Course File

General Information

College	College of Medicine
Program	Master in Public Health
The course is offered in year	1
The course is offered in	Fall Semester
Academic Year	2021/22
Course Code	Model Course File
Course Name	Model Course File
Course Coordinator	Model Course File
Email of the Course Coordinator	iru@gmu.ac.ae
Ext. Number of the Course Coordinator	1574
Faculty Members, Lecturers and Teaching Assistants Participated in the Course	Model Course File Model Course File Model Course File
Name of the Assigned Reviewer	Model Course File

Syllabi

Syllabi of the current offering

docx Syllabus of CMB.docx

Is this course offered for the 1st time? No

Syllabi of the last 2 offerings

docx Syllabus.docx

Teaching, Assessment and Attendance

Teaching Materials

- 11-1- Quality Assurance 2020.pdf
- 11-2- Validation 2020.pdf
- 12- Packaging 2020.pdf
- 14-Bioavailability.pdf
- 15-Bioequivalence.pdf
- 2- Parenterals 1.pdf
- 3- Parenterals 2.pdf
- 4- Filtration 2020.pdf
- 4- Parenterals 3.pdf
- 5- Mixing 2020.pdf

pdf 7-1- Size separation 2020.pdf

pdf 7-3- Powder flow 2020.pdf

pdf 8- IV drug delivery Final (1) (1).pdf

Assessment Materials

pdf Assignment 1 (Moodle-Turnitin).pdf

docx Class Test from Moodle.docx

rtf End-Semester Exam from Examsoft.rtf

pdf Assignment 2 (Edpuzzle).pdf

rtf Mid-Semester Exam from Examsoft.rtf

Model Answers with Marking Schemes

docx Rubrics of Assignments.docx

docx Model Answer - Class Test from Moodle.docx

rtf Model Answer - End-Semester Exam from Ex...

rtf Model Answer - Mid-Semester Exam from Ex...

Examples of graded assessment from across the range of student performance

docx Student performance assignment 1.docx

pdf Student performance assignment 2.pdf

docx Student Performance Endsemester exam.docx

docx Student Performance mideterm.docx

Attendance: upload an excel sheet, a pdf file or a word document that has the attendance percentage of each student (Max. size allowed: 2 megabytes)

xlsx Attendance.xlsx

Comprehensive Instructor Review

Appropriateness of the course learning outcomes

Example 1: CLO 2 needs to be modified to better address PLO 3. This will necessitate a change in the course content. The course change will be submitted to the curriculum committee before the next delivery.

Example 2: The learning outcomes of the CMB course are to make dental students able to;
1- Describe the cellular organization of organelles in the cell with their associated functions.
2- list different components of the cytoskeleton highlighting the function of each component.
3- Compare mitosis and meiosis cell division.
4- Apply the basics of cell biology to explain some of the dental abnormalities
5- Explain the basics of tissue culture and immunofluorescence microscopy.

These learning outcomes partially help dental students to achieve the following program learning outcomes;
1- PLO 5.1 Perform an extra-oral and intra-oral examination appropriate to the patient, including assessment of vital signs, and the recording of those findings.
2- PLO 5.2 Complete and chart a comprehensive oral hard and soft tissue examination.
3- PLO 5.3 Obtain and interpret patient/medical data including diagnostic images and other special investigations and use these findings to accurately assess and manage all patients.
4- PLO 5.4 Recognize the manifestations of systemic disease and how the disease and its management may affect the delivery of dental care.
5- PLO 5.5 Formulate a diagnosis, comprehensive treatment plan, and/or referral plan for the management of patients.

So, the learning outcomes of the Cell & Molecular Biology course are appropriate

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Extent to which the syllabus was covered

Example 1: All topics have been covered as per the syllabus

Example 2: The bioavailability chapter has not been covered because of COVID. The chapter will be delivered in the course DPH 332 after approval by the curriculum committee.

Example 3: All the topics were covered 100% as was planned and mentioned in the syllabus. However, more systemic diseases need to add to explain more about human genetics and show clinical application of the course such as amelogenesis imperfect and dentinogenesis imperfect, and some dental syndromes such as epidermolysis bullosa that show the importance of the collagen fibers of the basement membrane. this will be discussed with the curriculum committee and applied from the next cycle of course delivery.

Extent to which learning outcomes were met (with evidence): please, refer to the course grades as an evidence.

Example 1: All course learning outcomes have been achieved. the report is attached below.

Example 2: CLO 4 has not been fully achieved. This necessitates updating the related course content after approval of the curriculum committee and increasing the related formative assessment during the next delivery. The report is attached below.

Evidence for achievement of CLOs (From ExamSoft)

Category Report.docx

Appropriateness of textbooks and other learning resources

In addition to the following examples, comment also on the years in which the textbooks were published. Most of the textbooks should be published within the last 5 years.

Example 1: A new textbook "Applied Biopharmaceutics" is needed. This will be informed to the college representative in the University learning resources committee after the Dean's approval.

Example 2: The course textbook is "Essential Cell Biology 4th Edition (2014) by Alberts, Bray, Hopkin, Johnson, Johnson, Lewis, Raff, Roberts, Walter" which is a very good and appropriate textbook to be used by students to be able to comprehensively understand the course content.

Appropriateness of assessment instruments in relation to learning outcomes

Example 1: All assessment instruments are appropriately aligned with the course learning outcomes.

Example 2: The final exam shall have more case-based questions. This will be implemented during the next delivery.

Example 3: Assessment instruments were appropriate
- Knowledge domain- MCQ, assignments
- Skills- Objective structured practical examination to identify biomolecules

Example 4: The course is considered a knowledge-based course that tries to provide dental students with the basic knowledge that helps dental students to understand the clinical cases that show some systemic abnormalities and help them to develop their clinical reasoning to reach the final and appropriate
diagnosis.

So, the nature of this course is fully theoretical with no practical component and it tests the first two levels of Miller pyramids which are " know" and "know-how".

MCQs are the main assessment tool for this course which is a valid, reliable, feasible, and more objective assessment method to achieve the learning objectives. besides the assessment, the pattern is appropriate where 60% is continuous assessment and 40% for the final examination. 60% of the continuous assessment is divided into 30% assignments and 30% midterm examination.

In addition to summative assessment, 4 quizzes were implemented during the course as a formative assessment for feedback and to identify how much of the learning was achieved.

Appropriateness of the balance of assessment

Example 1: The assessment instruments are balanced.

Example 2: The practical exam weightage shall be increased from 20 to 30% to better match the CLOs. This will be discussed in the assessment committee before the next delivery.

Example 3: 80% of the final exam covered 2 CLOs out of 6. This will be adjusted during the next delivery.

Example 4: The assessment pattern is appropriate and balanced where 60% of the assessment is continuous assessment and 40% for the final examination. 60% of the continuous assessment is divided into 30% assignments and 30% midterm examination.

Besides, there was a balance between formative and summative assessment to achieve the purpose of the formative feedback and at the same time do not increase the number of examinations and the assessment burden on the student.

Appropriateness of prerequisites

Example 1: Prerequisites are appropriate.

Example 2: The course DPH 123 is needed as a prerequisite to this course. This will be discussed in the curriculum committee before the next delivery.

Example 3: This course is offered in the first semester in the first year and it has no prerequisites.

General comments on any problems encountered with the course

Example 1: No other problem was encountered during the course delivery.

Example 2: Having 2 lectures back-to-back every week exhausts students and reduces their ability to focus. This will be discussed with the associate dean academics before the next delivery.

Example 3: Both lectures were online. At least, one lecture should be face to face to increase interaction with students

Quantitative Analysis of Student Performance

Detailed Continuous Assessment

xlsx Continuous Assessment (1).xlsx

Final Grade of each student

pdf Final Grades (1).pdf

Grade Distribution (excel, pdf or word, max. size 2 megabytes)

pdf CMB-101 Grade Distribution (4).pdf

Quantitative Report on Student Performance in Exams

pdf Summary Report (1).pdf

Analysis of Student Performance in Exams Including Analysis of Grade Distribution

Comment on the above attached:
1- Grade distribution of students
2- Summary reports of mid-semester and final exams

Student Feedback and Instructor Action Plan

Student Feedback on the Course (a pdf file with a max. size of 2 megabytes)

Student Feedback.pdf

Summary of actions taken during the current academic year for Course Improvement and their effectiveness

Actions Taken	Impact with Evidence
Interactive polls during online lectures	Interactive sessions which stimulated learning satisfaction was 100%
More formative quizzes provided	Formative assessments increased satisfaction rate to 100%

Proposals and actions to be taken during the next delivery for course improvement

Areas for improvement	Action to be taken
Course pass rate is still below benchmark	Those who fail in the midsemester examination to be given special attention/tutorial session
The use of simulation mannequin is not enough	o increase the number of labs that are conducted in CASH from 2 to 5.
Action plan shall go in harmony with course instructor review	
Action plans shall be relevant and connected to student feedback	