

**Kurdistan University of Medical Siences**

**Vice-Chancellery for Education**

**Educational Assistant**

 **Center for Studies and Development of Medical Education**

 **Curriculum planning unit**

**Blended course plan form (Attendance and Non-attendance)**

**Number of Units**: **Name of Course: Course section:**

**General characteristics of the course**

* **Details of the responsible teacher:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Mobile Phone Number** | **Phone number** | **College/hospital** | **group** | **rank** | **last name** | **First name** |
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* The professor in charge of the course is responsible for monitoring the course of the course and the tasks of the students and communicating with the students.
* E-mail address of the responsible teacher:

**Profile of associate professors:**

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| --- | --- | --- | --- | --- | --- | --- |
| **Mobile Phone Number** | **Phone number** | **College/hospital** | **group** | **rank** | **last name**  | **First name** |
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**Associate professors can access specific parts of the course.**

**Objectives and introduction of the lesson**

**A: Write down the general objectives of the lesson for students:** (Pay attention, the content that is introduced to the students as a source of the test must cover the objectives of the lesson and the final test of the students must also match the objectives of the lesson.)

1.
2.
3.
4.
5.

**B: Write a brief introduction about this lesson in about 250 to 300 words. Make sure to include the following introductions** (the application and connection of the course with the field or course, a general explanation of your work style and the course process, your expectations from students, such as answering assignments on time, actively participating in interactions, etc.)

**Determining face-to-face lesson sessions**

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| How to provide the necessary facilities | How to present | Date of presentation | The title of the face-to-face meeting | No |
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**Determining non-attendance sessions**

According to the approved educational regulations, it is possible to hold four-seventeenth of the hours of theoretical lessons as blended learning in the form of a non-attendance class.

(This type of presentation is used for non-clinical unit lessons. Note that in this approach certain parts of the content are not covered in the face-to-face section).

If you use this approach, complete the following table:

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| --- | --- | --- |
| The method of covering content in absentia(Including how to present, being online or not, required facilities, etc.) | The reason for the possibility of absenteeism | Anticipated non-attendance part (including the title, date of presentation, the second session of all the in-person and non-attendance sessions) |
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**Study resources for students**

Resources related to students' final exam (including books, articles, pamphlets, videos, slides or any other content) and resources for further study (resources for non-attendance meetings) along with the link to access them in the system

|  |  |
| --- | --- |
| **Pages and chapters specified for the test** | **Book details including title, authors, translators, publications, year and time of publication** |
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| **How students can access the article** | **Article details including title, authors, journal, year and publication number and pages** |
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| **Description (address in the system or link)** | **Specifications including title and authors/****producers** | **Type of content\*** |
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\* The content (power point slide, pamphlet, educational film) means the content uploaded on other university systems, which must be prepared in a final form before the beginning of the semester.

**Self-examination, assignments, term-long and end-of-semester projects for students**

* Self-exams (descriptive, multiple-choice, matching, blank, etc.) should play an important role in helping students learn and self-evaluate.
* It is necessary for students to cover the non-attendance part of the course through the definition of appropriate tasks (increasing problem solving skills and students' ability to analyze and criticize with appropriate timing).
* Semester-long assignments and projects are aimed at studying resources and student learning.
* End-of-semester project is defined as a specific activity aimed at applying what has been learned.

 Explanation of the test itself:

 Description of the semester project:

 Description of the final project:

**Other learning activities**

**It is possible to activate the discussion room (asynchronously) in the system or virtually. If sufficient care is taken in designing and leading the discussion, it can help a lot in developing critical thinking in students.**

**Discussion room (forum) (descriptions include the platform for the discussion room, the duration of daily or weekly activity, the topic of discussion)**

**Evaluation of students**

1. Mention the criteria and exact loading of the student's final evaluation. (Cases such as the score of the written test, attendance and absence in face-to-face classes, tasks and other planned activities)

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2. What is the method of students' final exam (end-of-semester face-to-face exam)? (oral, practical, descriptive, test or...)

* **Presenting the process or grade of assignments or in the case of presenting a conference:**
* **Name and family name and signature of the teacher responsible for the course**
* **Name and surname and signature of the group manage**