therefore, a code team is beneficial to many, including the team members, and patients.

3P144 | Challenges of Contextualising Offshore Curricula

Soheil Ashrafi, Evangelia Papoutsaki, Lucy Palmer, Lilit Dabagian & Peyman Pejman

Following its establishment, University of Central Asia, a multi-campus university operating in Kazakhstan, Kyrgyzstan and Tajikistan, through a series of contract agreements received undergraduate curricula mainly developed and being in use by Western education institutions. Amongst the programmes is Communications and Media which is to be delivered at Naryn Campus in Kyrgyzstan. In pursuit of implementation of the curriculum by the faculty in the context of the delivery site a series of questions and challenges have surfaced. The present study is an attempt at the programme level to lay the groundwork for a pedagogical discourse on the dialogic contextualisation of offshore curricula in regional, local contexts. Thus far, the two extreme ends of passive globalisation and ethnocentric nativism have constituted the mainstream pedagogical models in the periphery and have received much criticism in the literature. Moving towards an alternative, middle-ground approach, in reception and adoption of an offshore curriculum within non-Western regional, local contexts one of the key challenges that academics and educators immediately run into is creation of dialogic balance between local and global views and values This is a particularly difficult undertaking since, for long, Western education as a globally dominant and taken-as-read learning model has exerted immensely ideological influence on its non-Western counterpart. Breaking away from such entrenched mindset and culture constitutes a vexing issue in itself. The paper then raises questions as to where between outsider and insider views ought the line be drawn, and done so methodologically? What epistemic tools are available and what research directives should be developed to facilitate the process? In answering these questions, under the rubric of Action Research, the faculty members in Communications and Media programme conduct an iteration of in-class early observations followed by group reflective discussions for documentation of experiences and necessary alteration of strategies. The learned lessons and insights are offered as much into challenges and their contextual delineation as into working strategies and resolutions.

4P01 | Investigating Teachers Belief System about Reading and Its Effects on Their Classroom Practice

Abdul Jabbar Abbasi

All what we practice depends upon what we believe. This is the main influx which created a great deal of dilemma in me to discover the beliefs about teachers and their classroom practices. Therefore, my research studies the teachers' beliefs system about reading skills and their effects on classroom practices, relationship of teacher's beliefs, practice, and intrinsic results in respect of reading skills under the routine-wise teaching of English language in the public sector colleges situated at District Jamshoro, Sindh Pakistan. This research is therefore carried out due to strong need of academic guidance seeking out the beliefs and related peripherals in the colleges of Sind province in Pakistan in order to enable teachers realize their significant role and interpretation of cognitive teaching beliefs and their practical approach towards achieving the required targets and academic excellence in English Language since the establishment of Pakistan. The data collection in this research is purely qualitative. Interviews are conducted with in-service teachers of English at their colleges in District Jamshoro selected as samples of the total population of the college teachers in Sindh province. The class observations of the college teachers in reading skills provide a good deal of reliability and validity of data collection

as per convenience of the teachers selected for class observations and interviews. The data is analyzed and interpreted to get the final themes for achieving the results. It is concluded that there is a deep woven correlation between teachers' beliefs about teaching reading skills and their classroom practices. The results have shown that teachers emphasized linguistic knowledge and issues, unavailability of education resources, cognitive strategy and metacognitive strategy. The data also provided strong evidence that reading theories and strategies in the three domains–the importance of reading theories and strategies in reading comprehension, the necessity of reading theories and strategies in teaching practices, and actual employment of reading theories and strategies in practical classrooms are positively correlated with each other. The research recommends that teachers should know their existing teaching beliefs because it is the need of the hour to improve our academic in general and English language teaching scenario in particular, at public sector colleges in Sindh.

4P18 | Blended Learning Approach Using Moodle: Exploring Medical Students' Motivation and Experiences towards Teaching via Virtual Learning Environment (VLE)

Hasfa Majid, Lena Jafri, Sadia Fatima & Muhammad Umer Effendi

Background:
The biggest challenge faced by the faculty teaching these millennial undergraduate students is their limited attention span, absence from lecture halls, laid back attitude during problem based learning cases (PBL's) and tutorials. This calls for some serious revolutionization in traditional teaching and learning methods in order to attract and engage these millennial students while the faculty also needs to gear up and become digitally sound.

Objectives:
Primary objective of the study was to capture the perception of medical students regarding the incorporation of blended learning using Moodle as a VLE. Secondarily, strengthening the faculty and staff to develop and deliver a module via a VLE platform.

Methods:
The study was carried out at the Aga Khan University Medical College involving a total of 98 students from year II M.B.B.S in the academic year 2019 in endocrine and reproduction module. The entire module spanned over a period of 6 weeks i.e. from April 16th' 2019 to May 24th' 2019. The modification in curriculum were first approved by the module and the curriculum committee which had representatives from multiple departments of the institute. These included introduction of VLE using Moodle platform, introduction of Flipped Micro lectures (20-30 minutes duration) on various Endocrine topics, extended matching questions (EMQ's) for practice, post problem based learning case (PBL) activities such as quiz via kahoot and crossword and flash cards. Response to these modifications was taken on a Likert's scale of 1-5, at the end of the module and subjective feedback was also gathered via e-mail.

Results:
Response rate was 96%, 94 students agreed to give their feedback. According to 63% of students (n=59), Moodle as a VLE highly contributed to overall learning experience and 57% (n=54) agreed that Moodle platform was easy to access. As per 82% (n=77) students, practice extended matching questions (EMQ's) proved to be extremely beneficial. Thirty six percent students (n=34) responded that flipped micro lectures were an appropriate addition to the module while 35% (n=33) suggested that more micro lectures should be introduced. According to the feedback gathered, the module was well planned and executed. Moodle, learning resources and quizzes were appreciated and one student responded that Moodle was able to solve the problems encountered while using other VLE platforms.

Conclusion:
The results highlight that use of blended learning approach via Moodle was able to motivate students and improved their overall learning experience. Blended learning approach and online activities created using a VLE as a revolutionary step in the current set up of traditional teaching and learning helped students maintain interest and participate actively throughout the module.

4P70 | Learning to Teach Through Practicing Teaching: Evidence From Teacher Education Programs

Tahira Hussain, Afifa Khanam & Iram Ibrar

Teaching Practice is an important part of teacher education. It provides the opportunity of learning for prospective teachers to acquire knowledge, skills and professional development. Feedback plays a crucial role to make the experience of practicing teaching successful for prospective teachers. It is acknowledged repeatedly by previous studies that feedback has the capacity to improve the learning process and it provides various learning opportunities to the learner. Hattie (2008) acknowledges that it is very difficult for him to understand the concept of feedback because it put great effects on the learning and achievement of a student. Feedback is a source to inform the students about how much effort they have to put forth to reach their desired or predetermined goal. Many researchers emphasized that with the provision of adequate and accurate feedback they can produce greater learning rather than enormous teaching (Bransford, Brown, & Cocking, 2000; Hattie, 2008; Marzano, Pickering, & Pollock, 2001).For students, feedback serves as a reinforcement of successful learning, identifies the area of their weakness and determine their mistakes that needs to be corrected. For teachers, feedback provides information for modifying their instructions to achieve their teaching objectives. For the enhancement of students' performance and achievement, there is great need to improve the formative assessment practices among teachers by looking closely whether the feedback provided to the students is effective or not.

Findings of Fawzi and Alddabous's (2019) study also revealed that immediate, oral and written feedback was preferred by the prospective teachers. Participants of this study suggested that mentors should provide feedback according to the desire of prospective teacher whether they want to receive the feedback in front of other students or not, feedback should be based on graded rubrics, mentors should focus on their performance rather than criticizing their mistakes while providing feedback.

It is illustrated in this study that prospective teachers perceive quality feedback very important for the improvement of their teaching practice and profession competence.

This study followed the Quantitative method was used. The data was collected through survey by using self-constructed questionnaire. It was administered on 291 students from teacher education degree program and had the experience of practicing teaching. Findings of this study revealed that prospective teachers agreed that peer's and mentor's feedback plays an important role in their learning and professional development during practice. Response of prospective teachers towards mentor's feedback was very positive but response of some prospective teachers towards peer's feedback was not positive. Following study is conducted to analyze in depth the role of feedback provided by peers and mentors during practicum. Results of this study have shown that provision of feedback during practicum plays an important role for the professional development of prospective teachers. It proves effective to make the prospective teachers' learning effective. Prospective teachers become aware about their strengths and weaknesses through the provision of accurate feedback. Feedback provided by mentors remains very effective and motivate prospective teachers for learning. Prospective teachers become able to remove their mistakes and improve their teaching skills through the feedback provided by their mentors during practicum. They become confident and learn to communicate with students and manage the class very well. Some prospective teachers thought that oral feedback provided by their mentor is much suitable for them while other want written feedback. According to the results of this study, prospective teachers don't take peers feedback positively. They don't feel motivation when their peers provide feedback to them and the perception behind this de-motivation is that most of the prospective teachers thought that their peers make criticism on their performance. As indicated by the results of this study prospective teachers thought that sometimes their peers provide genuine feedback to them or sometimes not.

This study suggests that universities should conduct some training programs, seminar and workshops for prospective teachers and their mentors to provide awareness about the role of peer's and mentor's feedback and what is the proper way to receive and provide feedback during practicum.

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4P94 | Blended Psychiatry Curriculum and Students' Engagement in Learning

Humera Saeed, Ayesha Mian, Aisha Snoobar & Sana Siddiqui

Background:

There is a significant shortage of qualified psychiatrists and related service providers in Pakistan, despite psychiatry and mental health being recognized as an essential part of the curriculum by the Pakistan Medical and Dental Council (2011). Evidence has shown that the role of the clinical clerkship and the attitude of medical students towards mental health have significant implications on the recruitment of psychiatrists (Balon 2008). With this background, Psychiatric clerkship becomes the first proper contact and is an excellent opportunity to de-stigmatize psychiatry. The primary goal of undergraduate medical education is to produce skilled physicians who can look after their patients with proficiency, empathy, and skill. At the Aga Khan University Medical College, Psychiatry has been taught to the undergraduates as a mandatory one-month clinical rotation since 1987. AKU is the only medical college with formal psychiatry training at the undergraduate level. Students are rotated through both outpatient and inpatient psychiatry and attended 20 lecture-based sessions. Faculty members conducted these sessions based on their specialty expertise. Although students have factually given positive feedback, the curriculum was neither competency nor outcome-based. In 2017, a team of faculty members reassessed the curriculum, teaching methodology and learning outcomes of the psychiatry rotation. An outcome-based, blended curriculum was devised that integrated virtual and classroom-based learning with patient skills training. The new curriculum has now been in implementation for two years (Mian, Chachar, Saeed, and Naseem 2018).

Method:

There were a total of 100 students of year four medical college who rotated during the year. Psychiatry clerkship consists of 4 weeks. At the end of the rotation, a questionnaire was administered to determine students' experience of online learning. Students were also asked to compare didactic face-to-face sessions with blended learning. The Web-based Learning Environment Instrument (WEBLEI) (Chang & Fisher 2003) was adapted to measure students' perceptions across four subscales: Access, Interaction, Response, and Results in a stepwise manner.

Findings:

There were 47 students out of a class of 100 who completed these questionnaires. For WEBLEI, the overall mean score was 3.334 with a standard deviation of 0.5482. Overall, the mean of Access scale was the highest (M=3.472, SD=6740) indicating that students found the online learning environment convenient, easily accessible, with independent and flexible learning opportunities. A majority preferred online learning over lectures. The Interaction scale had mixed results and was influenced by the scores on "I communicate with other students electronically." Moreover, "I felt there was an "online community" with other students on the course." In the Response Scale, students enjoyed learning in a blended environment as over 50% responded either often or always. The overall perception remained favorable for blended and online activities. In the Results Scale, students were satisfied with the organization and structure of the online activities.

They found a connection between online and face-to-face sessions and found the pre-and post-tests helpful for their learning. In Blended vs. Traditional Curriculum, students rated blended curriculum higher than the traditional curriculum on all subscales

Conclusion:
The analysis of this data has informed future directions regarding the design and implementation of a Pakistan-wide mental health program. The focus is more towards the development of cognitive and psychomotor domains than the affective domain, which remains the critical goals of mental health competencies. Despite these limitations results add to the existing literature about the experience, challenges and successful outcomes of designing a blended curriculum for Pakistan. There are other positive implications of this curriculum for the students. Foremost, the clerkship can positively influence and reinforce their perceptions of psychiatry, ultimately improving their psychosocial skills irrespective of their specialty choice. It also highlights that psychiatric clerkship has a full potential to alter students attitudes positively and may increase their inclination towards psychiatry as a career.

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4P132 | Effectiveness of Simulation to Teach End of Life Care to Undergraduate Nursing Students, Karachi, Pakistan

Zohra Kurji, Salma Rattani & Amina Aijaz

Introduction and background:
Palliative care encompasses providing end of life (EoL) care; dealing with an individual's death and dying and this is a part of a multidisciplinary approach. Almost all healthcare providers are dealing with the dying patients, in their everyday life. Yet, this is frequently reported that the EoL care have been neglected for a long time as well as the curricula of health care providers are deficient of the content related to the skills of palliative and EoL care and due to the lack of knowledge about EoL care, many people have missed out on the best care (Arthur & Bruera, 2013; Smith et al., 2018). This study also focused on the use of high fidelity simulation to teach EoL care to the student nurses enrolled in the undergraduate program at Aga Khan University School of Nursing and Midwifery.

Research question:
Is there a difference in the attitudes of undergraduate nursing students towards EoL care before and after teaching through high fidelity simulation?

Methods:
The study used quasi-experimental design with pre and post intervention and there were no control group in this study with 42 student nurses of AKU SoNaM, taking palliative nursing course.In this research, students' attitudes were assessed before and after teaching EoL care through high-fidelity simulation in CIME. The student nurses were asked to fill Frommelt Attitudes towards Care of the Dying (FATCOD) Part B assessment tool before and after simulated teaching, which assessed their feelings, thoughts, behaviors, and comfort while providing nursing care to dying patients and their families. Permission for using this tool was obtained from Dr. Katherine Frommelt, the author of this tool.

Funding:
The study is approved to receive AKU Scholarship of Learning and Teaching (SoLT) Grant

Results:
Data analysis was performed by using SPSS latest version with the descriptive (presented with frequency and percentages) and inferential statistics paired t-test was used to compare differences between pre and post intervention FATCOD scores. The hypothesis was proved for items 1, 4, 10, 18, 22, 25, 27 and 28 as their t-value was significant at 0.05 alpha value (one-tailed).

For the negatively worded statements, it was expected that mean score for posttest would be significantly lower than pretest (Pretest score > Posttest score). The hypothesis was proved for items 5, 6 and 11 as their t-value was significant at 0.05 alpha value (one-tailed).

Discussion:
The results of the study depicted that teaching end of life care through high fidelity simulation had a positive impact on the learning of undergraduate nursing students.

In the light of results of the study this is relevant given that undergraduate nursing students report more positive attitudes towards end of life care after going through the simulated scenario based teaching.

Conclusion:
Teaching end of life care through high-fidelity simulation enhanced students' confidence of dealing with dying patients and their grieving family members. Moreover, this pedagogy also provided the students a learning opportunity to deal with their emotions. Study results can guide pedagogical approach for teaching complex skills.

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Aga Khan University Graduate Attributes

AKU Teaching and Learning Framework (Aga Khan University, 2015)

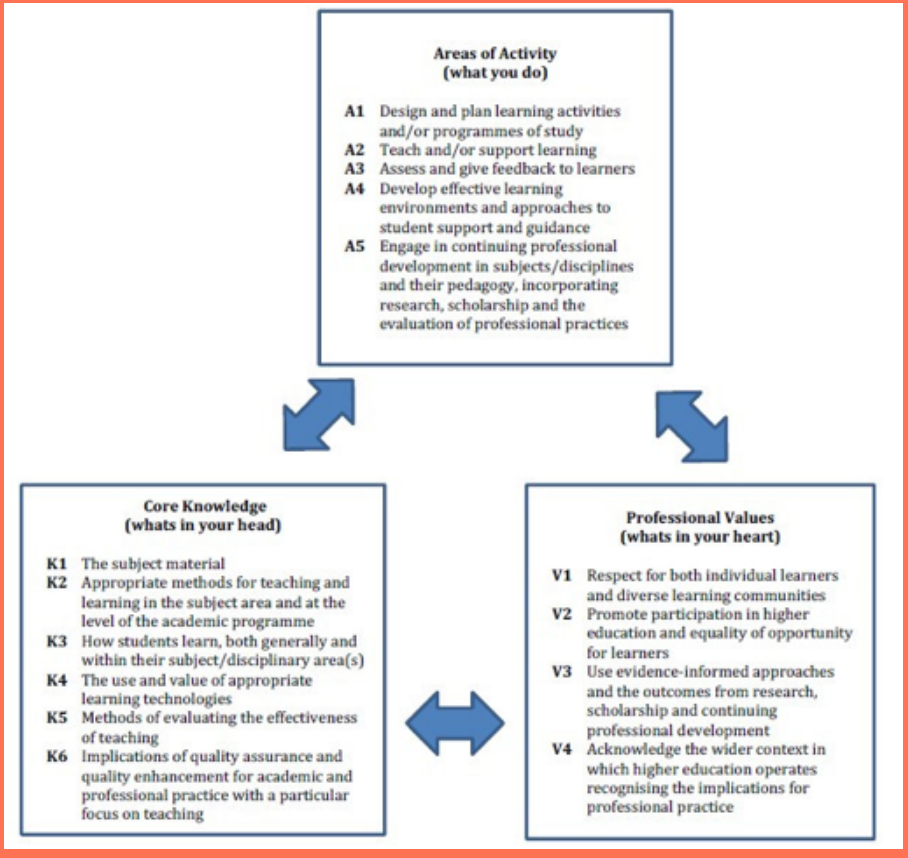
About TEACH | Teaching Enhancement Accredited Certification of the Higher Education Academy (HEA)

What is TEACH?

TEACH is AKU's Continuous Professional Development (CPD) scheme formally accredited by Advance HE (UK). AKU is Advance HE's first strategic partner in the developing world. Designed and led by the Network of Teaching and Learning (TL_net), TEACH enables AKU to award the HEA Fellowship and Associate Fellowship to its faculty and staff involved in teaching and faculty development.

How is it relevant for me?

TEACH enables AKU faculty members and staff supporting faculty development the opportunity to demonstrate a personal commitment to professionalism in teaching and learning in higher education and gain recognition of their impact of teaching and learning by benchmarking their practice against the UKPSF.



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Who can apply for the fellowship?

All faculty and staff members who support teaching and faculty development, and have attended Teaching and Learning Enhancement Workshop (TLEW) are eligible to apply for fellowship through the TEACH scheme. Those faculty members who are interested in applying for Senior Fellowship and Principal Fellowship can do so through the direct route.

How can I apply?

For details, please visit our website: https://www.aku.edu/qtl/programmes/Pages/teach.aspx

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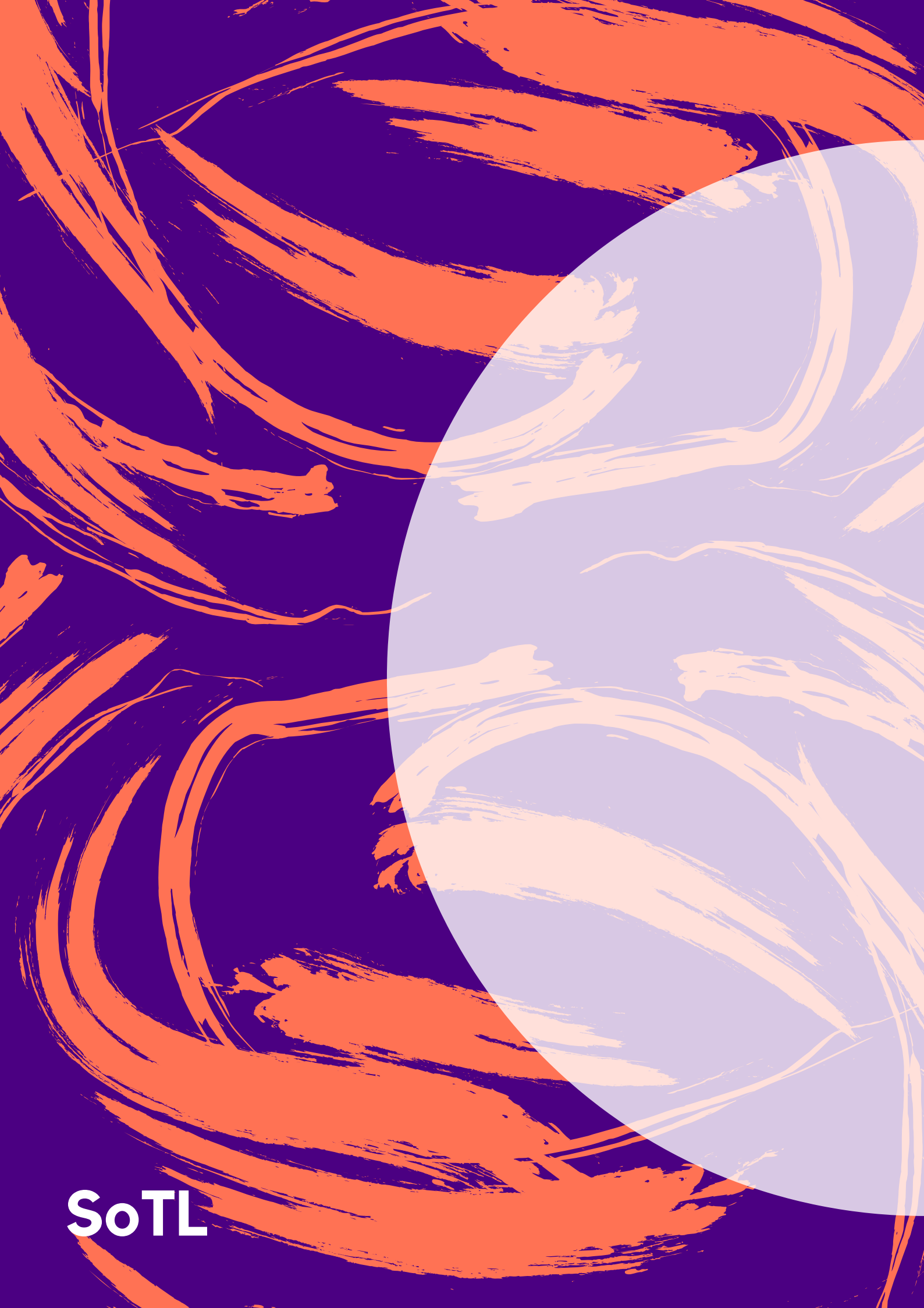
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