

**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.)



**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)



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**