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ONLINE ORAL PRESENTATION ABSTRACT BOOK

70) and the experimental group (n= 72). After the pre-test, the experimental group and the control group were educated by mobile-based microlearning and lectures, respectively. After 4 weeks, the learners' knowledge in the field of backache was determined.

Results: Results demonstrated that there is a significant difference between the scores of pre-test and post-test, and post-test scores in the mobile learning group were significantly higher than the lecture group ($p = 0.02$). The results also demonstrated that there is a positive and significant relationship between age and satisfaction in the e-learning group ($p < 0.001$).

Conclusion: Due to the effectiveness of mobile learning, such methods can be employed as one of the modern teaching methods for training health workers.

Keywords: Microlearning, Mobile Technology, Knowledge, Backache, Health worker.

Theme: Teaching & Learning

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TITLE: EDUCATIONAL THEORIES PERSPECTIVES ON MULTIMODAL SYSTEMATIC TEACHING APPROACH: A NARRATIVE REVIEW

Introduction: Multimodal systematic teaching approach is one of the teaching approaches that has been proven to be effective in promoting students' learning. This teaching approach can be defined as providing various categories of resources to the students through a well-organized teaching methodology. Nevertheless, the theoretical foundation has not been conclusively determined.

Methodology: A narrative review was conducted to identify educational theories that support the multimodal systematic teaching approach. From the keyword search, 1,692 topics of resources were identified as potentially relevant to the research question and after going through the process of screening, 23 final full articles were yielded.

Results: This review identified six educational theories that support the multimodal systematic teaching approach, which are the Cognitive theory of multimedia learning, Cognitive load theory, Neil Fleming's VARK model, Engeström activity theory, Malcolm Knowles' adult learning theory, and Keller's ARCS model of motivation. The learning principles of these theories match the character of the multimodal systematic teaching approach.

Conclusion: It is evident that the multimodal systematic teaching approach has a strong theoretical foundation as it is supported by six evidence-based educational theories. The teaching approach covers all aspects of learning that include cognitive, psychomotor, and affective as supported by the principles of the identified theories.

Keywords: multimodal systematic teaching approach.

Theme: Teaching & Learning

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TITLE: PROBLEM-BASED LEARNING: CHALLENGES AND BARRIERS

Introduction: The voyage of reforms in medical education has encountered many turbulences and turmoil, but many of these shakes have brought about historical developments. One of such epoch-making developments was the conceptualization of Problem-Based Learning (PBL) by Howard S Barrows of the McMaster University of Canada. Like any other learning approach, PBL is not free from challenges and barriers in implementation.

Methodology: A quantitative study was carried out on the faculty (N-160) of Indus Medical College, T M Khan, Sindh, from Jan. to Feb. 2020. The faculty was divided into two groups i.e. juniors (up to Assistant Professors (N-124) and seniors (senior to A. Prof. N-36). To ascertain faculty apprehensions in the implementation of PBL, a questionnaire of twelve predicted challenges was prepared and distributed, with choices either in affirmation or rejection.

Results: 132 participants (82.5 %) responded, remaining 28 (17.5%) either explicitly refused or procrastinated their responses