

**“Enhancing Interprofessional
Collaboration and Learning for
Strengthening Primary Health Care”**

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TUFH 2021 ABSTRACTS

Title	FLIPPED HISTOLOGY LABS USING VIRTUAL MICROSCOPY
Type	Oral Presentation <i>Community-Based Education for Health and Social Care Students</i>
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Abstract N ^o	TUFH545
Content	<p>Background: Medical students lack motivation and deep understanding of the organs structure. The question was, does the changing teaching histological labs from passive traditional classroom [TC] to active flipping classroom [FC] improve the student’s attitudes and performance. Material and methods: Flipping the histology labs was implemented in cardiovascular module for 2nd year medical students. All virtual histological slides with annotation and recorded voice were uploaded on the online platform. Online quiz was performed to ensure that student studied the uploaded materials before the class. In practical classes, the students were divided into groups [5 each] and working in team to self-identify the slides, answering applied questions in work sheets. Post course 3 point Likert scale questionnaire were used to evaluate student perception. The outcomes of FC were evaluated by comparing the end module exam score of FC students with TC students in the previous year that were taught same module by same instructor but through traditional way. The results: The percentage of students who got grade A were 97% and 58% in FC and TC respectively. The percentage of students who didn’t pass the module were 3% and 14% in FC and TC respectively. The post course questionnaire revealed that more than 75% of students found that FC had a great impact on their performance, motivation and engagement. Conclusion: Flipped classroom [FC] lead to a meaningful active learning experience. Still there were some obstacles like those students who don’t like to do pre-class work and some technical difficulties.</p>