

Qassim University
College of Medicine



learning Unit

2009



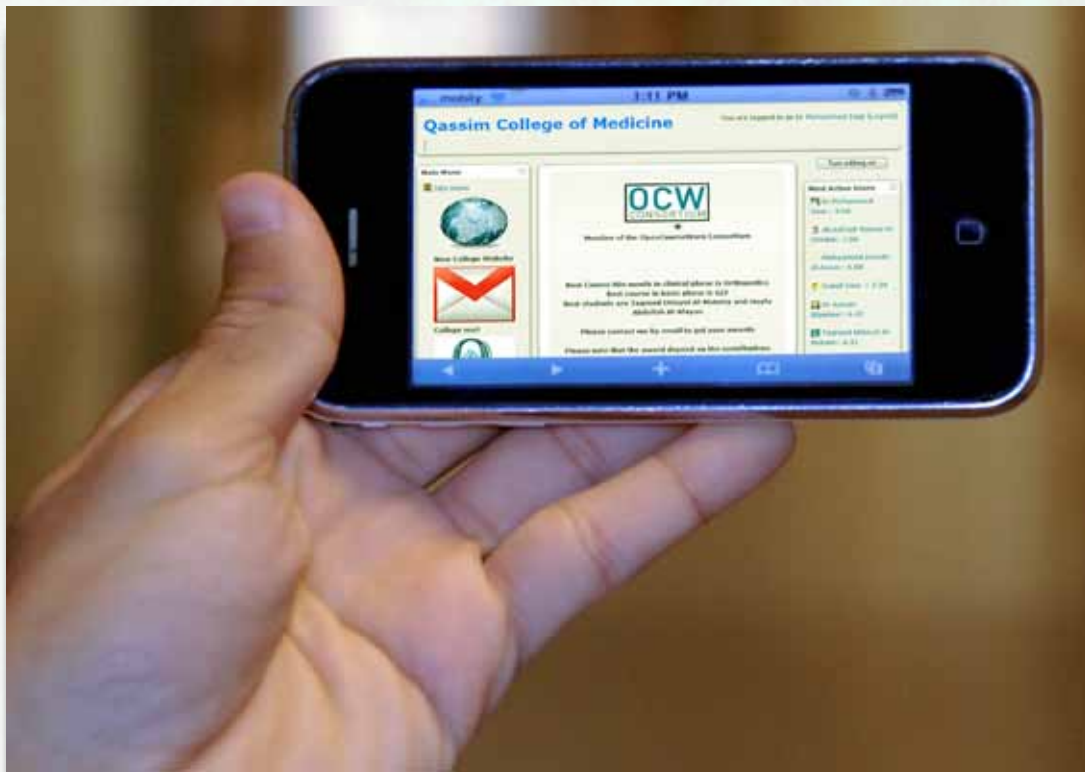


Introduction

Introduction

The revolutionary advance in communication, Information technology, e-commerce, multimedia and digital appliances together with the wide availability of hardware to mainstream users has changed the way we live and penetrated every aspect of our day to day life.

The rapid increase in Internet coverage with broadband more than doubling every year. More and more users are reaching the Internet using hand-held devices, depending on location based services and sharing digital content through multiple approaches. Younger generations are becoming knowledgeable about technology and using it frequently in their routine activities.



More students are using mobile devices to access the services of e-learning

However, the adoption of technology has been very slow in educational institutions, has not matched the pace of development or the availability of potential applications. A problem that is depriving the education from very important learning resources.

E-learning represents an innovative shift in the field of learning, providing rapid access to specific knowledge and information. It offers online instruction that can be delivered anytime and anywhere through a wide range of electronic learning solutions such as Web-based courseware, online discussion groups, video and audio streaming, Web chat, online simulations, and virtual mentoring. It enables organizations to transcend distance and other organizational gaps by providing a cohesive virtual learning environment.

E-learning has reached a turning point where learning payoffs can be accelerated. It is also believed that this moment could be fleeting because, without deliberate efforts to coordinate e-learning approaches, we will miss the opportunity to provide effective support for the convergence of learning and technology. The rising tide of sophisticated information and communications technologies driving this shift will not stop rather it will evolve. The pace with which technology is changing is very fast to keep with and we should catch up with.

This has led the kingdom to adopt e-learning as a strategic plan, on all levels of education. With many projects taking effects and lots of others in the pipelines. Qassim University has been one of the first to begin e-learning.



In Qassim College of Medicine computer lab

Qassim College of Medicine is one of the leading Colleges to approach e-learning in medical education and to catch up with the demand for development of modern education strategies with many colleges starting e-learning units and delivering digital solutions to students.

The policy was to use technology as one of the pillars of our educational system, to help raise the quality of teaching. We think that this will be a push to the problem based learning approach that is adopted here. Which is student centered and based on collaboration and sharing information; the same principles E-learning is based on.

Not only the short term goal of helping our education, but the long term of creating a knowledgeable graduates who are able to stand the challenges of the digital age and acquire the IT skills of tomorrow.

The E-learning unit as a project started in late 2007; the first phase was about research studies, workshops, surveys and meetings with staff and students. It also included training new technologies, contacting companies, getting hands on projects in test. Which helped to make sound judgment of the potential cost-effectiveness, benefit and feasibility.

The E-learning unit was a pioneering project of Qassim College of Medicine, that has achieved national and international recognition and is becoming a leader in e-learning in medical education. Our mission was to bring technology and medicine together; thus creating better contemporary graduates with futuristic minds.

Educating the generation of digital natives is a real challenge most medical schools are unprepared for; thus the adoption of technology as a strategic goal is a top necessity.

Goals and objectives of the unit

- Increasing student engagement in the learning process by encouraging interactivity, problem based and self-directed learning and student production of learning materials.
- Supporting staff in their effective adoption and utilization of new e-learning techniques through training and advice.
- Helping to embed learning materials into clearly defined areas of the curriculum by integrating them into core curriculum objectives.
- Improving the process of self-assessment and feedback by the use of computer aided assessment tools for both formative and summative assessment.
- Establishing a meta data system for digital describing and indexing learning objects, multimedia and computer aided assessment questions.
- Creating a managed learning environment which will provide access to learning resources for undergraduates and staff both on and off campus.



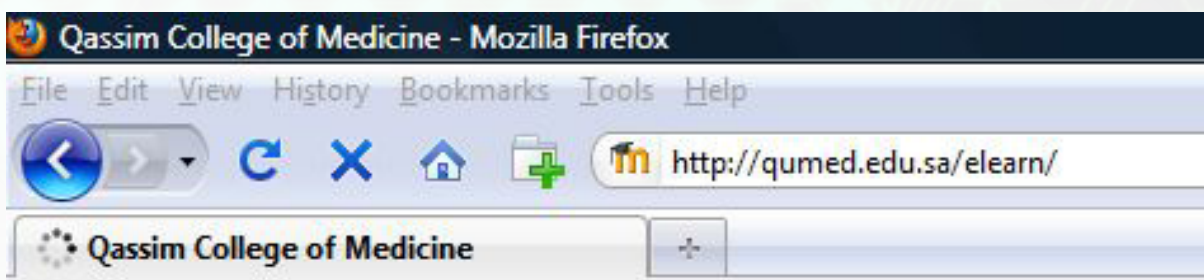
The inauguration of E-learning unit in May 2008.

cont. Goals and objectives of the unit

- Developing a password protected extranet which will provide access to lifelong learning resources for all graduates of the Qassim College of medicine.
- Increasing access to lifelong learning through the greater provision of distance learning modules, primarily through the World Wide Web.
- Consolidating and extending the college's position as a leading provider of continuing professional development and lifelong learning materials.
- Establish a surveying system that evaluates courses, staff, strategies and provides feedback about all college activities, this feedback will enable students to share their opinions.
- Develop a multimedia station where video recording and audio lectures as well as key events will be recorded, and distributed as video on demand to students, these recordings will be available to as streamed media in real time and on demand.
- Make use of computer based testing in improving assessment and taking the assessment one step further where multimedia is incorporated in the assessment, moreover, new types of assessments will be used to help leverage the assessment process.

The main achievements are

1. Learning management system
2. Clinical Video podcasting and streaming
3. Lecture capture and broadcasting
4. Video conferencing
5. Digital library
6. Computer based testing
7. Digital questions bank
8. Electronic surveys
9. Paperless college and E-communications
10. A modern web site
11. Training and staff development





Learning Management System

Learning Management System(LMS)

LMS is a high-level, strategic solution for planning, delivering, and managing most learning events within an organization, including online, virtual classroom, and instructor-led courses. The focus of an LMS is to manage learners, keeping track of their progress and performance across all types of training activities. It performs heavy-duty administrative and teaching activities.

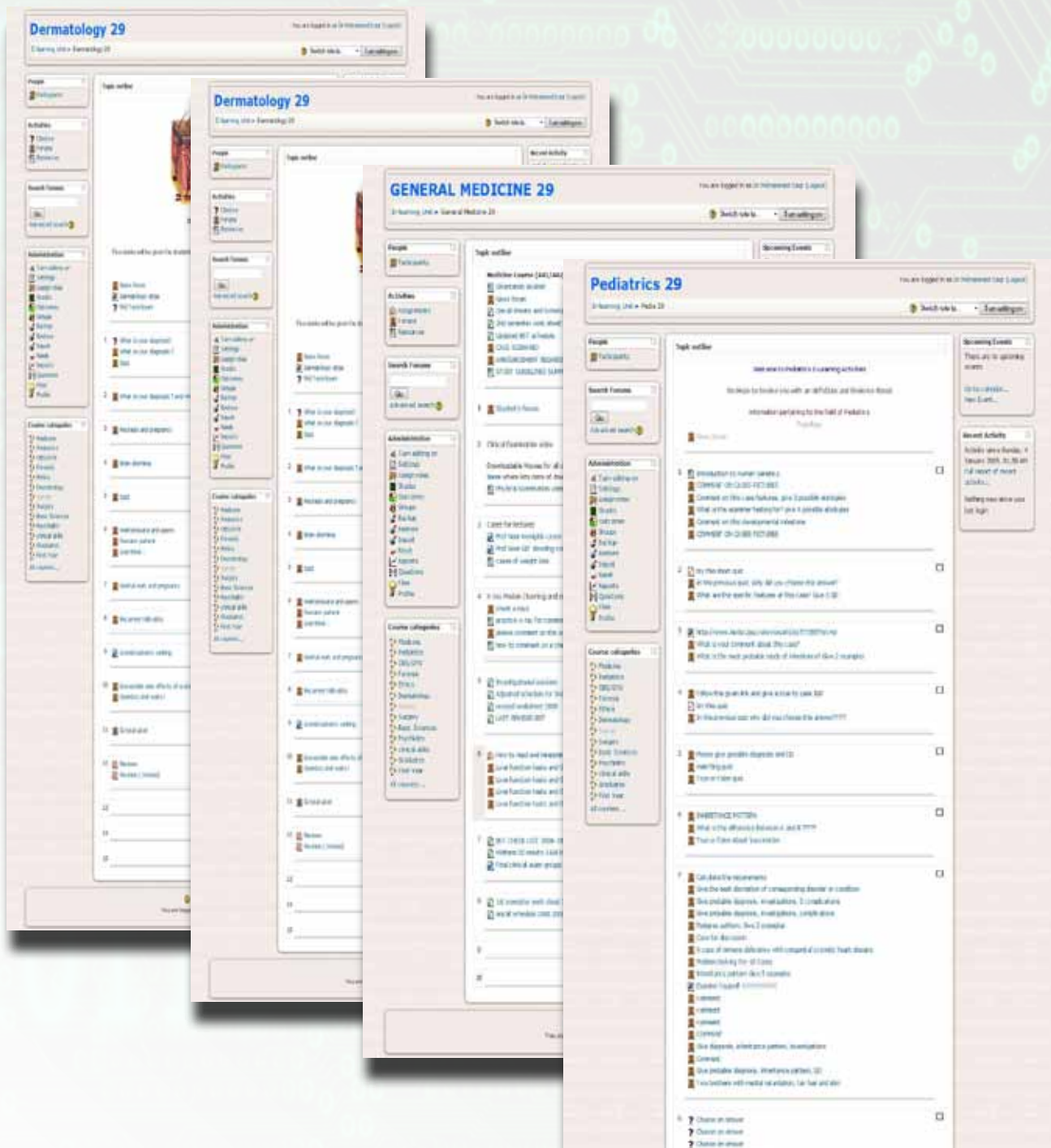
LMSs are web-based to facilitate “anytime, anyplace, any pace” access to learning content and administration. They are often viewed as being the central point (or critical component) of any e-learning or blended learning program.

One can appreciate the power of combining lectures, videos, assessments, discussions, textbooks, web journals, focused glossaries via wiki’s as well as software to manage user access to the site. When this type of web resource is utilized for course management, a great deal of empowerment is transferred to the student allowing them to pursue self-directed learning.



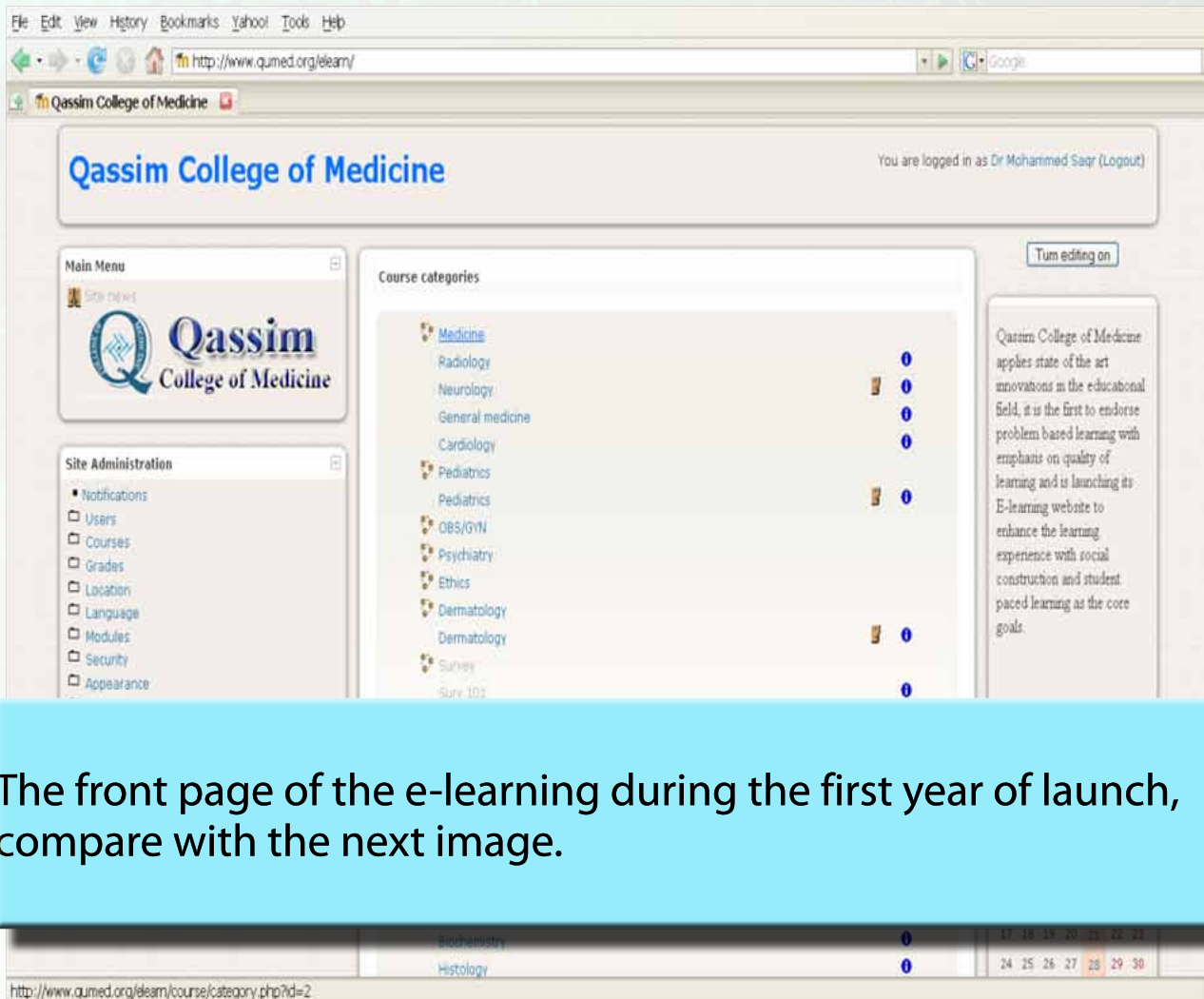
Moodle; The open source learning management system running our online system

Starting in late 2008, with 5 courses, then 7; rapidly jumping to 24 courses in 5 months



The starting courses back in 2008, note the pages with rich resources.

During the first semester this year 2008-2009 with mass deployment of every course been taught at the college. All courses use online learning in day to day activities and management of educational activities; like Schedules, announces, feedbacks, surveys, communications and learning materials. Courses also included formative exams, forums, assignments, polls, video streaming, audio streaming, glossaries, and chats and many other resources.



The front page of the e-learning during the first year of launch, compare with the next image.

The e-learning initiative has been met with great success. Students were enjoying working on the system. Staff felt how helpful e-learning is, and that has led to the rapid growth; which was clear from day to day.

Main Menu

 See news

 New College Website

 College mail

 e-learning unit

 Student Guide

 Access to medical journals

 Journals

 Multimedia Website

 Graduates 1430

OCW CONSORTIUM

Member of the OpenCourseWare Consortium

Best Course this month in clinical phase is Orthopedics
Best course in basic phase is GIT
Best students are Tagreed Ehlayel Al-Motairy and Hayfa Abdullah Al-Alayan

Please contact me by email to get your awards

Please note that the award depend on the contributions not only on the counter

Course categories

- First Year
 - Man And Environment
 - Community
 - Med Education 1431
- Second Year
 - Community
 - Endocrine 1431
- Third Year
 - Community
 - GIT 31
- Fourth Year
 - radiology 31
 - Dermatology 31
 - Medicine 31
 - Ortho 31
 - ENT_31
 - Ophthalmology 31
 - Surgery 31
- Fifth year
 - Emergency medicine 31
 - family 31
 - Pediatrics31
 - psychiatry31
 - OB/Gyn
- Graduates
 - Staff of Basic phase
 - Journals and electronic resources
- Graduates
 - Al Jouf Courses
 - Medical education
 - endocrine 31
- clinical skills
 - Simulation
 - Clinical skills
- Previous Years
 - Basic Sciences
 - Biochemistry

Turn editing on

Most Active Users

- Dr Mohammed Saqr: 9.31
- Abdullah Mased Al-Qhtani: 6.12
- Guest User: 5.05
- Mohammad Awadh Al-Azazi: 4.9
- Tagreed Ehlayel Al-Motairy: 4.55
- Dr Ayman Elgadari: 4.13
- Hayfa Abdullah Al-Alayan: 3.83
- Dr Khalid Fazili: 3.83
- Prof Dr Osama Amin: 3.77
- Randa Abdulkaziz Al-Khalil: 2.89

Online Users

(last 60 minutes)

- Mohammad Al Al-Hassoon
- Mohammad Daikh Mohammed Al
- Dr Mohammed Saqr
- Maha Brikan Khalaf Al
- Abdullah Saleh Saeed Al
- Hayfa Abdullah Al-Alayan
- Yara Saad Althaid
- Dr Ayman Elgadari
- Gadah Saliman Al-Salimi
- Ahmad Saleh Al-Khalil
- Rowan Mare'a Shrean

The web site of the E-learning unit now, showing many students online, many resources, courses and links to different sub-divisions of the unit

Site Administration

- Notifications
- Users
- Courses
- Grades
- Location
- Language
- Modules
- Security
- Appearance

- Family Medicine
- Dermatology
 - Dermatology 2nd semester
 - Dermatology 1st semester
 - Dermatology 29
- Emergency
 - ER Female Batch

Online Users

(last 60 minutes)

- Dr Ahmad Yacoubi
- Student Fahad Al-Ma'ayemah
- Abdullah Saleh Al-Ayad
- Ali Mohammad Al-Akhtar
- Hosni Hassan
- Ganem Saliman

Continued on the next page

Continued from previous page

Front Page
Server
Networking
Reports
Miscellaneous

Search

Course categories

- First Year
- Second Year
- Third Year
- Fourth Year
- Fifth year
- Graduates
- Al-Jouf Courses
- clinical skills
- Previous Years
- Surveys
- All courses

Calendar

November 2008

Sat	Sun	Mon	Tue	Wed	Thu	Fri
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Qassim College of Medicine applies state of the art innovations in the educational field, it is the first to endorse problem based learning with emphasis on quality of learning and is launching its E-learning website to enhance the learning experience with social construction and student paced learning as the core goals.

Medicine 1430 2nd Semester
Surgery 1430 1st semester
General Medicine 1430 1st semester
Neurology 1430 1st semester
Radiology 1430 1st semester
Special Medicine 1430 1st semester

1429 courses

Neurology 29
GENERAL MEDICINE 29
Cardiology 29

OB/GYN
OB-GYN 3rd Group
Obstetrics and Gynecology 2nd G
Obstetrics and gynecology

Pediatrics
Pediatrics 1430 3rd
Pediatrics 1430 2nd
Pediatrics 1430 1st group
Pediatrics 29

Psychiatry
Psychiatry 3rd Females
Psychiatry B1
Psychiatry 5th year

Surgery
ENT 30 2nd sem
Urology 1430 2nd semester
Orthopedics 2nd sem 1430
Ophthalmology 2nd sem
Surgery 1430 2nd semester
Ophthalmology 1430
ENT30
General Surgery
Ophthalmology 29
Orthopedics
Urology 1430
Emergency Medicine copy 3

First Year
MSK Jouf
Musculoskeletal system
Growth and Development Jouf
Principles of Disease
Principles of Disease
Man And his Environment
Man and environment jouf
Growth and Development
medical education Jouf
Medical Education Qassim

Second year
Respiratory
CVS
Hematology
Endocrine block

Third Year
Integrated Multi-system and therapeutics
CNS
urinary system
GIT Block

Survey
Survey 121

Search courses: Go

Al-Muallim

Turki Bandar HemdanAl

Ibrahim Saleh IbrahimAlBahouth

Mohamad Abduljalil Al-Ashri

Lamiya Abdulrahman Al-Qryha

Ahmed Abdulaziz Al-Shoonier

Ali Abdulaziz Al-Bawayd

Rash Mohammad AbdullahAl

Abdullahman Hamood Al-Salamah

Abdulaziz Abdulrahman Abdulaziz

student Tareq Hamad Al-Dofei

Mohammad Ahmad Abdulrahman

Asseri Abdulrahman NasrAl

Omar Abdullah MenawerAl

Ahmed AL-Jobah

Abdulrahman Noor Al-Masoud

Wagah Ghazi Al-Mutary

Mohamed Ibrahim Alsokhy

Saad Abdullah Al-Hawayni

Qabryel Qashyem Al-Qahlan

Mohmoud Fadi Fawzi

Hona Saliman Al-Karidees

Momrah Houd Al-Anazi

Ali Abdulaziz Al-Razei

Sarah Adel CakheAl

Al-Hemedi Faleh Al-Mutary

Majahed Abdulrahman Al-Maqin

Dr Khalid Fazili

Messages

No messages waiting Messages...

You are logged in as Dr Mohammed Saqr (Logout)



Features of The learning management system with real life examples

The screenshot displays a learning management system interface with a calendar view. The main calendar grid shows activities for various days, including Microbiology Lecture, Physiology Lecture, PBL Session, and Clinical Skills. A detailed view of events for Saturday, 14 November, is shown in the foreground, listing activities such as Physiology Lecture, Panel Discussion Group A, Panel Discussion Group B, PBL Session 1, and Pharmacology Lecture, each with a time slot.

Sat	Sun	Mon	Tue	Wed	Thu	Fri
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

Upcoming Events

- Physiology Lecture(Group B)**
Saturday, 14 November, 08:00 AM - 08:50 AM
- Panel Discussion Group A**
Saturday, 14 November, 08:00 AM - 08:50 AM
- Panel Discussion Group B**
Saturday, 14 November, 09:00 AM - 09:50 AM
- Physiology Lecture(Group A)**
Saturday, 14 November, 09:00 AM - 09:50 AM
- PBL Session 1**
Saturday, 14 November, 10:00 AM - 11:50 AM
- Pharmacology Lecture**
Saturday, 14 November, 10:00 AM - 11:50 AM

Detailed electronic calendar with daily Alerts with activities, a single click on a day will give all this day activities as shown

Full report of recent activity...

Course updates:

Added Resource:
liver lab st

Added Resource:
OSPE at Fiji School of Medicine

Added Resource:
Hepatitis viruses, Lab, Dr. Raheel

Added Resource:
PBL3-Malabsorptive Syndromes

Added Resource:
PBL3-Malabsorptive Giardiasis-1

Added Resource:
PBL3-Malabsorptive Giardiasis-2

Added Resource:
PBL5-Acute Appendicitis

Added Resource:
PBL6-Hydatid Cyst

Added Resource:
PBL6-Hydatid Liver Disease-A Case Study

Latest News

[Add a new topic...](#)

26 Oct, 19:42
Dr Muhammed Raza
Therapeutic Case Discussion on Diarrhea-Dr Raza [more...](#)

19 Oct, 22:05
Dr Ghada mahmoud abdelhamed
introduction to study methodology [more...](#)

10 Oct, 17:15
Dr Raheel Shafi
Lecture Disciplines Week 2 [more...](#)

10 Oct, 13:35
Dr KHALID SHEHZAD
uploading of Lab ppt [more...](#)

[Older topics ...](#)

Latest news section gives the student all updates, it also emails the student with his courses information. An automatic list of all course updates specific to every student to tell him what he happened since he last visited the course

Topic outline

[About The Block](#) | [Block Objectives](#) | [Specific Objectives](#) | [Resource Faculty](#) | [Past Themes](#) | [Student Presentations](#) |

Mission
and Le

Welcom

Find yo
Check

New
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 Dr M

From Organizer's Desk:

This area is exclusively for the block organizer material.


- [News forum](#)
- [Lec Block Intro](#)
- [OSPE at Fiji School of Medicine](#)
- [Block Booklet](#)
- [T timetable](#)
- [T timetable, 1st Revision](#)
- [T timetable, 2nd Revision](#)
- [T timetable, 3rd Revision](#)
- [T timetable, 4th Revision](#)
- [PBL Groups Boys](#)
- [PBL Groups Girls](#)
- [Seminar Schedule Boys](#)
- [Seminar Schedule Boys, 1st Revision](#)
- [Seminar Schedule Girls](#)
- [Seminar Schedule Girls, 1st Revision](#)
- [Seminars General Objectives](#)
- [Lecture Disciplines Week 1](#)
- [Lecture Disciplines Week 2](#)
- [Lecture Disciplines Week 3](#)
- [Lecture Disciplines Week 4](#)
- [Lecture Disciplines Week 5](#)
- [Lecture Disciplines Week 6](#)
- [This is the student's forum](#)

An organizer desk area where all tables, as they updated are available for students ahead of print. All block booklets, course objectives before the beginning of the block which gives the student a unified place for all course related data.

Anatomy:

 THE ANTERIOR ABDOMINAL WALL & STOMACH BY DR. KHALID SHEHZAD

 ANATOMY OF THE SMALL INTESTINE BY DR. RASHA EL MANSY

 SMALL

 AI-ST

 AI-ST

 AI-ST

 AI-ST


 Ante

 Stom

 Small

 large

 AI-ST

 AI-ST

 LIVE

Pathology:


 GIT LAB REVISION 1431

 Oral lesions Prof Hesham Saad

 Salivary gland lesions, Prof Hesham Saad

 Lab stomach, Prof Suzan

 stomach disorders Dr suzan kato

 Gastric tumours, Prof Hesham Saad

Online lecture notes in GIT blocks available for download for the student, in all blocks, all lecture notes are available once lecture is given

 Int

 lab

 live

 Oral tissue & Esophagus Lab. by Dr. Sahar

 Stomach Lab by Dr. Sahar

 Appendix Lab. Dr. Sahar

 histology of the liver Dr. Amany Osman

 Liver Lab By Dr Amany Osman

3


Biochemistry:


 Bile salts and bile by Dr Abdel Bahem Meki

 Liver


5

Microbiology:


 Dr Mageed Case Study (1)

 Enteric Bacteria, Lab. (By: Dr Marwa Salah)

 Enteric Bacteria (Dr. Ezz Saleh)

 GIT-Lab-Dr. Ezz Saleh)

 Bacterial Enteritis by P. Omayma Mohammad

 Lab Demonstration of enteric bacteria by Dr. A

 Hepatitis viruses, Lec & Lab, Dr. Raheel

4

Physiol

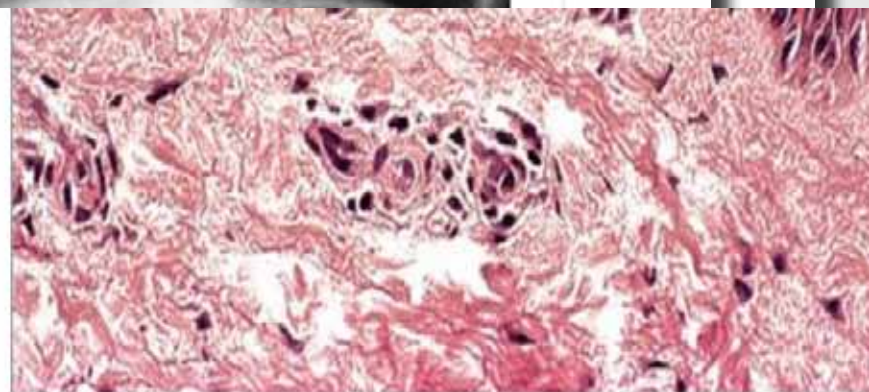
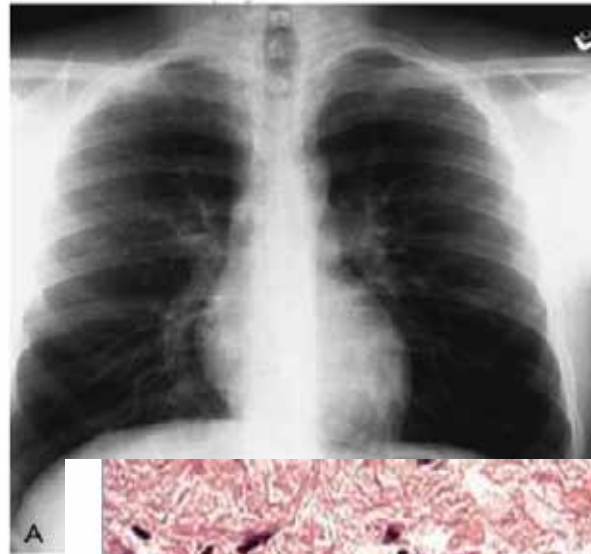
 lec o

 SALI

 Gut I



please comment on this x-ray



Re: ECG 2nd se
by Walaa Al-De
inferior MI

Re: ECG 2nd se
by nourah Al-h

alsalm 3alikun
12leads ECG si
normal axis , i
depress ST seg
rapid ST in lea
inferior MI
Thank you

Re: ECG 2nd se
by Abdulscalam

training

by

al:

-->

i

tha

Edit | Del

Rich online discussions, enables asynchronous interaction between staff and students and give the students an extra chance for training on their own pace.

Re: ECG 2nd se
by mona Al-bes

elevated ST seg
reciprocal change in lead I, V1, V2
THANKS

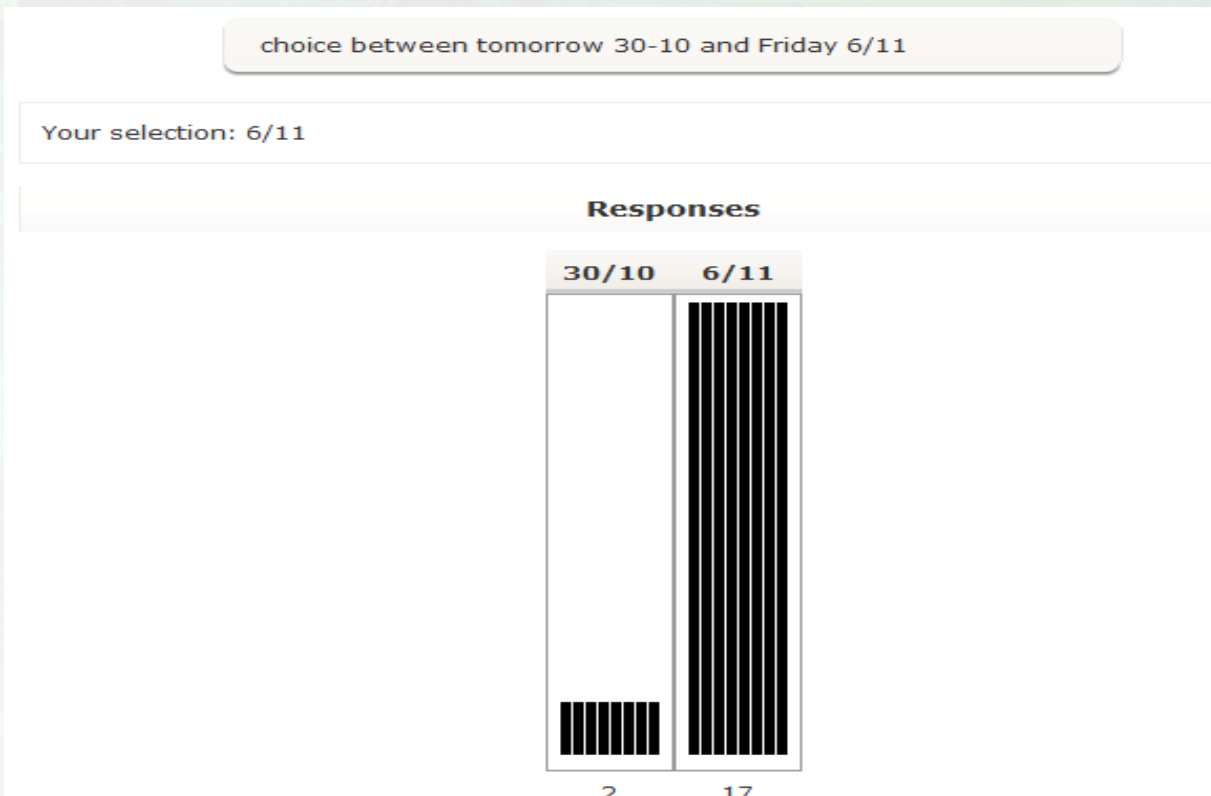


by "Yara Al- Fehaid, o" - Wednesday, 26 March 2008, 05:38 PM

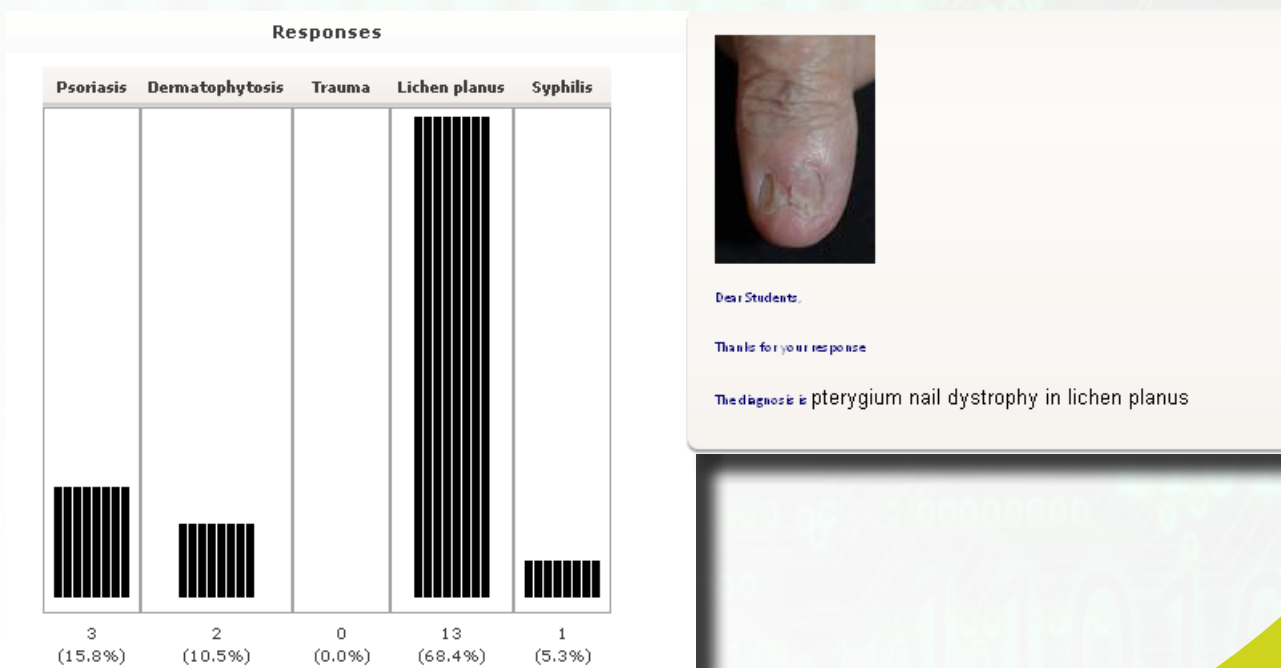
alsalm 3lecom

(tagreed) I agree with you in your answer

it is Eczema Herpeticum



Polls help explore students opinions about an opinion in a democratic way, or can even be used as a way to survey students opinions about a case.



?A 65 years old male , who complained of low back pain , the patient visited his orthopedic surgeon, he advised him to take a muscle relaxant, and an analgesic.
 ?Few hours later the patient started to suffer altered mental status, manifested by visual hallucination, memory disturbances.
 ?His condition is fluctuating between periods of improvement and worsening, his worst times are at night.

Next

Previous



























Branching case scenarios, a complex computer algorithm is used to simulate a virtual case

Please write here ::::::::::: Signs of Neurological coma

Signs of neurological coma are:

1. Drowsiness
2. confusion
3. nausea
4. vomiting
5. Vision Changes
6. Runny Nose
7. Headache
8. Muscle weakness
9. Fatigue
10. Low blood pressure
11. lateralization
12. **aphasia.**
13. **fixed pupil.**
14. **sighing , yawning and cheyne-stroke respir.**
15. **astrixis.**
16. **dilirium.**

Wiki: here the students make their studying materials, in a collaborative way; rather than; so they learn writing skills, teamwork and collaboration.

[-]	First name / Surname [-]	+	+	Last modified (Student) ↑ [-]			
	Gihad Al Hajaj			 SDL_report.docx  the_X-rays.docx			
				Tuesday, 3 November 2009, 06:01 PM			
	Ali Abullaziz Al-Rassi			Draft:  ali_al-rassi_cases_report_at_KSH_in_Monday.docx			
				Tuesday, 3 November 2009, 03:08 PM			
				Draft:			
				 OPD_-_moayed.docx  OPD_-_moayed_1.docx  OPD_-_m			
Page: 1 2 3 4 (Next)							
+	First name / Surname [-]	Grade [-]	Comment [-]	Last modified (Student) ↑ [-]	+	+	Final grade [-]
	Abdulaziz Sulaiman Al-Numair	11 / 15	case 1- ...	 Log_book.doc Saturday, 18 April 2009, 02:34 AM			11.00
	student AbdulAziz soliman Alsaif	8 / 15	You should ...	 422036109.doc Wednesday, 15 April 2009, 11:27 PM			8.00
	Aseem Fahad Al-Khalifah	12 / 15		 Asim_s_cases.docx Wednesday, 15 April 2009, 11:08 PM			12.00
	Hamd Mohammad Al-Sekhan	10 / 15	Brief ...	 Log_Book_by_Hamad_Al_Saikhan.doc Wednesday, 15 April 2009, 10:10 PM			10.00
	Fahad Saleh Al-Anazi	9 / 15	Try to read ...	 log_book.docx Wednesday, 15 April 2009, 09:03 PM			9.00
	Abdullaziz Ali Al-Omair	10 / 15	Only the ...	 loog_book_abdulaziz_alomair.doc Wednesday, 15 April 2009, 08:42 PM			10.00
	Ashwaan Abdullah Al-Ashwaan	10 / 15	Re-read the ...	 ashwaan_alashwaan.doc Wednesday, 15 April 2009, 04:47 PM			10.00
	Khaled Hamd Al-Saghyer	13 / 15		 Log_Book_425035072_.doc Wednesday, 15 April 2009, 03:17 AM			13.00
	Ghaleb Matar Al-Abdolib Al-Anzy	10 / 15	Case 2: ...	 LOGBOOK_GHALEB1.doc Wednesday, 15 April 2009, 02:25 AM			10.00
	Feras Abdullrahman Al-Gemeli	12 / 15	Re-read the ...	 Feras_log_book.doc Wednesday, 15 April 2009, 01:42 AM			12.00

E-portfolios enable students to submit their materials and get their markings, notes in a simple and private way

Special | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O
P | Q | R | S | T | U | V | W | X | Y | Z | ALL

Page: 1 2 3 4 (Next)
ALL
-

-emia
Suffix—of the blood

A

Abscess :
A localised collection of pus in a closed cavity or tissue space, resulting from an inflammatory reaction, often provoked by bacteria or pyogenic bacteria.

Acquired :
Due to an event after birth (contrast with congenital)

Acute :
Appearing rapidly (e.g. acute inflammation), but not necessarily severe as a consequence (contrast with chronic). Usually acute

A glossary is a way of teaching students medical terminology online.

	First name / Surname ↓ □	Started on □	Completed □	Time taken □	Grade/10 □
<input type="checkbox"/>	student Abdulaziz Ahmad Al-Gharras	6 November 2009, 06:01 PM	6 November 2009, 06:46 PM	45 mins 4 secs	10
<input type="checkbox"/>	Essam Abdullah Al-Towyan	6 November 2009, 06:02 PM	6 November 2009, 06:46 PM	44 mins 31 secs	9
<input type="checkbox"/>	student Abdullrahmman Al-Mklef	6 November 2009, 06:21 PM	6 November 2009, 06:53 PM	31 mins 57 secs	10
<input type="checkbox"/>	Hosam Abdulrahman Al-Solmi	6 November 2009, 06:03 PM	6 November 2009, 06:48 PM	44 mins 54 secs	10
<input type="checkbox"/>	student Abdussalam Alshehri	6 November 2009, 06:01 PM	6 November 2009, 06:41 PM	40 mins 1 sec	6.67
<input type="checkbox"/>	Ali Abullaziz Al-Rassi	6 November 2009, 06:14 PM	6 November 2009, 06:59 PM	45 mins 3 secs	6.6
<input type="checkbox"/>	Gihad Al Hajaj	6 November 2009, 06:00 PM	6 November 2009, 06:44 PM	43 mins 34 secs	6
<input type="checkbox"/>	Mohammad Al-Khowailed	6 November 2009, 06:06 PM	6 November 2009, 06:51 PM	44 mins 58 secs	10
<input type="checkbox"/>	Basel Al-Mansour	6 November 2009, 06:04 PM	6 November 2009, 06:49 PM	45 mins 11 secs	8.67
<input type="checkbox"/>	Abdullaziz Al-Maslum	6 November	6 November	40 mins	5.33

Results of online formative exams, a teacher sets the exam and the system does it all.

Topic 0



News forum



Schedules of general surgery department

1 views

Sunday, 4 October 2009, 06:00 PM (39 days 9 hours)



Schedules of general surgery department

1 views

Sunday, 4 October 2009, 06:00 PM (39 days 9 hours)



Problem for discussion by Dr/Ayman

1 posts

Tuesday, 6 October 2009, 05:33 PM (37 days 10 hours)

Follow up of every activity student do with monthly reports, daily reports and topic specific reports.



3ed Problem for discussion by Dr/Ayman

1 posts

Wednesday, 7 October 2009, 09:22 PM (36 days 6 hours)



1st OSCE station for discussion

1 posts

Wednesday, 7 October 2009, 09:48 PM (36 days 5 hours)



1st MCQ

2 posts

Friday, 9 October 2009, 11:20 AM (34 days 16 hours)



2nd MCQ

1 posts

Friday, 9 October 2009, 10:40 AM (34 days 16 hours)

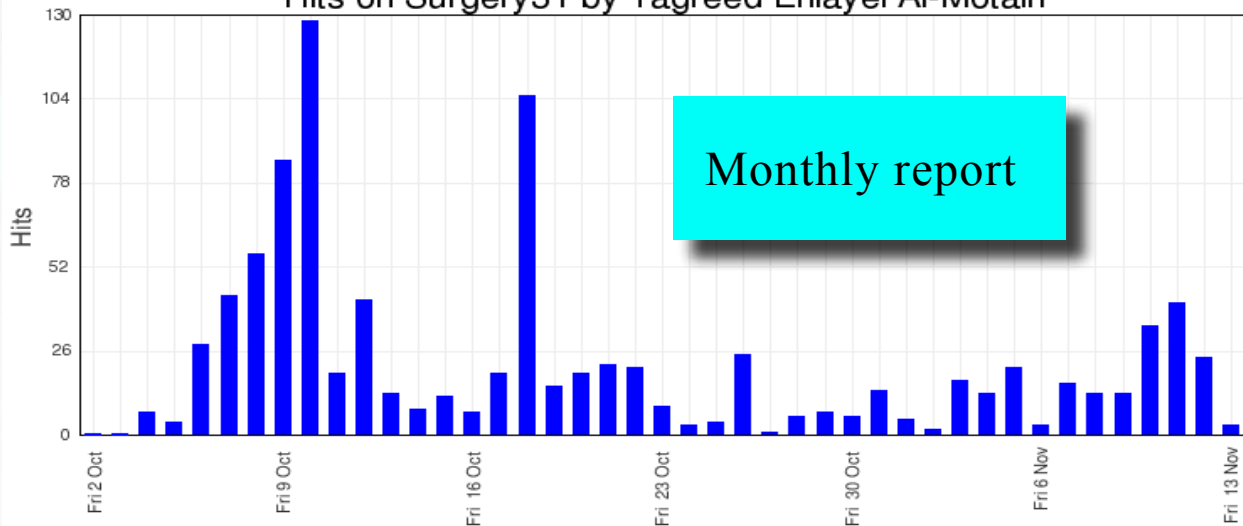


3ed MCQ

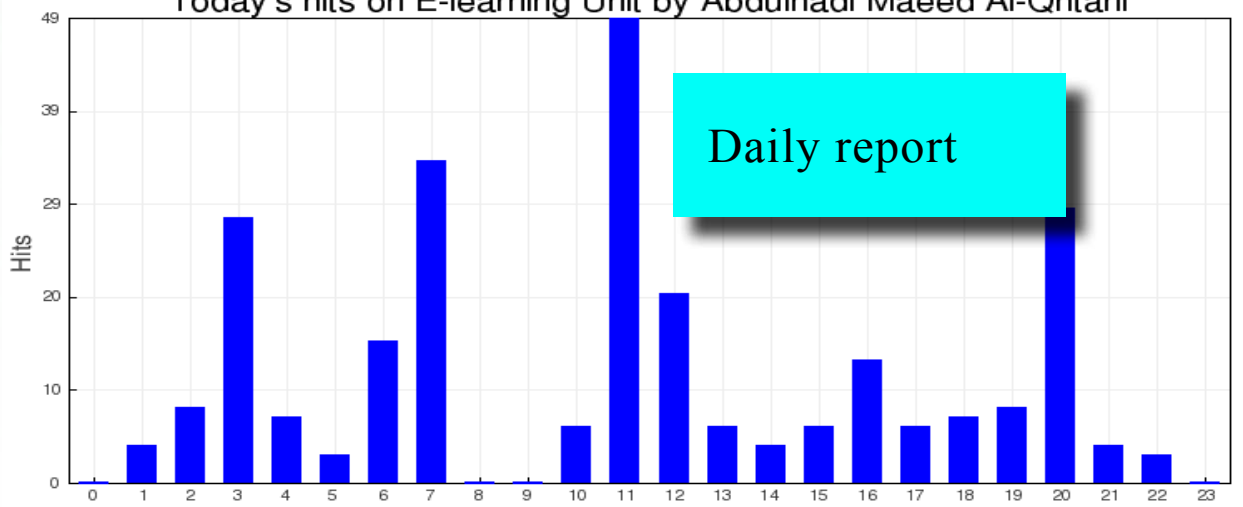
1 posts

Friday, 9 October 2009, 10:25 PM (34 days 5 hours)

Hits on Surgery31 by Tagreed Ehlayel Al-Motairi

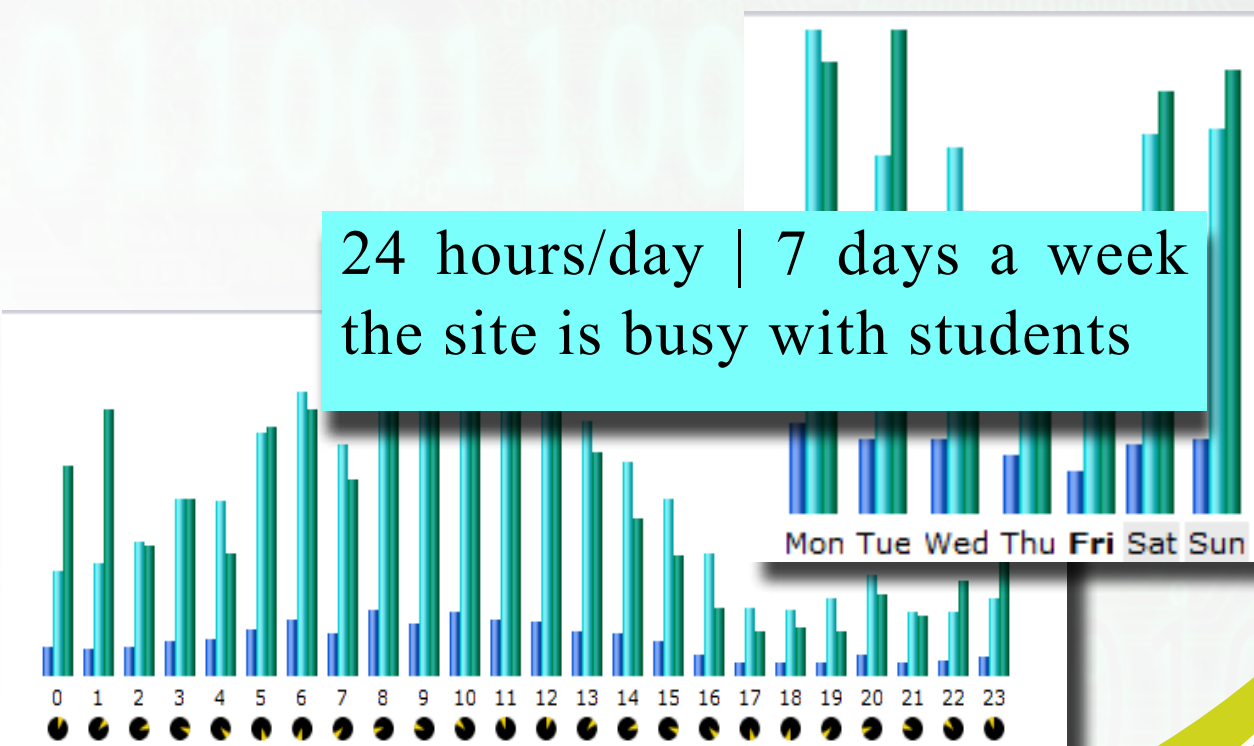



Today's hits on E-learning Unit by Abdulhadi Maeed Al-Qhtani



Period ending (day)	Logins
10 November 2009	443
9 November 2009	517
8 November 2009	408
7 November 2009	452
6 November 2009	445
5 November 2009	300
4 November 2009	326
3 November 2009	501
2 November 2009	574
1 November 2009	583

Student logins during 10 day period, most of the days more than 75% of the students visit the site



Operating Systems (Top 10) - Full list/Versions - Unknown	
Operating Systems	
	Windows
	Unknown
	Macintosh
	Symbian OS
	Linux



An increasing number of students are using mobile phone to check their courses where ever they are, the next generation mobile learning is here. in the image mobile phones are the 4th platform to visit the e-learning.

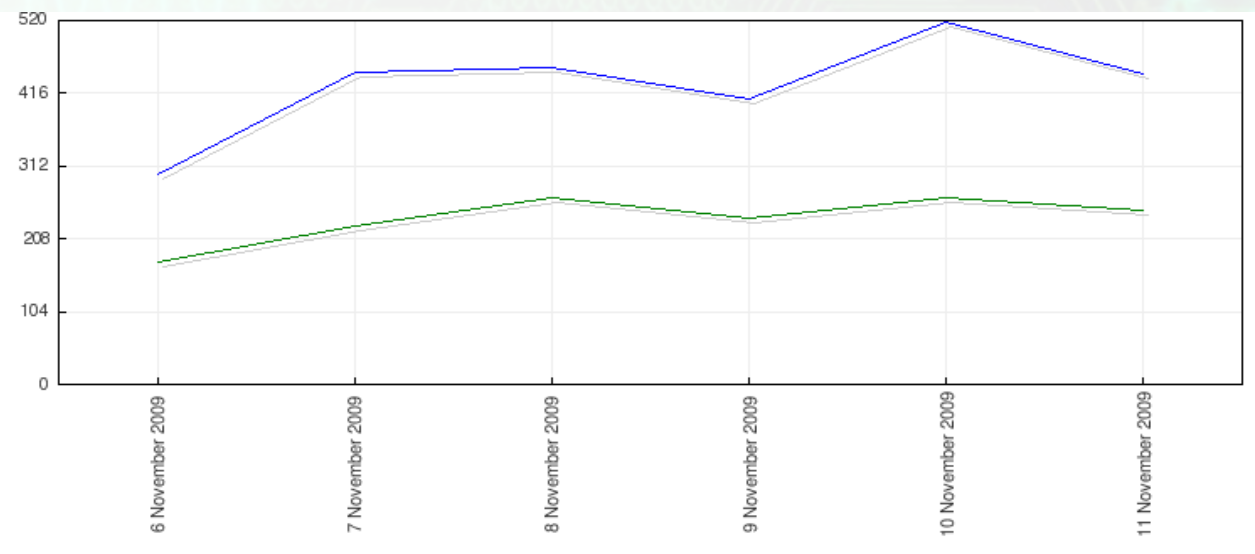
Miscellaneous		
Miscellaneous		
Hits on favicon.ico	1769 / 1210 Visitors	146.1 %

Hits of favourites icon is more than100%, which denotes how students liked and would like to keep connected.


























Summary					
Reported period	Month Oct 2008				
First visit	01 Oct 2008 - 00:54				
Last visit	31 Oct 2008 - 23:44				
	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Viewed traffic *	1907	4895	60336	233729	3.57 GB
Not viewed traffic *					

Summary					
Reported period	Month Oct 2009				
First visit	01 Oct 2009 - 00:02				
Last visit	31 Oct 2009 - 23:59				
	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Viewed traffic *	10315	17903 (1.73 visits/visitor)	292043 (16.31 Pages/Visit)	1366056 (76.3 Hits/Visit)	23.25 GB (1361.47 KB/Visit)
Not viewed traffic *			85436	94520	6.68 GB

More than one million hits /month (1366056), an increase of 540% over last period last year.



Last week statistics, note the upgoing curves, denoting increasing numbers of students from day to day, a sign of popularity and increased interest.

Countries (Top 25) - Full list				
	Countries		Pages	Hits
	Saudi Arabia	sa	253895	1167126
	United States	us	29876	158405
	India	in	899	3894
	Egypt	eg	787	6549
	Libya	ly	699	2659
	Canada	ca	665	2302
	European country	eu	420	1618
	Great Britain	gb	419	2793
	Lebanon	lb	377	1225
	Kuwait	kw	371	859
	Pakistan	pk	346	3358
	Russian Federation	ru	305	305
	Australia	au	299	931
	China	cn	267	1145
	Germany	de	228	1450
	Luxembourg	lu	216	260
	Sudan	sd	186	1076
	United Arab Emirates	ae	172	685
	Jordan	jo	162	
	Malaysia	my	148	
	Japan	jp	98	
	Oman	om	72	
	France	fr	71	
	Yemen	ye	70	
	South Africa	za	59	313



As a proud member of opencourseware consortium, The e-learning unit through its learning management system, opens more than 10 courses to the public where all schedules, booklets, course materials, lecture notes, and our hard work for free to the world, giving a chance of learning from our experience.

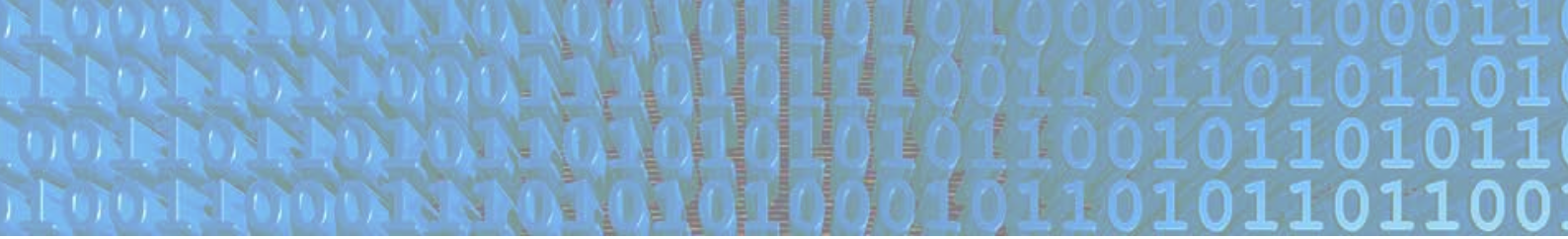
Visitors from all over the world- as shown- are coming to our website and learning.

In Numbers

- 870+ lectures online
- 99 courses to date
- 700 users
- 3682 role assignments
- 5400+ discussions
- 70-100% of students are online daily
- 100% of all courses are working with E-learning
- 12 complete courses free for the public containing all course materials.

The way e-learning is utilized in college is revolutionary; in that we have made e-learning a common culture among staff and students; not only some technology oriented engineers manage the content; but all staff members are involved in creating content, managing interaction, communicating with students, releasing grades and many other activities.

All courses in the college are taught with e-learning hand in hand with the teaching in college (Hybrid). and the learning management system now is becoming an essential tool of teaching.

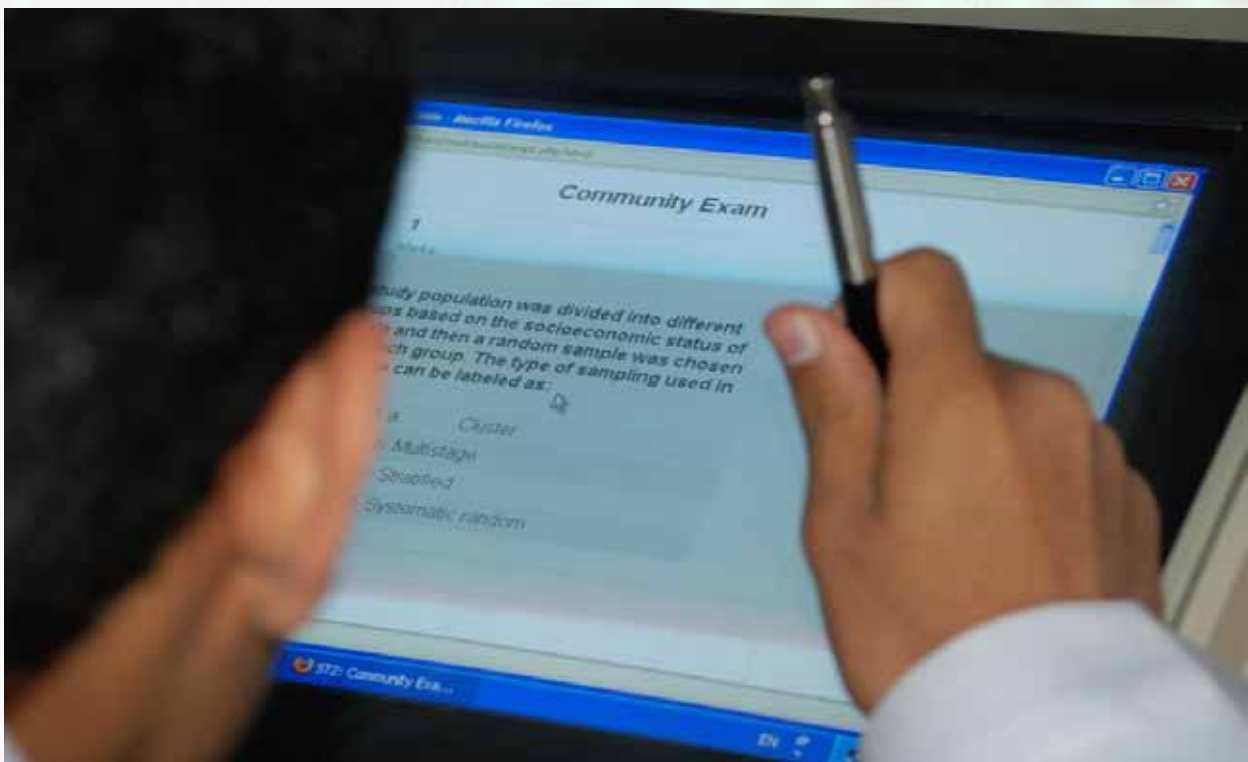


Computer Based Examination

Computer Based Examination

Computer based exams in Qassim College of medicine were started 2 years ago, our approach was to change the face of non-practical exams completely. Changing the whole process in all phases:

- Exam composition
- Exam Deployment and Delivery.
- Exam analysis
- Grade publishing
- Post exam banking and storage of questions



A student having a test in our exam center

Test Creation

Traditionally; exams are written with the help of a word processor, which is time consuming, non-Standard and cannot be searched on criterion based approach. The time taken to format and prepare The final exam draft is tremendous.

We moved to a specialized software, that standardize question types, way of composition, formatting, answers and feedbacks.

Most important feature is that it enables the “tagging” of the question; moreover it enables feedback to be included. The tagging of the question enables easy each, classification, filtration, and creation of exam banks for Re-use.



The whole process of exam creation has been digitized, from the writing to numbering, scoring, tagging and storing in banks.

The screenshot shows a software window titled "Multiple Choice - 1 of 1". It has a menu bar (File, Edit, View, Insert, Format, Table, Help) and a toolbar with various icons. The window is divided into two main sections: "Question" and "Rationale".

Question Section:

The drug of choice in cases of status epilepticus is:

- ☐ a. Phenytoin
- ☐ b. Diazepam
- ☒ c. lorazepam
- ☐ d. Valproate
- ☐ e. Midazolam

Rationale Section:

Lorazepam differs from diazepam in two important respects. It is less lipid-soluble than diazepam, with a distribution half-life of two to three hours versus 15 minutes for diazepam. Therefore, it should have a longer duration of clinical effect. Lorazepam also binds the GABAergic receptor more tightly than diazepam, resulting in a longer duration of anticonvulsant effects of lorazepam last six to 12 hours, and the 8 mg. This agent also has a broad spectrum of efficacy, terminating 100 percent of cases.

Bottom Controls:

Buttons: Narrative..., Record, Info..., Close

Fields: (None) (dropdown), Answer: c (dropdown), Choices: 5 (dropdown), Scramble: All (dropdown), Columns: 1 (dropdown)

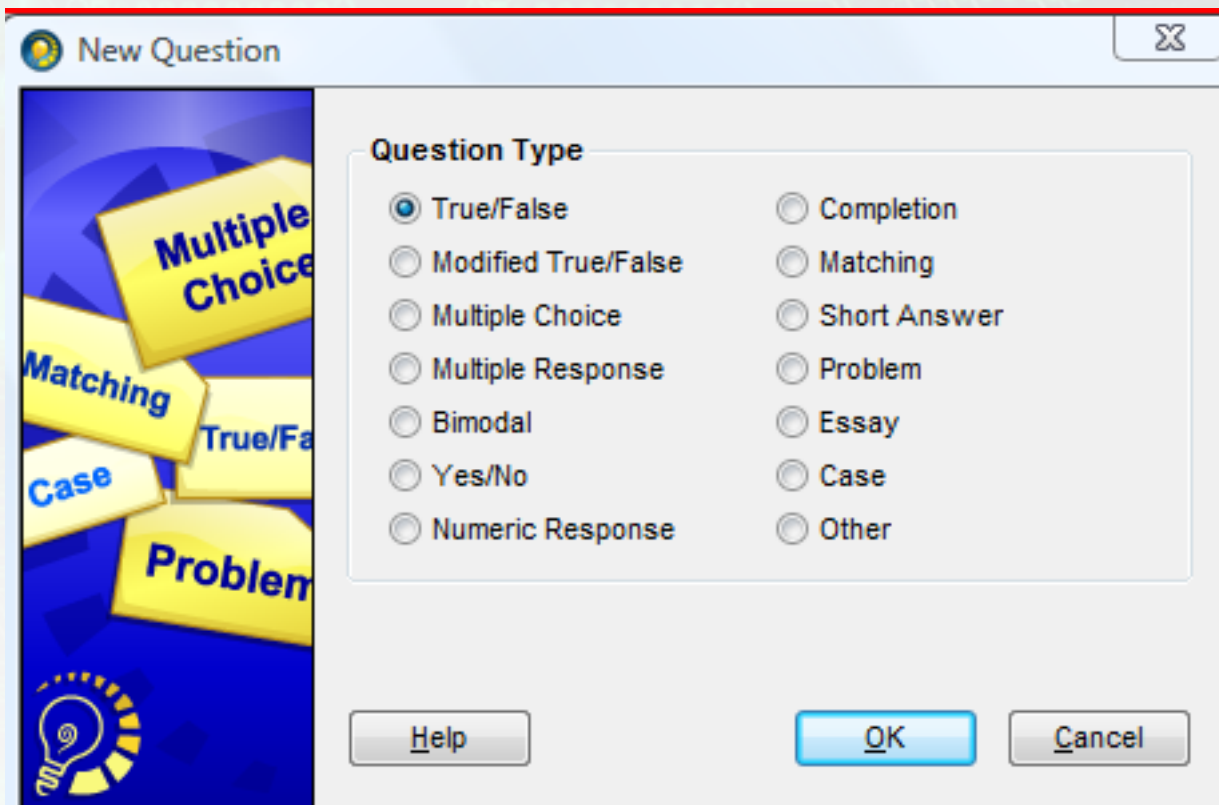
Easy way of writing

Feed Back of the Question

Image of the writing interface, simple and easy

Exam software provide flexible and easy way of writing Questions, a standardized interface and more options, it also permits for adding a feedback, the feedback allows the student to learn form his exams and to understand rational behind the answers, which is impossible in paper exams. In this application multimedia can be added and hence giving the exam a real life touch.

A simple and standard interface with enhanced features is the base of our system of exam creation which streamlines the process



Digital exams offer many question types, and allow for flexible assessment

Multiple and mixed exam questions enable for better assessment

Multiple Response

Identify one or more choices that best complete the statement or answer the question.

- _____ 1. Check the drugs that can be used as emergency treatments to Status epilepticus
- a. Phenytoin
 - b. Diazepam
 - c. lorazepam
 - d. Valproate
 - e. Midazolam

A sample multiple response question, using traditional techniques, a question of that type is very difficult to grade or to control.

The screenshot shows a 'Question Information' dialog box with the following fields and callouts:

- Name of the subject e.g. anatomy, cardiology:** Points to the 'Subject' field.
- Level of knowledge:** Points to the 'Difficulty' field (set to 'easy').
- Major topic:** Points to the 'Topic' field (set to 'headache').
- Specific objective of the Question:** Points to the 'Learning Objective' field (set to 'treatment of chronic migraine in a patient with tremors').
- General Objective:** Points to the 'Keywords' field (set to 'management of headache').

Other fields include: Reference (neurology), State Standard (i), Local Standard, Miscellaneous, Notes, Multimedia link, Points (1), and checkboxes for 'Always display this question in one-column format in two-column tests' and 'Don't use question on test'.

The main advantage of test creation using our methods is to tag the question, using standard criteria like the one described here, you can classify questions, retrieve them based on these criteria, make question banks , and standardize the testing process.

Tagging Questions enables a database with criteria for retrieval and classification (Bank)



Using standard criteria to create the questions, tag them, and validate them according to post test analysis the exams are better, more reliable, and of higher quality



A student performing an exam in the exam center, the multimedia featured is an advantage of the computerized exams

As shown before, we have changed completely every little step in exam creation so our exams have become:


1. Easy to write
2. Standardized types
3. Can be automatically randomized
4. Feedback
5. Rationals
6. Flexible layouts
7. Tagging and description
8. Question banks possible
9. Multimedia can be included
10. Time management
11. Flexible scoring
12. Question weight

Test deployment

In Qassim College of Medicine, we have constructed a lab for examination; the lab automates the whole process. All the student has to do is sit and examine and they have the results ready within one second of finishing the exam with 0 papers.



The students doing an e-exam in our lab


8  Marks: 1

A 65 years old patient suffered a stroke 3 days ago, he went to the hospital, the neurologist found he can move his upper limb but can not move it against gravity. which grade is his muscle power.

Time Remaining
0:00:01

Choose one answer.

- ☐ a. Grade 2
- ☐ b. Grade 4
- ☒ c. Grade 3
- ☐ d. Grade 1

9  Marks: 3

In a patient with brain tumor , with increased intracranial pressure the following can be found **(Choose more than one answer)**

Choose at least one answer.

- ☐ a. Headache
- ☐ b. Fever
- ☒ c. hemiplegia or Hemiparesis
- ☒ d. Vomiting
- ☐ e. Papilledema
- ☐ f. Abdominal pain
- ☐ g. Vertigo
- ☐ h. Convulsions
- ☐ i. Ataxia

A screenshot of an exam run in our lab, note the multiple question types, the time management and the flexible scoring; some questions are have only one mark while others have 3 marks.

4 Marks: 1

A 65 years old patient suffered a stroke 3 days ago, he went to the hospital, the neurologist found he can move his upper limb but can not move it against gravity. which grade is his muscle power.

Choose one answer.

- ☐ a. Grade 3
✗
- ☒ b. Grade 2
✓ Grade 2 is the correct choice, grade one only slight movement, grade 3 patient can move against gravity and 4 requires resistance
- ☐ c. Grade 4
✗
- ☐ d. Grade 1
✗

Correct
Marks for this submission: 1/1.

Student are able to see instant feedback after each quiz so that they can understand new concepts and learn from their mistakes, which could improve their learning.

	First name / Surname ↓ ▢	+	+	Time taken ▢	Grade/20 ▢	Feedback ▢
<input type="checkbox"/>	Tagreed Al- ajaji			11 mins 2 secs	18.48	Excellent
<input type="checkbox"/>	Yara Al-Fehaid.o			15 mins 3 secs	12.55	good
<input type="checkbox"/>	Reem Al-abdaan			15 mins 24 secs	14.96	Very good
<input type="checkbox"/>	Nassebah Al-Arfaj			9 mins 54 secs	15.98	Very good
<input type="checkbox"/>	mona Al-beshri			15 mins 9 secs	18.05	Excellent
<input type="checkbox"/>	Walaa Al-Dobiban			15 mins 5 secs	18.05	Excellent

Results are recorded seconds after students finish exams, saving long times of work and calculations and minimizing errors.

<input type="checkbox"/>	Mohammed al-mutawwa			8 mins 23 secs	20
<input type="checkbox"/>				6 mins 13 secs	14.25
<input type="checkbox"/>	OMAR AL-Nujeidi			4 mins 18 secs	17.73
<input type="checkbox"/>				6 mins 15 secs	10.21

In E-Exams students are able to take exams multiple times, and so they will gain knowledge and learn by exams.



The advantages of delivering exams using our exam lab

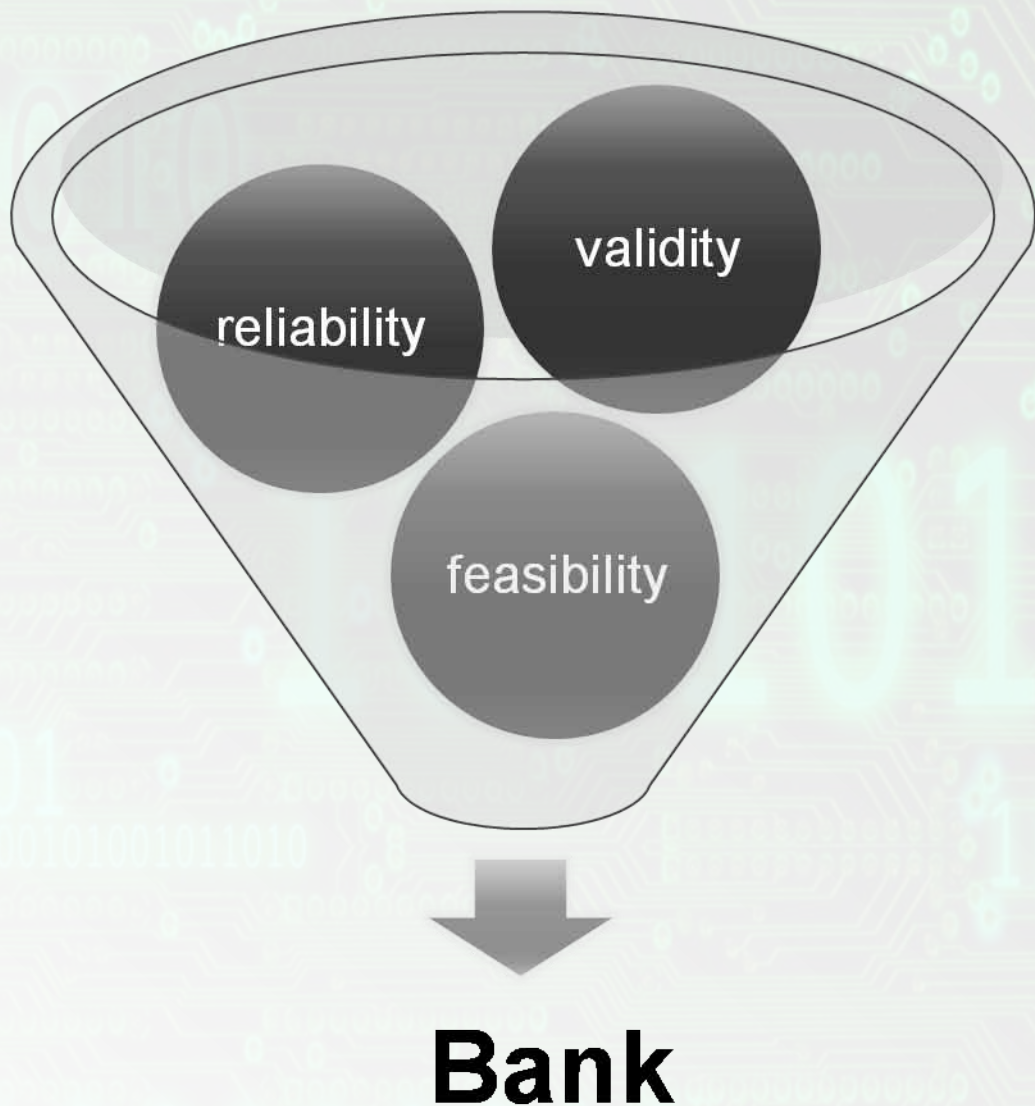
1. Complex animation and computer graphics or videos can be used to test near real life situation which is impossible to test on papers
2. The ability to give questions certain weights, this weight may even differ inside the choices of an MCQ and even a negative mark can be given to certain answers.
3. The automation of the whole examination process.
4. The low cost of saving thousands of papers and high running costs of usual exams.
5. The ability to offer tests on demand at times convenient for your candidates
6. Test questions can be created in 'banks' and delivered at random, cutting out 'battery' testing, i.e. the need to test all candidates at the same time on the same day
7. Elimination of complex logistics problems, such as the distribution, storage and tracking of test papers
8. Tests can be taken independently of an internet connection, so system failure is minimized
9. Reduction in the time-consuming job of scoring tests and preparing hand written reports
10. Instant results and immediate diagnostic feedback indicating the candidate's strengths and areas for improvement.
11. Randomization of questions options and exams so it is difficult to cheat
12. Once test finished all results are ready.

Post-exam

Given the analytic power of the computer, the system gives very detailed information that helps analyze the students data which help improve both learning and exams.

Q# [-]	Question text [-]	partial credit [-]	R. Counts [-]	R.% [-]	% Correct Facility [-]	SD [-]	Disc. Index [-]	Disc. Coeff. [-]
(156) ☰ 🔍	The rotator cuff is composed off which of the following? : The rotator cuff is composed off which of the following?	(0.00)	0/32	(0%)	94%	0.246	-0.44	0.21
		(0.00)	1/32	(3%)				
		(0.00)	0/32	(0%)				
		(1.00)	30/32	(94%)				
		(0.00)	0/32	(0%)				
(170) ☰ 🔍	All of the following are commonly beleived to be risk factors for avascular necrosis of the femoral head except : All of the following are commonly beleived to be risk factors for avascular necrosis of the femoral head except	(0.00)	12/32	(38%)	41%	0.482	0.04	0.36
		(0.00)	1/32	(3%)				
		(0.00)	1/32	(3%)				
		(1.00)	14/32	(44%)				
		(0.00)	4/32	(13%)				
(147) ☰ 🔍	Origin of bone is from : : Origin of bone is from :	(0.00)	2/32	(6%)	67%	0.462	-0.00	0.53










Each question statistics are calculated, these parameters will decide the validity of the question and its place in question banks, invalid questions will be deleted and exams will be regraded.



Post exam analysis will filter questions and they will find their way to the bank or deleted, thus keeping a high quality bank

Select Questions by Criteria

Step 2: Enter the search criteria or click a List button to choose criteria from a list. From the pool of matching questions, selections can be made while viewing or randomly. You may repeat this step multiple times. Click Close when you are finished making selections.

Search options:	Find using wildcards	
Question type:	Any	
Difficulty:	Medium	
Reference:	Curriculum	
Learning objective:	Treatment of Migraine	
National standard:		
State standard:		
Local standard:		
Topic:	Headache	
Keywords:		
Miscellaneous:	Not examined before	

Available questions matching criteria: 3

Select While Viewing Select Randomly

Help < Back Next > Close

Questions can be retrieved according to the criteria, hence; a balanced exam can be made reliably in short time

In Numbers

- Twenty final exams have been successfully done in the last year.
- An exam bank for the past two years carrying hundreds of filtered and high quality questions.
- Local exam banks have been created in departments like medicine, and psychiatry.
- The exam center offers services to other colleges, so they use the center in their exams
- The exam center has served as an example and proof of concept that stimulated other similar project.
- The success of exam bank has initiated a nation wide proposal for a kingdom wise projects.



E-Surveys

E-Surveys

Surveys are powerful tool for assessment, feedback, monitoring of current work and provides the necessary information planning of future projects. In Qassim college of medicine we have an outstanding surveying system that comprises many technologies and has done more that a hundred surveys. The system operates mostly online. And has been used to collect responses from students, graduates, staff and other parties. The following are samples and types of surveys we do.

***The course outline (including the knowledge and skills the course was designed to develop) was made clear to me.**

Choose one of the following answers

Submitted answers: 34

Questions: 27

The course outline (including the knowledge and skills the course was designed to develop) was made clear to me.

- Strongly agree: 8 (23.53 %)
- Agree: 20 (58.82 %)
- True Sometimes: 6 (17.65 %)
- Disagree: 0
- Strongly Disagree: 0

101 Course evaluation surveys, with different online systems

The course outline (including the knowledge and skills the course was designed to develop) was made clear to me.

- Strongly agree: 8 (23.53 %)
- Agree: 19 (55.88 %)
- True Sometimes: 7 (20.59 %)
- Disagree: 0
- Strongly Disagree: 0

***Sources of help for me during the course including faculty office hours and reference material, were made clear to me.**

- Strongly agree: 12 (35.29 %)
- Agree: 13 (38.24 %)
- True Sometimes: 6 (17.65 %)
- Disagree: 3 (8.82 %)
- Strongly Disagree: 0

Graduate program evaluation

This questionnaire is designed to gather student opinions about their experiences their program. The items relate to all your experiences so far, not just to one particular course.

Program Evaluation Survey

This questionnaire is designed to gather opinions from final year students about their

Student Experience Survey

This questionnaire is designed to gather student opinions about their experiences about half way through their program. The items relate to all your experiences so far, not just to one particular course.

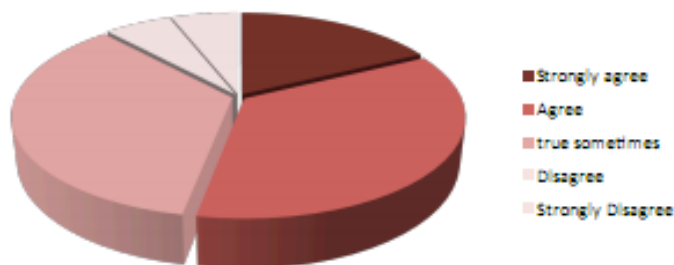
The questionnaire was conducted completely electronically; students were sent emails about containing a link to a page that has the information, the link to the survey and a help file. Students were taught how to fill the survey in a dedicated session with examples.

The record kept of the survey responses did not contain any identifying information about participants.

Overall Evaluation Overall I am satisfied with my life as a student at this institution.

Answer	Count	Percentage
Strongly agree	3	8.33%
Agree	18	50.00%
true sometimes	12	33.33%
Disagree	2	5.56%
Strongly Disagree	1	2.78%

Overall Evaluation Overall I am satisfied with my life as a student at this institution.



Overall satisfaction

Yearly, with the automated system we do program evaluation from different sides, the surveys are collected online from responders allover the world, which is impossible to do with traditional methods

In Elearning I had More contacts with tutors and colleagues

- Strongly agree: 1 (7.69 %)
- Agree: 6 (46.15 %)
- Neutral: 2 (15.38 %)
- Disagree: 3 (23.08 %)
- Strongly disagree: 1 (7.69 %)

Better possibility of self-assessment and feedback

- Strongly agree: 1 (7.69 %)
 - Agree: 5 (38.46 %)
 - Neutral: 4 (30.77 %)
 - Disagree: 2 (15.38 %)
 - Strongly disagree: 1 (7.69 %)
- Submitted answers: 184
Questions: 10

Flexible learning

- Strongly agree:
- Agree:
- Neutral:
- Disagree:
- Strongly disagree:

The contents of the current check list is *

- More than Needed: 58 (31.52 %)
- Enough: 81 (44.02 %)
- Not enough: 45 (24.46 %)

Including basic knowledge as introduction to the skill *

- * Strongly agree: 35 (19.02 %)
- * Agree: 86 (46.74 %)
- * Undecided: 24 (13.04 %)
- * Disagree: 23 (12.50 %)
- * Strongly disagree: 16 (8.70 %)

Faster and easier

- Strongly agree:
- Agree:
- Neutral:
- Disagree:

Regarding clinical skills 4 * this question is about the timing of teaching of clinical skills 4""

- # training time should be limited to one semester only: 68 (36.96 %)
- # distributed throughout the year: 54 (29.35 %)
- # Don't Know: 48 (26.09 %)

Duration of clinical sessions in clinical skills 4:

- # Should be 2 hours only: 79 (42.93 %)
- # Should be 4 hours: 44 (23.91 %)
- # Don't know: 61 (33.15 %)

Surveys are used to get feedback and communicate students opinion in all emerging issues in a timely fashion



In Brief

- 120+ Surveys and counting
- Surveys evaluating every course running in college
- Graduates evaluations
- Program evaluations
- Feedbacks
- Polls
- An estimated analysis of 24000 pages data available to decision makers.
- Different systems from wireless devices to online based makes the process fail safe.



Multimedia

Multimedia

Multimedia, brings live demonstrations on demand any time, and any where. Think of a class of how to examine the abdomen. Whenever it ends. No one can get it back and reading it in books will bring only dull description.

Our approach was to provide students with all physical examination and clinical skills procedures online for download or streaming.

Qassim College of Medicine

Home | Podcast Archive Admin


Multimedia site

Site for Multimedia delivery and videos for clinical assistance of students and staff

PODCAST 26-10-2008 (15.05 MB)

Duration: 9:32 m - Filetype: quicktime

Abdominal Examination




fm00001

[View](#) - [Download](#)

PODCAST 26-10-2008 (17.34 MB)

Duration: 10:58 m - Filetype: quicktime

ENT Examination



fm00004


[View](#) - [Download](#)

Qassim College of Medicine feed:

Copy the feed link and paste it into your aggregator

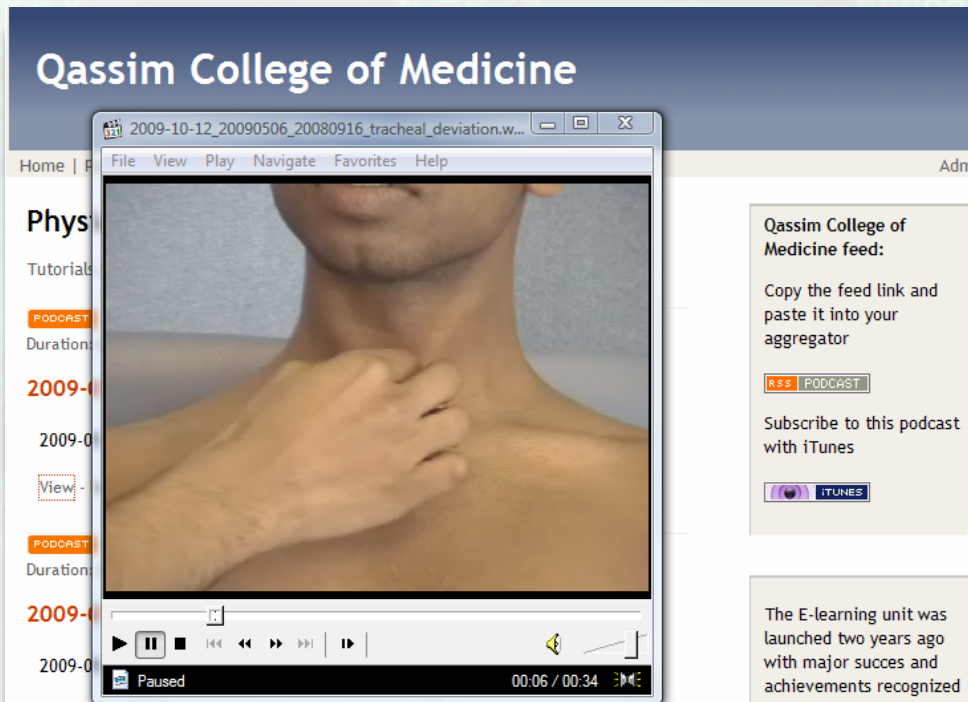
RSS **PODCAST**

Subscribe to this podcast with iTunes

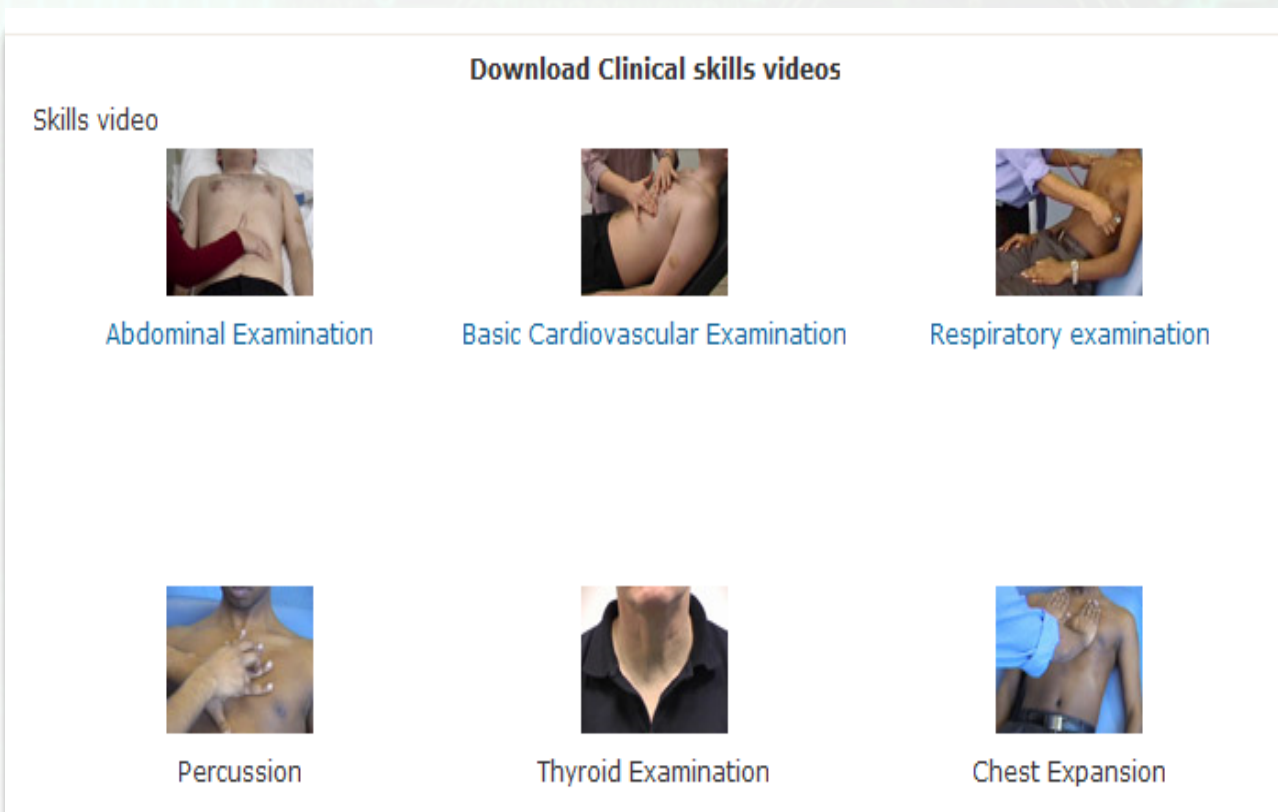


Qassim College of Medicine applies state of the art innovations in the educational field, it is the first to endorse problem based learning with emphasis on quality of learning and is launching its E-learning websites to enhance the learning experience with social

Web site for downloading videos of examinations (2 sets) or watching online



Video streamed from our web site



Clinical skills videos available for download

(Third set)



Our Videos on Itunes for podcasting



Videos for staff

Not only we provide videos for the students, we record videos of seminars and important workshops and make them available online so that they have access to them whenever they want them.

[Home](#) | [Podcast Archive](#)

E-learning unit

Recording of Seminars and lectures mainly targeted at senior staff

PODCAST 25-01-2009 (48.5 MB)
Duration: 44:23 m - Filetype: quicktime

THE_7_JUMPS

THE_7_JUMPS

[View](#) - [Download](#)

PODCAST 25-01-2009 (32.41 MB)
Duration: 35:59 m - Filetype: quicktime

ROLE OF THE TUTOR

ROLE OF THE TUTOR

[View](#) - [Download](#)

PODCAST 25-01-2009 (27.8 MB)

In Numbers

- Two web sites for downloading clinical examination videos and for real time streaming, having three sets of clinical examinations videos.
- An Itunes podcasting service for clinical examinations.
- A web site for recorded lectures and seminars.
- All of the following are available on DVD and CDs.
- More than 2000 downloads/ month from all over the world.



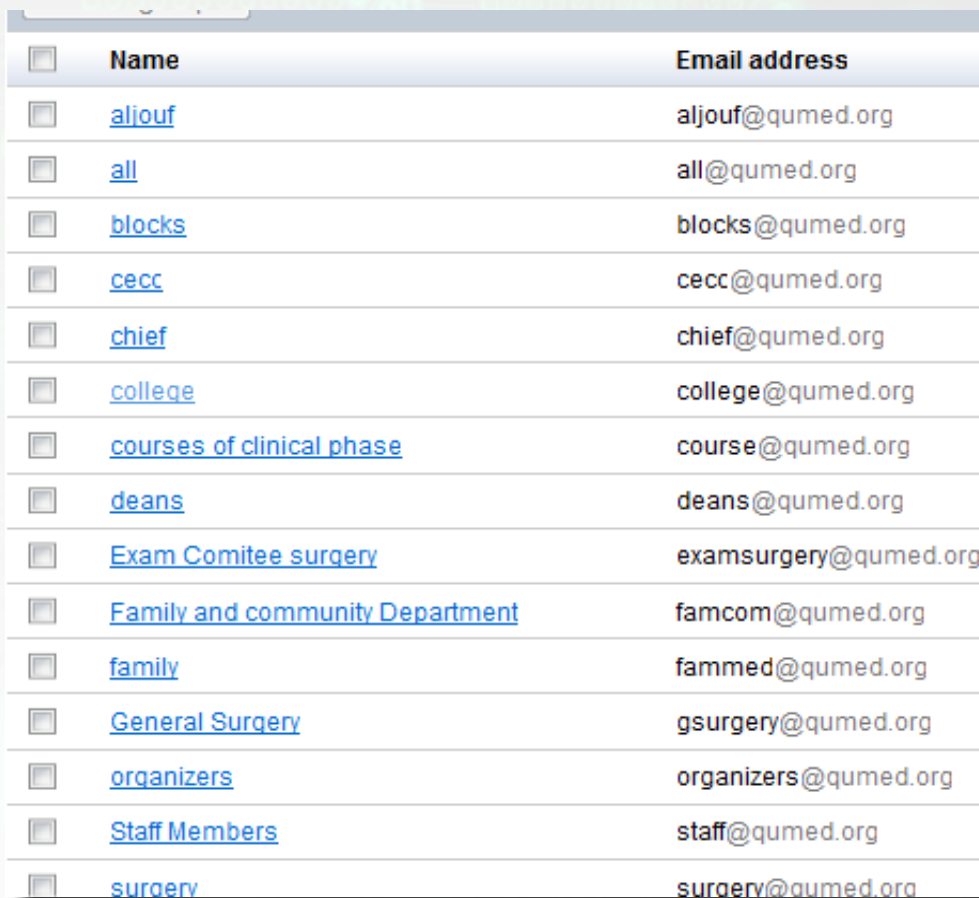
E-Communications and Website

Paperless instant communication

Staff members communicate totally with emails. All college updates and documents are distributed exclusively via emails, saving thousands of pages weekly and connecting all college staff who works on widely spaced cities.

Committees have email lists making communications at a click of a mouse. Departments too communicate through emails lists.

All staff members have official emails at college email and we have a central contact address book that enable them to mail each others without memorising.



<input type="checkbox"/> Name	Email address
<input type="checkbox"/> aljouf	aljouf@qumed.org
<input type="checkbox"/> all	all@qumed.org
<input type="checkbox"/> blocks	blocks@qumed.org
<input type="checkbox"/> cecc	cecc@qumed.org
<input type="checkbox"/> chief	chief@qumed.org
<input type="checkbox"/> college	college@qumed.org
<input type="checkbox"/> courses of clinical phase	course@qumed.org
<input type="checkbox"/> deans	deans@qumed.org
<input type="checkbox"/> Exam Comitee surgery	examsurgery@qumed.org
<input type="checkbox"/> Family and community Department	famcom@qumed.org
<input type="checkbox"/> family	fammed@qumed.org
<input type="checkbox"/> General Surgery	gsurgery@qumed.org
<input type="checkbox"/> organizers	organizers@qumed.org
<input type="checkbox"/> Staff Members	staff@qumed.org
<input type="checkbox"/> surgery	surgerv@qumed.org

An image of some of the email lists available at the college, all college correspondence is done through email.

Qassim College of Medicine

Search

[Home](#) [College](#) [E-learning](#) [Links](#) [See the College](#) [Graduates and Alumni](#) [Clinics](#) [Contact](#)


Education

Education

The curriculum is oriented towards training students to undertake the responsibilities of a physician of first contact who is capable of looking after preventive, promotive, curative and rehabilitative aspects of medicine. Curriculum aims to ensure that our graduates have a good working understanding of biological, psychological and social mechanisms and processes, as well as their impact on health and disease, based on principles of learning drawn from cognitive psychology.

[Read the Full Story](#)

The E-learning unit

The E-learning unit was launched two years ago with major success and achievements recognized by international independent authorities, with services extending through the whole technology spectrum.

Clinical skills unit

Exposure to clinical skills from the very start of the program allows student to apply knowledge and integrate information. Our up-to-date clinical skills unit offers best facilities and program for skills training.

Quality assurance unit

QAU has been established for ensuring that academic standards are defined and achieved in line with national and international standards, and fulfill the expectations of stakeholders.

International Journal of Health Sciences



E-learning Booklet



College of Medicine Qassim University

Introduction

College of Medicine in Qassim University was established in the academic year 2000-2001, and became a regional leader in medical education. It is the first medical college in Saudi Arabia to adopt the Problem-Based learning (PBL) curriculum, as well as integration within basic sciences and between basic and clinical sciences.



A modern website for delivery of services and giving a central place to access the all resources and to connect with our graduates and alumni.

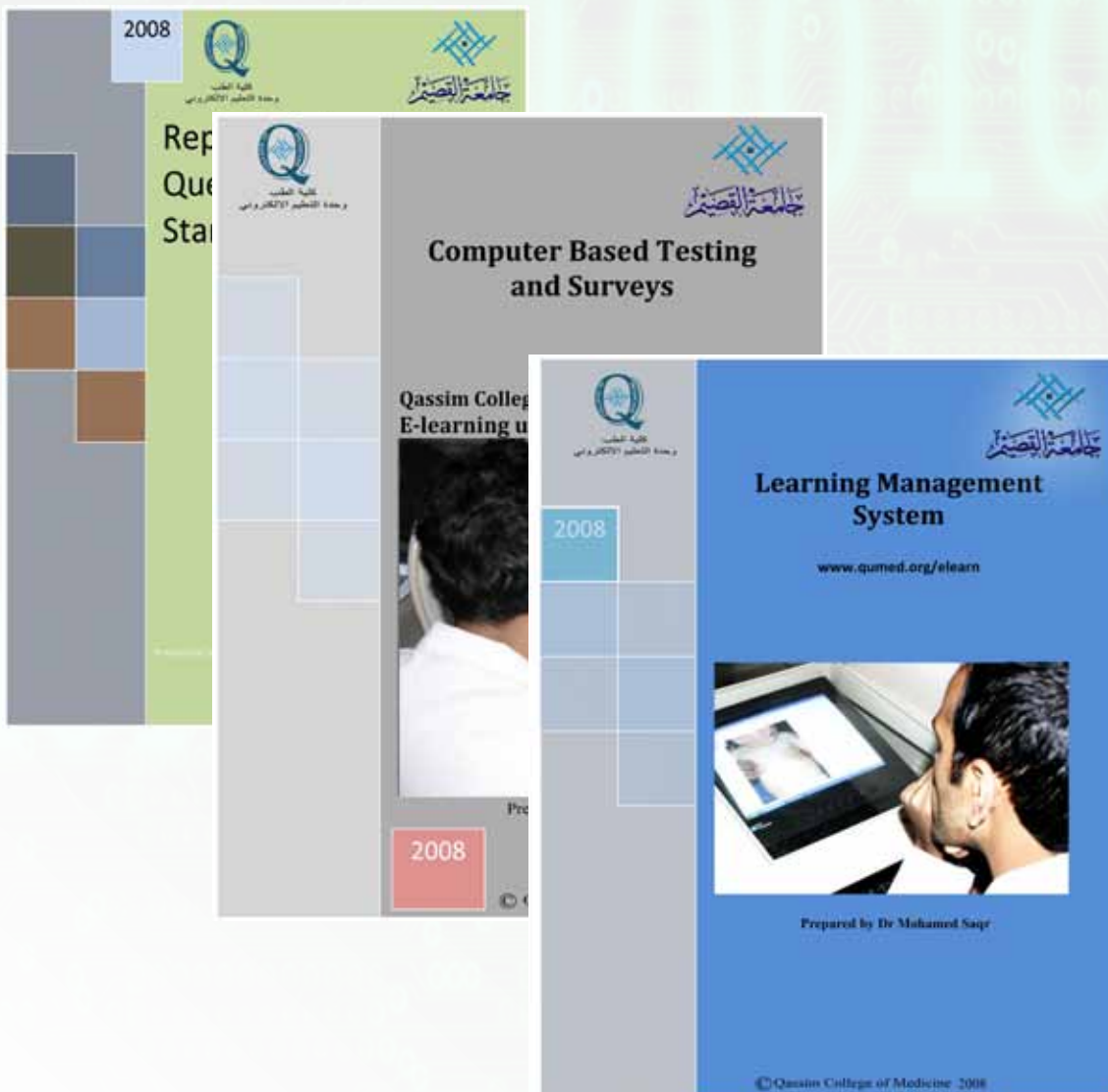


Training

Training

The key success to our work is training and investment in human resources so we employed the following:

- Workshops; till now 11 workshops in 2 years.
- Manuals
- DVD of software simulation
- Website for delivery of training videos
- Personal communication and special sessions.



Manuals for E-learning and detailed documentations

Qassim College of Medicine

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Elearning

Tutorials and lectures

PODCAST 28-10-2008 (19.5 MB)

Duration: 1:46 m - Filetype: riff

Examview installation




examview1

[View](#) - [Download](#)

PODCAST 28-10-2008 (22.06 MB)

Duration: 4:38 m - Filetype: riff

creating Questions in examview



examview2

[View](#) - [Download](#)


PODCAST 28-10-2008 (21.35 MB)

Duration: 4:48 m - Filetype: riff


Manipulation Questions

Qassim College of Medicine feed:

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 **PODCAST**

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 **ITUNES**

These are video tutorials for elearning in the college, you may contact Dr Saqr in case of concerns

We have produced simulation videos in our unit, explaining every step of dealing with e-learning. and made them available online and on DVDs. imagine you want to start a discussion forum and did some wrong step. simply visit a web site and download or watch a simulation video online.

Why our E-learning is unique

- Only few colleges around the world has achieved 100% use of e-learning in its courses, those few colleges are mostly technical, and very few colleges of medicine has achieved success with e-learning. Qassim College of Medicine is proud to have this pioneering role.
- The way e-learning is utilized in college is revolutionary; in that we have made e-learning a common culture among staff and students; not only some technology oriented engineers manage the content; but all staff members are involved in creating content, managing interaction, communicating with students, releasing grades and many other activities.
- All of the systems have been developed in house. No external sources involved. The college staff (Doctors) do the upgrade, maintenance and day to day help.
- All of the software used is open source which is free and has no support involved, we have proven that community projects are viable and represent an alternative solution for the highly expensive commercial solutions.
- The cost of all the online technologies are below 100\$/year.
- No single contribution by any company or any support of any kind outside the college, all support and planning is done by staff members.
- We have changed the whole assessment process to use digital examination. our exam lab is being copied in other colleges, the question bank will be generalized in the kingdom.
- Surveys and feedbacks have become the base of decision making in college, due to the work done in e-learning of making this hundred and more surveys.
- E-communications are the standard way of communications. Paving the way for a greener paperless college.
- Our pioneering project has been used as an example for others, and we helped others to follow our path.
- We are the only college of medicine in the kingdom that gives 12 complete online courses for free as part of our open course ware consortium.
- As a college we have produced simulation videos, DVDs, manuals, booklets, e-learning workshops and we give them online for free to the world.

