

Theme: 4AA eLearning courses

Abstract Title

eLearning in the context of a one-year postgraduate course in macroscopy in pathology: benefits of a multifaceted and pluripotent concept

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BACKGROUND

Performing Macroscopy in Pathology implies to plan and implement methods of selection, description and collection of biological material from actively contributing to the clinical pathology analysis by preparing macroscopic report and the collection and identification of fragments, a protocols and recognizing the criteria internationally established for determining the prognosis - image 1.

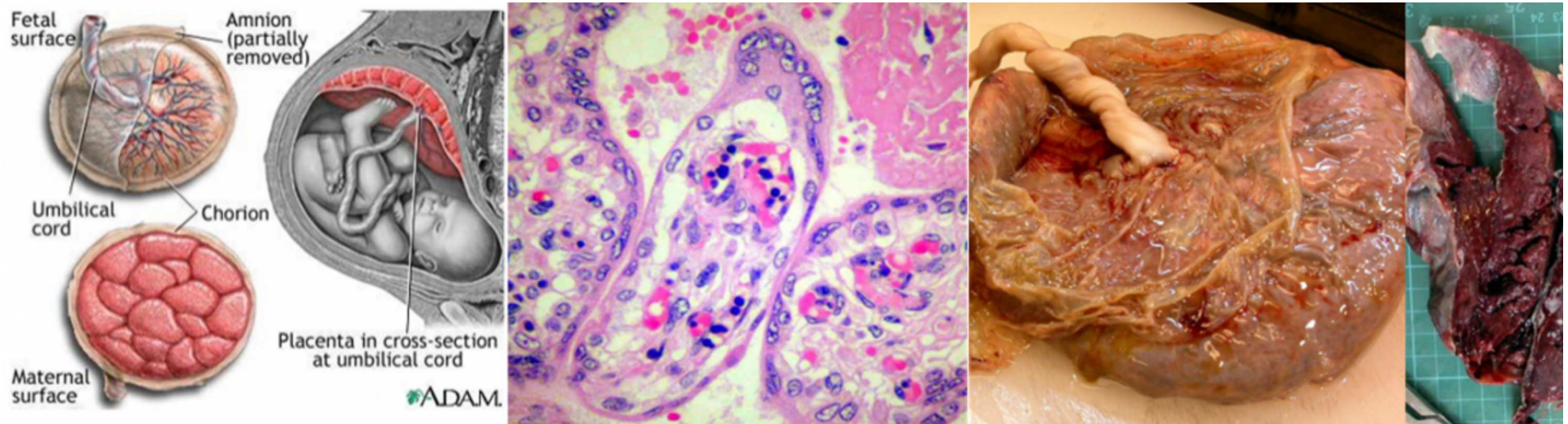


Image 1 - Macroscopic processing of an human placenta

The Macroscopy in Pathology course is a full year program with theoretical and practical components taught by Pathologists - image 2. It is divided into weekly modules and includes a practical "hands-on" component in Pathology Departments - image 3. The students are 50 biomedical years old from all across the country that want to acquire competences in macroscopy - image 4.

Curricular Units	ECTS
1º Semester	
Physiopathology	4
Human Anatomy I	2,5
Histology I	2,5
Sistematic Pathology I	6
Seminars I	2
Macroscopy and Collection Protocols	9
Sub-total	26
Curricular Units	
2º Semester	
Macroscopy in Thanatology	4
Human Anatomy II	2
Histology II	3
Sistematic Pathology II	6
Seminars II	3
Macroscopy and Collection Protocols	16
Sub-total	34
ECTS TOTAL	60
HOURS TOTAL	643,0

Image 2 - Program Curricular Units



Image 3 - Hands-on component



Image 4 - Geographic di

SUMMARY OF WORK

A blended learning strategy was used in order to:

- Give students the opportunity to attend from distance - image 5;
- Support the contents, lessons and the interaction with colleagues and teachers - image 6;
- Facilitate the formative/summative assessment - image 7.



Image 5 – presential classroom

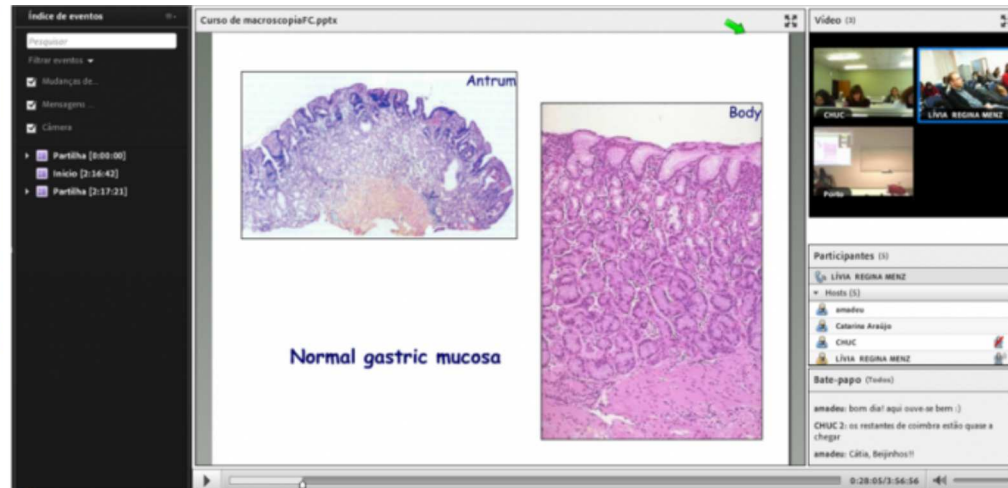


Image 6 – on-line classroom



Image 7 - formativ

Technologies were used in two ways:

- moodle was used as a repository of lessons, literature and documentation, online review provider and discussion forums source - image 8;
- video-conference software "colibri" was used to provided on-line lectures to students placed in Lisbon, Porto, Coimbra and Madeira. Lectures we available to students - image 9.

Image 8 – moodle interface

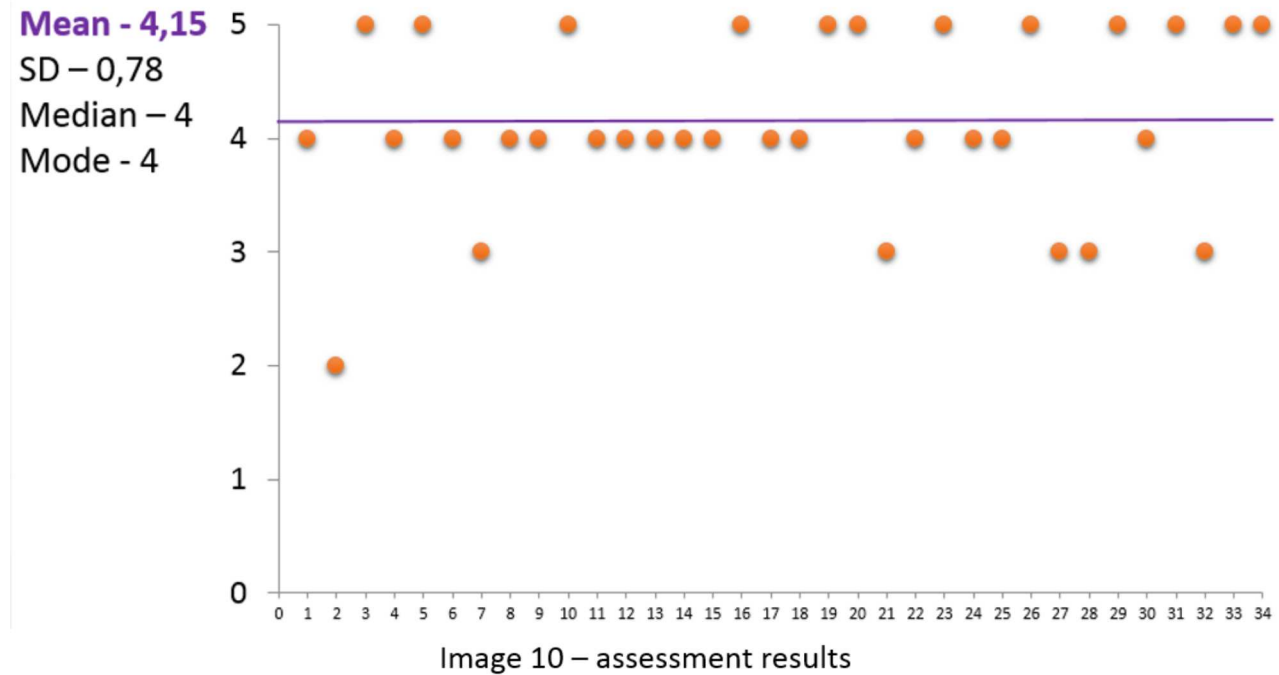
Image 9 – colibri interface

SUMMARY OF RESULTS

Students were assessed weekly using on-line tests in moodle and twice a semester by in-loco written tests, in addition to other assessments. Overall achieved are extremely positive lending credit in favor of this educational methodology.

The satisfaction of students was assessed, yielding very positive evaluations - image 10:

- eLearning has been very useful because it allows access to course content everytime everywhere;
- eLearning was the only way that I could attend this course;
- eLearning has been very useful for weekly assessments that keep us always on-time with the program contents.



CONCLUSION

The strategies allowed to overcome the geographical barrier. In addition, the on-line availability of contents/assessment, together with the record overcome the barrier of incompatible schedules and calendar.

In general, this blended-learning strategy was efficient and contributed massively to the success of the Portuguese Macroscopy in Pathology Program



Image 11 - Program students

TAKE-HOME MESSAGES

eLearning improved the Macroscopy in Pathology Program quality and gave opportunity to all students to attend.

ACKNOWLEDGEMENT

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