ICHPE 14-17 OCT 2018

INTERNATIONAL CONFERENCE on Health Professions Education

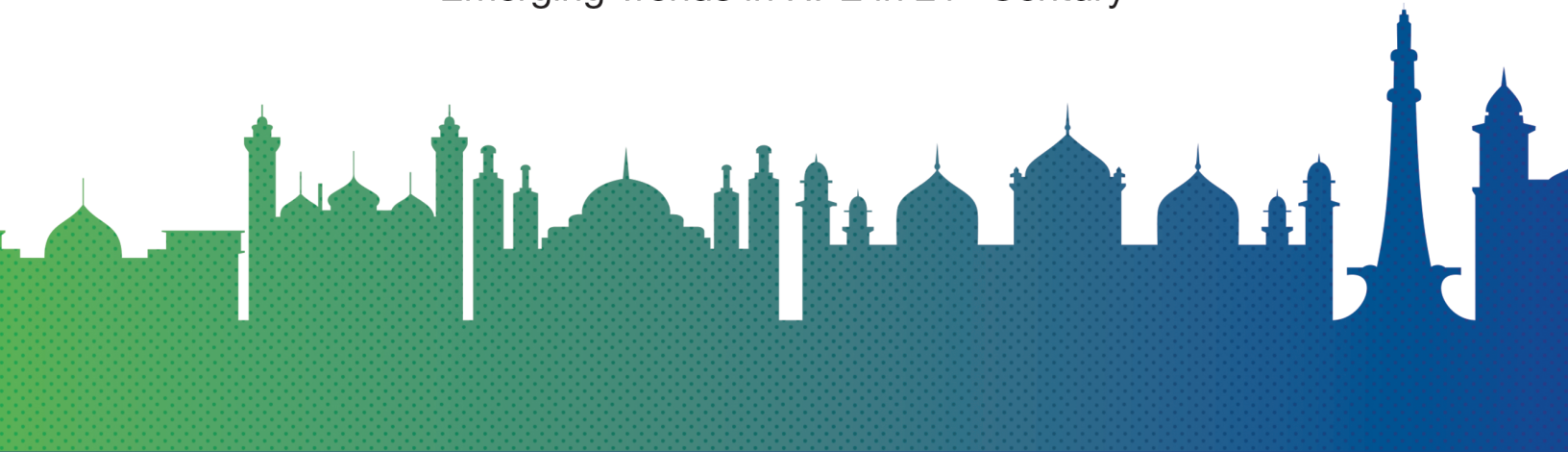# 2nd INTERNATIONAL CONFERENCE ON HEALTH PROFESSIONS EDUCATION

Theme

Emerging Trends in HPE in 21st Century

POSTER ABSTRACT BOOK

THE UNIVERSITY OF LAHORE

University College of Medicine & Dentistry

SOME SOCIETY OF MEDICAL EDUCATIONISTS

amee AN INTERNATIONAL ASSOCIATION FOR MEDICAL EDUCATION

PHEC

Sr. #	Theme	Topic	Presenter
1	Assessment	MENTOR COMPETENCY ASSESSMENT: WHICH COMPETENCIES MATTER?	Fatima Zia Zaidi
2	Research	Is it T20 or Test Match Championship? "Satisfaction of ENT house officers with their house job programs_ a cross-sectional survey in Lahore"	Syed Shaukat Hussain
3	Research	Comparison of teacher evaluation by student survey to self-evaluation by the teachers themselves	Syed Hussain Raza Zaidi
4	Research	What is your identity as a dentist	Muhammad Tauqeer Ehsan
5	Research	Effectiveness of social media (WhatsApp) on impact of Interactive Lecturing Workshops as an act of faculty development program (FDP) for lecturing skills of faculty members.	Khadija Mukhtar
6	Research	Can a smartphone app improve medical trainees' knowledge of antibiotics	Remsha Mustafa
7	Curriculum	Accreditation System And Standards For Medical Education In Pakistan: It's Time We Raise The Bar	Javeria Usman
8	Curriculum	Innovations in Medical Education	Nasir Ahmad
9	Students	How medical students spend their self-directed learning time in Saudi Arabia	Amrah javaid
10	Students	Perceived academic stress in undergraduate medical students and their coping strategies	Syeda Shaista Waheed
11	Teaching & Learning	Social Cognitive Theory	Sara Javed
12	Teaching & Learning	Constructivism	Muhammad Jamil Azhar
13	Teaching & Learning	Cognitive Tools Theory In An Educational Setting	Misbah Ahsan
14	Teaching & Learning	Self-Perception Theory	Ch. Rehan Qamar
15	Teaching & Learning	Sensory Stimulation Learning Theory	Salman Ashraf Khan
16	Teaching & Learning	Connectivism poster	Sarah Saad
17	Teaching & Learning	Theory of Moral Education	Muhammad Rizwan Saleem

18	Teaching & Learning	Sociocultural Theory	Tahira Rizwan
19	Teaching & Learning	Transformative Learning Theory Poster Assignment	Umme Habiba
20	Teaching & Learning	Humanistic Learning Theory	Sobia Aamir
21	Teaching & Learning	Albert Bandura's Social Learning Theory	Aaqil Malik
22	Teaching & Learning	Jean Piaget's Cognitive Developmental Theory	Negarish Alam Baig
23	Teaching & Learning	Reinforcement learning theory	Iqra Tariq
24	Teaching & Learning	Constructivism theory	Majid Suhail
25	Teaching & Learning	BEHAVIORISM	Sadaf Ali Jaffari
26	Teaching & Learning	Operant Conditioning	Khizar Ansar Malik
27	Teaching & Learning	Operant Conditioning Learning Theory	Tooba Saeed
28	Teaching & Learning	Maslow's hierarchy of needs	Safoora Anjum
29	Teaching & Learning	Weiner's Attribution theory of Learning	Khalil Ahmed
30	Teaching & Learning	Social Learning Theory (By Albert Bandura)	Atif Masood
31	Teaching & Learning	Abstract of poster on theory of Cognitivism	Muzamul Shahzad
32	Teaching & Learning	Classical Test Theory Vs Item Response Theory	Rizwan Ashraf
33	Teaching & Learning	Behaviorism Learning Theory	Shahpar Farhat
34	Teaching & Learning	BEHAVIORISM	Tahmasub Faraz Tayyab
35	Teaching & Learning	Knowles Adult Learning Theory	Zunaira Iqbal
36	Teaching & Learning	Behaviorism Commonly applied & Understandable theory of Learning	Rashida Riaz
37	Teaching & Learning	Andragogy. Adult learning theory	Amina Saleem
38	Teaching & Learning	Poster abstract	Mansab ali
39	Teaching & Learning	Philosophy of Constructivism; Experiential learning, The assessment of level of knowledge and experience of learning among fourth grade students by using the field visit.	Sana Noor

40	Teaching & Learning	The constructivism	Zahid Mahmood
41	Teaching & Learning	Understanding ethical construct of dental patients and defining how patient input can be applied to teaching of dental ethics.	Muhammad Imtiaz
42	Teaching & Learning	Measuring the attitude of Pakistani health professional students towards Interprofessional education	Amna Riaz
43	Teaching & Learning	A novel simulation competition format as an effective instructional tool in post-graduate medical education	Talat Waseem
44	Teaching & Learning	Dental Students' Perceived Clinical Competence in Prosthodontics: Comparison of Traditional and Modular Learning Methodologies	Zakia Saleem , Muhammad Sohaib Nawaz
45	Teaching & Learning	Effectiveness of Simulation Based Flipped Classroom for Ultrasound Guided Biopsy Skills of Postgraduate Radiology Residents	Faiza Farooq
46	Teaching & Learning	Exploring negative emotions among junior residents and Emotional regulation (ER) strategies to overcome it	Fauzia Butt
47	Teaching & Learning	Cognitive information processing theory"	Anam Mehmood
48	Teaching & Learning	Digital use of portfolio	Asma Rasheed
49	Teaching & Learning	Blended learning the new formal and emerging technology	Nighat Majeed
50	Teaching & Learning	Reflection of Mentoring on Dental Students for their Personal and Professional Development.	Annam Aziz / Dr. Zain Gulzar
51	Teaching & Learning	Examining the Role of Self-regulation and Emotion in Clinical Reasoning Implications for Developing Expertise	Rabia Khurram
52	Teaching & Learning	Social Perceptiveness of Orthopedic Surgery Resident Working as Team Leader; A Perfect Social Map Design	Syed Faraz Ul Hassan Shah Gillani
53	Teaching & Learning	A novel model of flipped classroom in Journal Club	Muhammad Mustehsan Bashir
54	Teaching & Learning	Reflection of Mentoring on Dental Students for their Personal and Professional Development.	Saleem Ahmed
55	Teaching & Learning	Constructivism Theory	Tazeem Akhtar

56	Teaching & Learning	Bullying in Dental School	Muhammad Arslan
57	Teaching & Learning	Stress Inducers in Dental Students!	Mehak Baloch
58	Teaching & Learning	Behavioral theory	Tasneem Fatima
59	Teaching & Learning	Bridge the gap by entrusbable professional activities	Sumera Nisar
60	Teaching & Learning	Feed back	Sobia Nawaz
61	Teaching & Learning	Strength of Motivation for Medical School (SMMS) Questionnaire- Measuring Strength of Motivation for Medical School	Arooj Zafar
62	Teaching & Learning	Impact of Inter-professional education on team performance and behavior of health professionals working in cardiac catheterization laboratory	Badar Ul Ahad Gill
64	Teaching & Learning	Social Media for Learning and Teaching Undergraduate Sciences: Good Practice Guidelines from Intervention	Sibtain Raza
65	Teaching & Learning	Assessing Program coordinator Burnout – MME/MHPE Program	Zareena Akram
66	Teaching & Learning	Medical students' perception and involvement in academic dishonesty: A cross-sectional study in Lahore, Pakistan	Fatima Aslam
67	Teaching & Learning	"Challenges in faculty development in private medical colleges"	Qundeel Zahra
68	Teaching & Learning	Can a smartphone app improve medical trainees' knowledge of antibiotics?	Remsha Mustafa
69	Teaching & Learning	Simulation Technology for Skills Training and Competency Assesment in Medical Education	Shan Zohra
70	Teaching & Learning	Strategies in Promoting Interprofessional Collaborative Team work in Health Professionals	Shumaila Zia
71	Teaching & Learning	Assessment of Evaluation System in Public Medical Institutions at Under-Graduate Level – The Students' Perspective	Saira Afzal
72	Teaching & Learning	Importance of Student's Feedback in Teacher's Evaluation System	Fadia Asghar

73	Teaching & Learning	Development and testing of the Communication Assessment Tool	Attiya Rashid
74	Teaching & Learning	Factors associated with the research productivity of faculty members in medical schools of private and public sector	Humara Gulnaz
75	Teaching & Learning	Social Learning Theory (By Albert Bandura)	ATIF MASOOD
76	Teaching & Learning	Moral education is the guidance and teaching of good behavior and values. It means inculcation of refined ideals, values, principles with a view to bring a purposeful behavioral change	Muhammad Rizwan Saleem
77	Teaching & Learning	Behaviorism	Izza Tahir
78	Teaching & Learning	Constructivism Theory of Learning	Saima Saeed
79	Teaching & Learning	Student strategies to cope with Derogatory comments of clinicians/clinical teachers in clinical settings.	Sohaib
80	Teaching & Learning	Re-validation and Re-licensure Of Doctors in Pakistan: Comparison of views of Basic and Clinical Sciences Faculty	Aabish Mehreen
81	Teaching & Learning	Dental Students' Perceived Clinical Competence in Prosthodontics: Comparison of Traditional and Modular Learning Methodologies	Dr. Zakia Saleem
82	Health Care	Laparoscopic surgery and stress burnout - Simulation world with reflection on real scenario	Adeel Abbas Dhahri
83	Health Care	Student strategies to cope with Derogatory comments of clinicians/clinical teachers in clinical settings	Muhammad Sohaib Nawaz
84	Teaching & Learning	Constructivism Theory of Learning	Dr. Saima Saeed
85	Teaching & Learning	Behaviorism	Izza Tahir
86	Assessment	Knowledge maps: a tool for online assessment with automated feedback	Anwar ul Haq

Name: Fatima Zia Zaidi
Email: fatima_zz@hotmail.com

1.Title: Mentor Competency Assessment: Which Competencies Matter?

Introduction: Assessing mentoring competencies can help in recruitment, training & evaluation of mentors. Mentor's competence assessment remains a challenge and many instruments have been tried & tested for this purpose. However, the perceptions of students & faculty mentors may not sync regarding which mentor competencies are most significant and merit assessment. The institute's mentoring program objectives and the local perspectives must also be considered. So, which competencies matter the most? The purpose of this study is to identify measurable mentoring competencies that are significant to the mentoring program, the mentors & the mentees.

Methodology:

- **Study Design:** Qualitative Study (Grounded Theory)

- **Setting:** University College of Medicine & Dentistry (The University of Lahore)

- **Duration of Study:** 6 months after the ERB approval of synopsis

- **Sample Size:** 30-50 interviews (Morse, 1994)

- **Sampling Technique:** Purposive & Convenience Sampling

- **Sample Selection:** Inclusion Criteria: The mentorship committee, the mentors and all the students of 1st & 2nd year will be welcome to participate

- **Exclusion Criteria:** None, except those who refuse to participate

- **Data Collection Procedure:** Interviews and Focus Group Discussions

- **Data Analysis Prodecure:** Coding & Thematic Analysis

- **Data Bias Handling:** Peer debriefing / Member Checking and Triangulation

Conclusion: This study will identify measurable mentoring competencies that are significant to the mentoring program, the mentors & the mentees. This will help in formulating a list of agreed upon mentor competencies, that are more practical and locally acceptable, in the best interest of mentoring programs designed for early undergraduate medical students. A mentor assessment tool, for recruitment & evaluation, can be developed using this list in the future.

THEME: RESEARCH

Name: Syed Shaukat Hussain
Email: sshussain7865@gmail.com

2. Title: Is it T20 or Test Match Championship? "Satisfaction of ENT house officers with their house job programs_ a cross-sectional survey in Lahore"

Introduction: Despite a high ENT disease burden in Pakistan, the number of ENT specialists in Pakistan is disproportionately low. Before devising any strategy to overcome this disparity between ENT disease burden and the available ENT specialist which is well connected with integrated MBBS curriculum, it is important to know the internees interest level in the specialty of ENT in House job. We needed to assess the present state of ENT house officer attitude and satisfaction level. Therefore, this study was designed to bridge this gap in literature.

Methodology: This cross-sectional study was conducted at five teaching hospitals in Lahore, Pakistan. All house officers who had rotated in ENT departments of these hospitals were interviewed using a self-administered questionnaire assessing a) Demographics b) experiences and attitudes of house officers towards ENT. Furthermore, questions on demographics included age, gender, background, type of teaching hospital and months spent in ENT rotation also included.

Results: There were a total of 99 respondents with a mean age of 25.54 (1.05) years, who had spent means duration of 0.87 (0.35) months. Mean scores on Attitude toward ENT was 2.69 (0.90), with an excellent internal consistency (Cronbach's alpha= 0.95). Most of the students expressed poor remarks about training regimen in ENT intern year. Spearman correlation revealed that attitude toward ENT was positively associated with female gender (r=0.21, P=0.41) and public hospital (r=0.31, P=0.001), however, it was inversely associated with age (r= -0.57, P < 0.001). Months spent in house job was not significantly associated with attitude toward ENT.

Conclusion: Total 5.1% of the respondents expressed interest in Surgery including ENT specialty choice as a career. Most of the students expressed poor remarks about training regimen in ENT intern year. The attitude toward ENT was positively associated with female gender.

Key words: House officers, house job ENT, house job training, ENT specialists, attitude, satisfaction level.

Name: Dr. Syed Hussain Raza Zaidi
Email: syedhussainraza14@gmail.com

3. Title: Comparison of teacher evaluation by student survey to self-evaluation by the teachers themselves

Introduction: Often times teachers' performance is evaluated using student surveys. Teacher self-evaluation is either not done, and if performed it is rarely given the merit it deserves. As the best judge of a teachers' effectiveness is the teacher himself.

Research Question: Do teacher self-evaluation scores correlate with student-evaluation of their performance.

Objectives: Compare the scores of teacher self-evaluation using Self-assessment Instrument for Teacher Evaluation-II (SITE-II)(Zepeda 2015) and the student evaluation of the teacher performance using the Student assessment Instrument for Teacher Evaluation.

Hypothesis: Teacher self-evaluation score would correlate with the student evaluation of the teacher's performance.

Methodology: STUDY DESIGN: It would be a Cross-sectional study at the University College of Medicine, University of Lahore. The participants (Teachers) would be selected for the study by non-probability purposive sampling. Participation in the study would be on voluntary basis for the teachers, 15 teachers would be selected from the volunteers while all the 1st, 2nd and 3rd year MBBS students present during the selected lectures at University College of Medicine at University of Lahore would be asked to fill the Teacher evaluation form and included in the study.

Data Analysis Prodecure: Data correlation studies would be performed on SPSS version 25. Quantitative variables e.g. the Self-assessment Instrument for Teacher Evaluation-II (SITE-II) will be presented as frequency and percentages. P value of <0.05 will be significant. The data thus collected will be analyzed by SPSS version 25 software. Descriptive and inferential statistics will be employed to rate and compare responses obtained through an adapted 5-point Likert type scale.

Results: Results are awaited.

THEME: RESEARCH

Name: Muhammad Tauqeer Ehsan
Email: drtauqeer7@gmail.com

4. Title: What is your identity as a dentist

Introduction: Professional identity is getting crucial in medical education in respect of judiciously trained and cautiously practicing doctors. This is becoming prominent as educational research. The researcher defined it as "stable and enduring constellation of attributes, beliefs, values, motives and experiences in terms of which people define themselves in a professional role". Having better understanding about the process of formation of identities, has deep impact for medical education.

Methodology: STUDY DESIGN: Phenomenology SETTING: University of Lahore off Raiwind road Lahore, DURATION OF STUDY: The duration of study will be six month.

Sample Size: Two Groups
i)   Consultant dentists
ii)   General dentists

Data Collection Procedure:
Interviews will be conducted on everyone personal work stations. In a setting of university of Lahore

Data Analysis Prodecure:
- Writing of reflection with suspension of judgment
- Textural description of experiences and phenomena
- Structural description of experience and phenomena
- Composite description of experiences and phenomena

Conclusion: Study under progress

THEME: FACULTY DEVELOPMENT

Name: Dr. Khadijah Mukhtar
Email: khadijah.mukhtar@ucm.uol.edu.pk

5. Title: Effectiveness of social media (WhatsApp) on impact of Interactive Lecturing Workshops as an act of faculty development program (FDP) for lecturing skills of faculty members.

Introduction: Faculty development program is an emerging and very important field in medical education. Every passing year lots of money and huge quality time are spending for Faculty Development. According to Steiner and Snell, student learn and grasp more knowledge and information by interactive lectures as it increases motivation level and interest of the student. This way of delivering lecture also improve learning by the students and promote student-teacher satisfaction level. WhatsApp is the application used in iPhone and android mobiles for free. This application is used for chat, calls (video, Audio) and group chat in any platform. Anyone can share videos, photos, massages through WhatsApp. But for using WhatsApp, there should be internet facility available. According to James M. Marshal, students grasp information 50% from what they look and listen, 30% from what they look, 20% from what they listen and only 10% from what they read as shown in figure below.

Methodology:

- **Study Design:** Experimental study design
- **Study Setting:** University College of Medicine and Dentistry (UCMD), the University of Lahore.
- **Duration Of Study:** 06 months. SAMPLE SIZE: Two groups of faculty members, each group have 25 members. Total sample size: 50
- **Data Collection Procedure:** During data collection procedure questionnaires, pretest and posttest will be conducted following Kirk Patrick model. Two instructional letters will be attached with questionnaire. First letter comprises of consent form which also give brief details of study. Second letter comprises of instructions for filling the questionnaire.
- **Data Analysis Prodecure:** Data will be entered in Statistical Package of Social Science (SPSS) version 16 and then will use for analysis. Test will be applied after collecting the data.

Results: To be calculated.

Name: Remsha Mustafa
Email: remsha.mustafa@gmail.com

6. Title: Can A Smartphone App Improve Medical Trainees' Knowledge of Antibiotics?

Introduction: Smartphone use amongst health-care professionals has rapidly increased over the past ten years. Approximately 80% of doctors and 85% of medical trainees use smartphones. For this reason, they represent an innovative opportunity in the field of medical education. A smartphone application, or 'app', that provides point-of-care information about local antibiotic resistance patterns and treatment guidelines could provide trainees accurate and up to date information from the patient's bedside. However, previous studies show that such tools are seldom evaluated from a medical education standpoint. Given these issues, a smartphone app was developed and prospectively evaluated.

Objective: To determine whether a smartphone app, containing local bacterial resistance patterns (antibiogram) and treatment guidelines, improved knowledge of prescribing antimicrobials among medical trainees.

Methodology: a prospective, controlled, pre-post study was conducted of medical trainees with access to a smartphone app (app group) containing St.Michael hospital's antibiogram and treatment guidelines compared to those without access (control group). Participants completed a survey which included a knowledge assessment test (score range, 0 [lowest possible score] to 12 [highest possible score]) at the start of the study and four weeks later. The primary outcome was change in mean knowledge assessment test scores between week 0 and week 4. Change in knowledge assessment test scores in the app group were compared to the difference in Scores in the control group using multivariable linear regression.

Results: Sixty-two residents and senior medical students participated in the study. In a multivariable analysis controlling for sex and prior knowledge, app use was associated with a 1.1 point (95% CI: 0.10, 2.1) [= 1.08, t (1) = 2.08, p = 0.04] higher change in knowledge score compared to the change in knowledge scores in the control group. Among those in the app group, 88% found it easy to navigate, 85% found it useful, and about one- quarter used it daily.

Conclusion: An antibiogram and treatment algorithm app increased knowledge of prescribing antimicrobials in the context of local antibiotic resistance patterns. These findings reinforce the notion that smartphone apps can be a useful and innovative means of delivering medical education.

THEME: CURRICULUM

Name: Dr Javeria Usman

Email: javeriausman93@gmail.com

7. Title: Accreditation System and Standards for Medical Education in Pakistan: It's Time We Raise The Bar

Introduction: There is a growing trend towards quality assurance and accreditation of medical schools worldwide. WFME is an international body, with the goal to improve the quality of medical education globally. PMDC is the sole authority for accrediting, regulating and ensuring the quality of medical education in Pakistan. Institute of Health Professions Education and Research, at Khyber Medical University; has designed a project: 'Pakistan Accreditation System and Standards for Medical Education (PASS-ME). The project consists of several research studies on the current PMDC accreditation system, exploring the appropriateness of WFME standards to medical education in Pakistan and identifying avenues to merge existing PMDC regulations with WFME and other standards to create a new set of standards that address local needs of the community and are globally acceptable as well.

Methodology: A descriptive cross-sectional survey of core/adjunct/visiting faculty and students of Masters' in Health Professions/Medical Education programs (n=250) was carried out over three months (Jul-Sept 2017). Each of these postgraduate programs is affiliated with five different medical universities of Pakistan.

Questionnaire was developed using WFME standards as items on Bristol Online Surveys platform. Four-point scale was used to ask participants to rate the appropriateness of each item for Basic Medical Education in Pakistan. The questionnaire was validated by five experts: Descriptive statistics were calculated for quantitative data. A content analysis was carried out on the qualitative data.

Results: A total of 127 participants responded to the survey. For all 9 major areas (106 standards), majority of 97.7% respondents gave a positive response while only 2.3% gave negative response. Negative responses varied between 0.9 % as minimum for major area 5 (faculty) to 4.4 % as maximum for major area 4 (students). Out of all (106) standards, 97 standard got more than 95% positive response while only nine standards got negative response by more than 5% respondents. Standards with more than 5% negative response included five from major area one (mission and outcomes), one from major area two (educational program) and four from major area four (students).

Conclusion: PMDC developed a new set of robust standards (proposed by PASS-ME Project) that are yet to be tested for their validity, measurability, acceptability and compatibility with both the local context and changing global scenario. Merely changing the standards will not be enough. PMDC needs to review and redesign its process of accreditation and strengthen its capacity to ensure that over 130 medical and dental colleges in Pakistan comply with the new standards.

Name: Dr. Nasir Ahmad
Email: drnasirch1@gmail.com

8. Title: Poster presentation on Innovations in Medical Education

Introduction: The Flipped Classroom Model was described by Mull (2012). The idea is that the classroom time is saved for evaluation and the lectures are delivered to students in form of videos, podcasts or recorded lectures that they can attend at home.

Methodology: Flipped classroom teachers almost universally agree that it's not the instructional videos on their own, but how they are integrated into an overall approach, that makes the difference. Moravec ET. All used this approach in three of his lectures in a biology course where the students were required to watch PowerPoint videos and complete a worksheet before class time. During the class time, students were delivered ten minutes lectures that encouraged their participation, and five to seven minutes long learning exercises. Day and Foley Worked by dividing students into control and experiment groups. The students in experiment group were made to watch PowerPoint videos on relevant topics outside the class and engaged in interactive learning sessions during the class.

Results: Flipping the classroom has mostly resulted in enhancing the learning capacity of learners. For example, in Moravec's study flipping the classroom resulted in performance increase of 21 % among the students. Similarly, Day and Foley, observed that students in the experimentally flipped classroom scored significantly higher in assignments and tests.

Conclusion: To conclude, the Flipped Classroom Model is not only beneficial but in a way essential to educate our learners. The shortcomings are individual methodology dependent and can be easily overcome by small changes in approach.

THEME: STUDENTS

Name: Dr Amrah javaid
Email: dramrahjavaid80@gmail.com

9. Title: How Medical Students Spend Their Self-Directed Learning Time In Saudi Arabia

Introduction: In the era of spectacular technical and scientific revolutions, individual is approaching into an innovative domain that they never expected before. The core factor for their survival would be the endless knowledge in these circumstances. In this challenging situation, it is essential to be a self-regulated learner instead of depending on others for guiding their learning. Hence, the learner has to develop the abilities of self-directed learning inquest to overcome the apprehension and confusion, because it is does not seems logical to teach students what they are required to know when the information rapidly changes. Hence, it is preferable that students be trained how to learn and reflect.

Research question: How do medical students spend their self-directed learning (SDL) time?

Objectives: The objectives of the study are
1. To explore the current practices of SDL by students
2. Explore the views of teachers on SDL process and practices

Methodology: 1.Focus group discussion (FGD) for students:
We will have 4 FGD with students.2 groups of 7-10 students from the same class. One group include high achievers and other group include low achiever.2. Interviews with the faculty: We will conduct interviews with faculty members belonging to different nationalities across various specialties and seniority levels. Duration of study 6-8 months (September 2018-March 2019) Sampling technique Purposive convenient sampling. Sample size: 1.Four focus group discussions, each FGD includes 7-10 students, interview with 7-8 faculty members. In qualitative research sample size depends on data saturation or theoretical saturation. Sample selection: No inclusion and exclusion criteria for faculty as well as for students in our study

Data collection procedure: Audio recorded Focus group discussions, Written/audio record of the interviews, Data analysis procedure: The recorded audio-taped FGD and interviews will be transcribed and analyzed to explore the themes and sub themes.

Conclusion: Will come after completion of study as it's just the research proposal.

THEME: STUDENTS

Name: Syeda Shaista Waheed
Email: shaistasyed28@hotmail.com

10. Title: Perceived academic stress in undergraduate medical students and their coping strategies

Introduction: Stress is a natural response to day to day activities which may be due to elating or depressing events. Every human being has a different response to stressful circumstances. Some take it as a challenging task while others perceive it as a threat to their identity. When the students are entering in professional studies, they are new in that environment. It leads to development of academic and non-academic stress. If not managed effectively, this can lead to certain minor or major problems. In my study I want to explore the level of academic stress in undergraduate medical students of clinical years in public and private sector medical colleges, located in province Punjab.

Methodology:

- **Study Design:** Mixed method Study to be done on undergraduate medical students of one public and one private sector medical college.

- It should mention study population and relevant study design.

- **Setting:** This will be conducted at two medical colleges of Punjab, one public and other private sector medical college. Nawaz Sharif Medical College, Gujrat, Sharif Medical and Dental College, Lahore.

- **Duration of Study:** This study will be done over 6 months i.e. from 1 September 2018 to 28 February 2019.

- **Sample Size:** 50 students each from fourth and final year will be taken from each medical college. Total sample size will be of 200 students.

- **Sampling Technique:** Stratified probability sampling.

- **Data Collection Procedure**: The data will be collected using PASS (Perception of Academic Stress Scale) and Mini COPE Scale. This will calculate the level of academic stress and commonly adopted coping strategies for it. Semi structured interviews of students will be done at the end.

- **Data Analysis Prodecure:** Data will be analyzed using SPSS version 20. Means, standard deviation is calculated for each causing factor for academic stress. 95% confidence interval and odds ratio is calculated. T test will be applied.

Results: To be calculated.

Name: Dr Sara Javed
Email: sarajvd@hotmail.com

11. Title: Social Cognitive Theory

Introduction: Albert bandura gave the concept that behavior is learned from the environment through the process of observational learning. Mediating processes occur between stimuli and responses. The four mediational processes are 1) attention 2) retention 3) reproduction 4) motivation.

Bandura is Professor Emeritus at Stanford University and was of the view that learning is by observation, imitation & role modelling, so in early 1960s, along with his students and peers he conducted a series of studies known as 'bobo doll experiment' whereby children were shown videos of an adult performing kicking, punching and hammering actions on bobo the clown. Later on when left alone in the room, they exhibited similar behavior thereby proving that live modelling, and verbal instruction & symbolic modelling all has an impact on a child's behavior. That became Social Learning Theory, also considered a bridge between behaviorist & cognitive learning theories. Later on he expanded on motivational & cognitive aspects and renamed it as Social Cognitive Learning Theory.

Methodology: Timeline: 1960s – 1980s

Results: Experiment on which theory was based: Bobo Doll

Conclusion: The study shows that paying attention to the model, remembering what the model did, being capable & motivated to imitate the behavior - all are conditions of learning.

THEME: TEACHING & LEARNING

Name: Dr Muhammad Jamil Azhar
Email: drazhar2002@hotmail.com

12. Title: Constructivism

Introduction: Constructivism means that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to to prior knowledge and real word experiments.

Methodology: Contributors of Constructivism Theory:

1. Lev Semyonovich Vygotsky (1896 – 1943)
2. Jean Piaget (1896 – 1980)
3. John Dewey (1859 – 1952)
4. Jerome Seymour Bruner (1915 – 2016)

Results: Social Development Theory (VYGOTSKY)

Vygotsky's social development theory is one of the foundations for constructivism. Social Development Theory argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behavior. Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development.

Conclusion: In fact, constructivism taps into and triggers the student's innate curiosity about the world and how things work. Students do not reinvent the wheel but, rather, attempt to understand how it turns, how it functions. They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings.

THEME: TEACHING & LEARNING

Name: Dr. Misbah Ahsan
Email: misbahmufti@gmail.com

13. Title: Cognitive Tools Theory In An Educational Setting

Introduction: Kieran Egan proposed that five kinds of understanding/cognitive tools exist. Individuals master these in a particular order during the course of their growth. The development of these tools has important educational implications. Kieran's theory combined views of 2 popular theorists from education and child psychology; John Dewey's philosophies of inquiry-based learning and Jean Piaget's theory of cognitive development.

Methodology: Egan combined both Dewey and Piaget's theories to propose 5 stages of cognitive development in individuals. John Dewey presented his views in the year 1897, and Jean Piaget presented his theory in 1976. Kieran Egan effectively combined both and presented his theory in the year 1997.

According to the theory, Somatic understanding develops in 0-2 year-olds which includes mastery of mimetic skills, Mythic understanding in 3-7 year-olds which includes mastery of verbal language and a Romantic understanding in 8-14 year-olds associated with acquisition of conventional skills and literacy, whereas Philosophical and Ironic understandings develop in 15-20 year-old and 21+ year old individuals respectively, and are associated with theoretical abstractions and philosophical learning.

Results: With the knowledge of the stages of cognitive development in children, this theory can be utilized to tailor the curriculum to maximize the student's potential for learning. The exposure of children to activities and curriculum based on their current level of cognition has significant advantages. Schools now focus on age-appropriate activities and education such as sensory-simulation activities for 0-2 year old children, STEM based education in 14-18 year old individuals and critical skills development in 18+ year old individuals. Egan's theory provides guidelines to school boards and educationists all over the world on how to improve children's interactions with academic activities.

Conclusion: Kieran's theory can be effectively applied to almost any stage of formal education, in any type of academic setting to improve education. Proponents of this theory believe that individual growth should be the focus of education instead of vocational training.

Name: Ch. Rehan Qamar
Email: rehan.qamar@ucd.uol.edu.pk

14. Title: Self Perception Theory

Introduction: Self-perception theory developed by Daryl Bam in 1965 describes that people develop their attitudes by observing their own behavior and coming to conclusions as to what attitude must have driven that behavior. These behaviors might be motivated either by intrinsic or extrinsic factors. This works best when there is no previous attitude or ambiguous emotional response is mainly due to lack of experience.

Methodology: Study 1 (1967): Daryl Bem's original experiment on peg turning task concluded that subjects perceived that the actors who were paid less enjoyed the task more. Study 2 (1974): James Laird conducted experiments on how changes in facial expression can trigger changes in emotion. Study 3 (1981): Chaiken and Baldwin carried out a study regarding environmental attitudes. They concluded that certain past behaviors do effect on what people believed their attitudes to be. Study 4 (2006): Tiffany Ito and colleagues conducted a study to observe whether facial changes could elicit a shift in racial bias among participants. Study 5 (2007): Goldstien and Cialdini hypothesized that at times people assume their own attitude by "observing the freely chosen actions of others with whom they feel a sense of merged identity." They found out that the participants changed their own behaviors by perceiving actor's behavior into their own self-concepts. Furthermore close relationships can lead to an inclusion of another person in an individual's sense of self. Study 6 (2007): Jeremy N. Bailenson, carried out another study by engaging participants in a virtual environment. Some participants watched their virtual identical duplicate doing exercise. It was found out that they exercised 10 minutes longer than participants in other groups. Study 7 (2010): Guadagno conducted a study regarding recruitment and influence on new members by terrorist organization via internet. They concluded that Self-perception theory has strong ties to social identity and social influence in various settings. (E.g. of foot-in-the-door technique) Study 8 (2010): Clayton and Thomas investigated if any connection existed between self-perception theory and mind wandering.

Results: Experiment on which Theory was based: Daryl Bem conducted an experiment for the evidence of self-perception theory. He involved subjects, which were made to listen a recording of a man describing a peg-turning task passionately. He divided the subjects into two groups. One group was told that the man was paid $1, while the other group was told he was paid $20 for the testimonial. The $1 group believed that he enjoyed the task more than how much the $20 group believed he enjoyed it. Bem concluded that a person's attitude is, to a great extent, developed and influenced by his behavior. Conclusion: A person's attitude is, to a great extent, developed and influenced by his behavior.

THEME: TEACHING & LEARNING

Name: Dr Salman Ashraf Khan
Email: salman@happyteeth.com.pk

15. Title: Sensory Stimulation Learning Theory

Introduction: Humans are blessed with 5 senses, sight, hearing, touch, taste, and smell. Uni-sensory learning was an old school teaching strategy. It is believed that multi-sensory approach using visual, auditory and kinesthetic enhances learning experience. It's a New School concept. The Sensory Stimulation Theory was given by Laird in 1985. This theory says that if multiple senses are stimulated together, learning experience is enhanced. Advancing multimedia tools can be utilized to this.

Methodology: It was initially believed that senses act at an independent level and lead to perception. New research has challenged this concept. It is now an evidence based belief that perception is gained by optimal interaction of multiple senses at all levels in the Central Nervous System. The exact mechanisms are still being investigated. Sensory Processing Disorder (SPD) is an example of this

Results: Multiples experiments have been cited in support of this theory. It's difficult to make the child understand verbally that the stove is hot unless the child has touched a little warm stove. It's difficult to memorize different type of birds visually alone. Learning experience can be enhanced if birds are shown with their respective sounds. Toddlers learn different shapes better by holding them.

Conclusion: Understanding of Sensory Stimulation Theory opens many avenues to improve teaching outcomes. As I am related to Restorative Dentistry, the following can help me improve learning among students: Dental Morphology Anatomy teaching can be improved by showing the students anatomical models and asking them to replicate in wax by carving. Dental material setting characteristics and physical properties can be taught better by asking the students to mix the materials manually and giving a chance to feel the setting process. Visual learning via PowerPoint Presentations can be significantly enhanced by having a thorough understanding of new program features an appropriate execution in a timely manner. A few examples to enhance visual experience are: Use good color contrast, Use Minimal Text, Use Bright Font Colors, Use Quick Styles and Charts, Use of appropriate Clip Arts, Use of Appropriate ICONS, Use real patient images (Before and after), Use simple transitions, Use sober animations, Use of relevant videos with sound, Sounds can also be added to PowerPoint Presentation (underutilized), Use latest multimedia equipment.

Name: Dr.Sarah Saad
Email: drsarahsaad2430@gmail.com

16. Title: Connectivism poster

Introduction: Connectivism is an idea that knowledge exists everywhere and is accessed and organized by the learner. It was founded by George Siemens in 2004.The theory addresses the role technology plays in the learning process. It is a theory of learning that stresses upon the fact that learning does not simply happen within an individual but within and across the networks. Current developments with technology and social software are changing rapidly. Classrooms are no more limited to the knowledge provided by the instructor. Google search engines and open access to medical journals offer more information. Social networking like blogs, Skype and instant messaging create rapid inflow of knowledge. So how the practices of the teacher should change so that he can integrate the network environments with the curriculum forms the basis of connectivism.The growth of human knowledge has been tremendous over the past few years with advances in science and society adding to the increased capacity of people and organizations to connect with one another. The half-life of knowledge is shrinking; knowledge becomes obsolete faster than before. To stay current and informed in one s respective field, it is essential to develop meta-cognitive skills like searching, analyzing and evaluating available information and making relevant connections.

Methodology: Timeline: Connectivism was first proposed by George Siemens in dec.2004.His interest in technologies potential to transform teaching, learning and society drove his research into the area of e-learning. He believed that the preexisting theories did not explain the role of technology in the learning process. This theory was first proposed in 2004.The first massive open online courses (mooc) were first held in 2008.In 2011 mooc was arranged in colleges for preparing skills. In 2012 it was then held at a university level.

Results: Experiment. Massive open online course was first introduced by Siemens and Downs and was held in 2008 on Connectivism and connected knowledge. The goal was to explain Connectivism as a learning theory of the digital age. It spanned for over 12 weeks and had more than 2000 participants. Instructors acted as facilitators. All course was available on RSS feeds. It included an introductory video, a synchronous session and suggested readings and activities. Collaboration and discussions were encouraged through different online venues such as discussions forums, twitter and blogs. Students could set their own personal goals, participate in the course using other social media tools and decide on their level of participation in different activities.

Conclusion: Our ability to learn what we need for tomorrow is more important than what we know today. Connectivism presents a model of learning that understands the shifts in society where learning is no longer an internal and individual activity. Connectivism is driven by the understanding that decisions are based on rapidly altering foundations.

Name: Muhammad Rizwan Saleem
Email: rizsaleem@yahoo.com

17. Title: Theory of Moral Education

Introduction: Moral education is the guidance and teaching of good behavior and values. It means inculcation of refined ideals, values, principles with a view to bring a purposeful behavioral change.

Methodology: The need for moral and character development in education led to the character education movement in the US. By the early 2000s, character education had become the fastest growing school reform movement (Kline, 2017). According to the US Department of Education (n.d.) website, character education is defined as a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Thus a set of morally desirable traits exists and these traits should be purposefully taught in schools   (Editorial Projects in Education Research Center, 2004; McClellan, 1999; Prestwich, 2004).

Results:

1.   Wilson et al (1967)

"Teachers and parents should confront the child with their own moral codes in a very clear and definite manner so that, whether he accepts or rejects a code, at least he knows what he is accepting or rejecting".

2.   Bull (1969)

"The child is not born with a built-in moral conscience. But he is born with those natural, biologically purposive capacities that make him potentially a moral being".

Conclusion: One purpose of moral education is to help make children virtuous—honest, responsible, and compassionate. Another is to make mature students informed and reflective about important and controversial moral issues. Both purposes are embedded in a yet larger project—making sense of life. On most accounts, morality isn't intellectually free-floating, a matter of personal choices and subjective values. Moralities are embedded in traditions, in conceptions of what it means to be human, in worldviews.

THEME: TEACHING & LEARNING

Name: Tahira Rizwan
Email: ta.rizwan444@gmail.com

18. Title: Sociocultural Theory

Introduction: Sociocultural theory is an emerging theory in psychology that looks at the important contributions that society makes to individual development. This theory stresses the interaction between developing people and the culture in which they live. This theory suggests that human learning is largely a social process.

Methodology: Sociocultural theory grew from the work of seminal psychologist Lev Vygotsky, who believed that parents, caregivers, peers, and the culture at large were responsible for developing higher order functions. According to Vygotsky, learning has its basis in interacting with other people. Once this has occurred, the information is then integrated on the individual level.

Results: Four Basic Principles Underlying the Vygotsky Framework.

1. Language plays a central role in mental development.
2. Development cannot be separated from its social context.
3. Learning can lead development.
4. Children construct their knowledge.

Conclusion: The sociocultural perspective is a theory used in fields such as psychology and is used to describe awareness of circumstances surrounding individuals and how their behaviors are affected specifically by their surroundings, social and cultural factors. So it's basically describing people's behavior and mental processes as shaped in part by their social and/or cultural contact, including race, gender, and nationality." Sociocultural perspective theory is a broad yet significant aspect in our being. It applies to every sector of our daily lives. How we communicate, understand, relate and cope with one another is partially based on this theory. Our spiritual, mental, physical, emotional, physiological being are all influenced by sociocultural perspective theory.

Name: Dr, Umme Habiba
Email: umme.habibah2009@gmail.com

19. Title: Transformative Learning Theory Poster Assignment

Introduction: Transformation is a process of using prior meanings and beliefs to bring a change in ideas and behavior through critical thinking and reflection. Adults learning (andragogy) happens with information as well as transformation. Malcom Knowles was the first educationist to introduce the term andragogy in education psychology. Later, Kolb gave an educational model showing that adults learn through experiences. The term transformation in adult learning was first introduced by Jack Mezirow's in 1991.

Methodology: In 1970s, Jack Mezirow's was working as at the University of Columbia. During his stay at the university, he researched the factors related to the success of women entering community college. The key factor for their success was perspective transformation. This led to formulation of the transformative learning. He further worked upon the concept and published his theory of transformation in 1991, according to which learning starts with a disorentational dilemma leading to self-examination, reflection and identification of deficiencies hence leading to planning and acquiring new knowledge and skills and application of this to perform the task in an improved way. Repetition of tasks enhances self-confidence and subsequently transforms the learner. Later on, updated version of theory was published in 2000.

Results: Timeline of Transformative learning Theory: Mezirow's theory followed by many critique which showed all the different perspectives to the transformative learning. He took all the critique positively. John Drikx gave an extra-rational approach of transformative learning emphasizing the role of individuation (intuitive and emotional) perspectives of transformation. Belenky and Stanton added the relational (nurturing and caring each other) perspectives to the process of transformation. Later on, O' Sullivan broadened the vision of transformation including the societal and global perspectives. So, the initial theory of transformation was updated in 2000.

Conclusion: In healthcare system, transformation has the key role both in learning of physicians-to-be and also in self-aware patient care. Counseling of patients transform them into health literate, critical thinkers who can made successful treatment choices. Learning clinical methods of examination and their interpretation transforms the medical students in to critical thinkers, confident and skillful professionals who can construct their differential diagnosis based upon the signs and symptoms of the patient.

Name: Sobia Aamir
Email: sobia.dr@hotmail.com

20. Title: Humanistic Learning Theory

Introduction: In this theory, each individual is unique and that all individuals have a desire to grow in a positive way. Its main focus is based on the human generation of knowledge, meaning and expertise. It was first recognized by Abraham Maslow and Carl Rogers, Maslow's hierarchy of needs is often portrayed in the shape of pyramid, with the largest and most fundamental levels of needs at the bottom and the need for self-actualization at the top, Carl Rogers spent a lot of his time into developing his research.

Methodology: Humanistic approach has its roots in phenomenological and existentialist thought. Eastern psychology play a central role in humanistic psychology, as well as Judeo-Christian philosophies of personalize. Humanistic psychologist argue that objective reality is less important than a person's subjective perception and understanding of the world.it means that personality is studied from the point of view of the individuals subjective experience

Results:
- 1943 - Maslow first described his hierarchy of need in "A Theory of Human Motivation" published in psychological review.
- 1951 - Rogers published Client – Centered Therapy, which described his humanistic, client – direction approach.
- 1957 / 58 - Maslow and other psychologists held meetings .They agreed that topic such as self – actualization, creativity, health, individuality, freedom were the central themes of this new approach.
- 1961 - The American association for humanistic psychology formed and the journal of humanistic psychology was established.
- 1962 - Maslow published Toward a Psychology of Being, he described humanistic psychology as the "Third Force"
- 1971 - Humanistic psychology becomes an APA division

Conclusion: It is an undeniable fact that humanistic psychology has impacted and benefited other fields of knowledge. One of these is in the field of education. In this regard, the contribution of pioneering humanists like Abraham Maslow, and Carl Rogers have set the bases for knowledge and learning. Humanistic thought has been incorporated into understanding how each learner is unique, possessing different orientations and dynamics towards learning, and also for educators in evaluating the effectiveness of their delivery system and learning activities.

Name: Aaqil Malik
Email: aaqilmalik@gmail.com

21. Title: Albert Bandura's Social Learning Theory

Introduction: The ability of an individual to acquire, attain and recall knowledge has many means as proposed by several learning theories. The behaviorist and the Cognitivism theory were bridged by the Social learning theory by Albert Bandura. In social learning theory, Bandura agrees with the behaviorist learning theories of classical conditioning and operant conditioning. He conducted his experiments on bobo dolls with kids in 1961. He explained the behavior is learned through observation. After his experiments on children he found that they are influenced by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school. Their behavior as observed provides a model to imitate such as likes and dislikes, male and female preferences etc.

Methodology: experiments were based on a bobo doll, in which a behavior of adults towards the bobo doll was shown to children, and when introduced to the bobo doll the children responded in a similar fashion. It showed how observational learning had a roll in the learning of individuals

Results: In the experiment the researcher watched children as they observed adults attacking Bobo Dolls. As the children were watching the adult would hit the bobo doll and it would bounce back again. In the next step i the children were shown the bobo doll as they saw the doll they imitated the aggressive behavior of the adults. The next step in the experiment was that when the children were further shown that the adults were punished for hitting the bobo dolls the children's behavior towards the dolls was less aggressive.

Conclusion: The social learning of an individual is based on observation of other individuals. Four major points can be deduced from this experiment. In this regard it can be concluded that attention of the learning (child) during the bobo doll experiment led to learning. The child must retain this information so the behavior must be memorized so it can be enacted when they were let loose. The reproduction of the learned behavior is in the form of a skill or an action is performed. Lastly Motivation was the factor that determined whether the children would show that behavior or not. If they had a reward they would do that action, when they saw the adults punished for hitting the bobo doll they were not wanting to hit the bobo dolls any more.

Name: Dr. Negarish Alam Baig
Email: negarish@hotmail.com

22. Title: Jean Piaget's Cognitive Developmental Theory

Introduction: Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development. Much of his interest in the cognitive development of children was inspired by his observations of his own nephew and daughter. What Piaget wanted to do was not to measure how well children could count, name things or solve problems, he was more interested in finding out how fundamental concepts like the very idea of number, time, and quantity and so on developed with age. The four stages of cognitive development suggested by Piaget are:

1. Sensorimotor (Age: 0-2 years)
2. Preoperational (Age: 2-6 or 7 years)
3. Concrete Operational (Age: 6 or 7-11 or 12 years)
4. Formal Operational (Age: 11 or 12+)

Methodology: The theory was presented in 1936. Piaget was the first psychologist to put forward some research regarding cognitive development. He formulated a theory of child cognitive development after detailed observational studies and a series of simple and insightful tests for cognition assessment in children of different ages to reveal cognitive abilities of different age groups. He used observation and clinical interviews as a majority of his research process.

Results: The main aim of research and formulation of the theory was to explain the mechanisms and processes by which the infant and then the child develops into an individual who can reason and think. To Piaget, cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience and he was able to prove it. The results of his efforts clearly showed that children construct an understanding of the world around them gradually through their experiences.

Conclusion: Before Piaget's work, the common assumption in psychology was that children are merely less competent thinkers than adults. Piaget's research set this belief aside. He put forth 4 stages of cognitive development describing the cognitive abilities at each stage.

THEME: TEACHING & LEARNING

Name: Iqra tariq
Email: iqratariq120@yahoo.com

23. Title: Reinforcement Learning Theory

Introduction: Reinforcement learning theory is Learn of a behavior strategy (a policy) which maximizes the long term sum of rewards (delayed reward) by a direct interaction (trial-and-error) with an unknown and uncertain environment. The theory states that "an individual's behavior is a function of its consequences. This approach is much more focused on goal directed learning and decision making

Methodology: reinforcement learning is a widely used collection of methods that mitigate both the curse of modeling and the curse of dimensionality in ways that allow us to approximate optimal policies for sequential, state-dependent decision problems when the transition and reward probabilities are not explicitly known to the modeler and/or when the decision problem is highly complex, there are three main primary approaches to reinforcement theory: positive reinforcement, negative reinforcement and punishment. On which different experimental based studies are done. Edward Lee Thorndike, published the Law of Effect, a principle of learning that states "responses that produce a satisfying effect in a particular situation become more likely to occur again in that situation, and responses that produce a discomforting effect become less likely to occur again in that situation. Skinner (1948) studied operant conditioning by conducting experiments using animals which he placed in a 'Skinner Box' which was similar to Thorndike's puzzle box. And there are many other education implementation of reinforcement theory present in our daily life

Results: Behaviorist B.F. Skinner derived the reinforcement theory. As a way to explain behavior and why we do what we do. Reinforcement theory is a form of operant conditioning and focuses on the environmental factors that contribute to shaping behavior. Skinner identified three types of responses, or operant, that can follow behavior.

Conclusion: Reinforcement learning Theory is widely accepted and deployed universally, and the positive effects are commonly known, further evidence reveals that if the target of the behavior modification is aware of the attempt, certain personality types will do everything in their power to skew the results.

THEME: ASSESSMENT

Name: Majid Suhail
Email: majidsuhail@hotmail.com

24. Title: Constructivism Theory

Introduction: Constructivism is combination of learning theories & is based on observation and scientific study about how people learn. It says that learner actively construct his own knowledge of the world through understanding and reflecting on past experiences. Constructivism theory of learning emphasizes on situation-specific understandings by assembling knowledge from diverse sources appropriate to the problem at hand.

Methodology: The review of literature was done for the assigned task to prepare the poster as per AMEE guidelines.

Results: The evolutionary timeline of constructivism from cognitive to social to inquiry based learning approach and the contribution to this theory by Kobe's experiential learning cycle and Gibbs reflective cycle has been highlighted. The poster also enlightens the dynamics of constructivism theory and how this can be incorporated in teaching – learning methodologies in the context of medical education and what sort of limitations one can encounter by employing this theory in real life situation.

Conclusion: Medical educators are aware of the problems of didactic methodology in vogue to develop critical thinking skills in learners. Newer approaches established on the principles of constructivism are showing promise in developing critical thinking and social skills in students. However, applying new techniques must be done carefully to avoid unwanted consequences such as a decline in the student   performance   due to application of poorly standardized teaching methods and assessment format. Switching to new teaching methods must be carried out with sensitivity as teachers and students are required to be primed to adopt change and requisite resources created to optimize results.

THEME: FACULTY DEVELOPMENT

Name: Dr.Sadaf Ali Jaffari
Email: drsadafali@gmail.com

25. Title: Abstract of Poster on Behaviorism By: Dr. Sadaf Ali Jaffarichpe Batch 2 (April 2018)

Introduction: Background and experiments on which theory of Behaviorism is based Ivan Pavlov (1849-1936). History of behaviorism dates back to Ivan Pavlov experiment on classical conditioning. He discovered that if food is associated with ringing of bell, first food later only sound of bell will cause salivation without the food. John B. Watson (1878-1958) Watson expanded the work done by Pavlov and believed that humans are born with just a few reflexes and emotions; while the other reflexes and emotions are established through stimuli-response done by conditioning through his famous experiment with baby Albert(Association of rat with noise caused fear). Skinner (1904-1990)   Skinner studied a different type of behavior known as "operant behavior". Operant Behavior is based on the behaviors that people obtain by operating in the environment through different stimuli like positive and negative reinforcements. (Rat gets food on pressing the lever).

Methodology: Ivan Pavlov (1849-1936) was the pioneer of behaviorism followed by John B. Watson (1878-1958) and Skinner (1904-1990).

Results: Results of the experiments revealed that behaviors can be modified by various method and also that to follow a behavior can be an effective way of learning.

Conclusion: Using behaviorism in classroom is rewarding for the students and teacher. Certain skills are mainly acquired through behaviorism only like clinical examination of patients is learnt only by observing the instructor.

THEME: TEACHING & LEARNING

Name: Dr Khizar Ansar Malik
Email: khizarmalik1220@gmail.com

26. Title: Operant Conditioning

Introduction: The term Operant Conditioning was originally coined by BF skinner in 1937.It is a method of learning that occurs through reward and punishment for behavior. Skinner's work was based on Thorndike's Law of Effect 1898.

Methodology: 1903Thorndike

"The Law of Effect"1938 Skinner's Operant Conditioning

Results: Skinner systematized operant conditioning research using the Skinner box.

He devised methods that allowed the animals to repeat the operant response many times in the conditioning situations.

Conclusion: Specific consequences are associated with a voluntary behavior.

1. Reward leads to increase in a behavior.
2. Punishment leads to decrease in a behavior.

THEME: TEACHING AND LEARNING

Name: Dr. Tooba Saeed
Email: drtoobasaeed@yahoo.com

27. Title: Operant Conditioning Learning Theory

Introduction: Operant conditioning is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an individual makes an association between a particular behavior and a consequence. It is also known as instrumental conditioning. There are 5 consequences: positive reinforcement, negative reinforcement, positive punishment, negative punishment and extinction.

Skinner is regarded as the father of Operant Conditioning, but his work was based on Thorndike's (1898) law of effect. According to this principle, behavior that is followed by pleasant consequences is likely to be repeated, and behavior followed by unpleasant consequences is less likely to be repeated. Skinner introduced a new term into the Law of Effect - Reinforcement. Behavior which is reinforced tends to be repeated (i.e., strengthened); behavior which is not reinforced tends to die out-or be extinguished (i.e. Weakened). Skinner (1948) studied operant conditioning by conducting experiments using animals which he placed in a 'Skinner Box' which was similar to Thorndike's puzzle box.

Methodology: Time Line 1904 – 1990

Results: skinner box, experiment on rats

Conclusion: Good behavior can be reinforced by the positive reward, like wise punishment can be used to omit the bad behavior.

Name: Dr. Safoora Anjum
Email: safoora1984@gmail.com

28. Title: Maslow's hierarchy of needs

Introduction: Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in 1943 "A Theory of Human Motivation" in Psychological Review. [2] Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, some of which focus on describing the stages of growth in humans. Maslow used the terms "physiological," "safety," "belonging and love," "esteem," and "self-actualization" to describe the pattern through which human motivations generally move. The goal of Maslow's Theory is to attain the fifth level or stage: self-actualization needs.

Methodology: Maslow studied what he called the master race of people such as Albert Einstein, rather than mentally ill or neurotic people, writing that "the study of crippled, stunted, immature, and unhealthy specimens can yield only a cripple psychology and a cripple philosophy. Maslow studied the healthiest 1% of the college student population. He argued that a humanistic educational approach would develop people who are "stronger, healthier, and would take their own lives into their hands to a greater extent.

Results: Unlike most scientific theories, Maslow's hierarchy of needs has widespread influence outside academia. It explains human nature as something that most humans immediately recognize in themselves and others. Still, academically, Maslow's theory is heavily contested. The most significant limitation of Maslow's theory concerns his methodology. Maslow formulated the characteristics of self-actualized individuals from undertaking a qualitative method called biographical analysis. He looked at the biographies and writings of 18 people he identified as being self-actualized. From these sources, he developed a list of qualities that seemed characteristic of this specific group of people, as opposed to humanity in general.

Conclusion:

a. Human beings are motivated by a hierarchy of needs.
b. Needs are organized in a hierarchy of prepotency in which more basic needs must be more or less met (rather than all or none) prior to higher needs.
c. The order of needs is not rigid but instead may be flexible based on external circumstances or individual differences.
d. Most behavior is multi-motivated, that is, simultaneously determined by more than one basic need.

Name: Dr. Khalil Ahmed
Email: ahmedszh@yahoo.com

29. Title: Weiner's Attribution Theory of Learning

Introduction: Attribution Theory attempts to explain the world and to determine the cause of an event or behavior. Stimulated by early writing of Fritz Heider (1958), who wrote about dyadic relationship, which is a method that can be used how people perceive the behavior of themselves and other, Harold Kelley(1967) , concerned with personal interdependence and inferential processes and Julian Rotter (1966) who individual differences in causal perceptions. From these beginnings the conceptual approach of Attribution Theory was incorporated into study of all aspects of psychology.

Methodology: Attribution inquiry focuses on the antecedents of causal beliefs and their consequences. For example, how does one know that one has or does not have ability to complete a task and what are the effects of this belief. Causes have three distinct properties: location within or outside of the person, endurance over time, and controllability. These dimensions of causal beliefs influence effective reactions (anger, pride, gratitude, guilt, shame, and others) as well as expectancy of future success which, in turn, affect achievement strivings and reactions toward others.

Results: Weiner's model of attribution is mainly informative in research on student learning. In reality the contribution of attribution theory to education is conceptual analysis of the distinction between the ability and effort and the contrasting linkages of the two causal beliefs to other cognitions i.e. emotions and actions.

Conclusion: To conclude, it can be stated study of educational process is intimately linked with attribution analysis. Expectancy and affect are to key mediators of achievement related behavior. Thus our achievements and failures can be effected by alteration of perceived causality.

THEME: TEACHING & LEARNING
Name: Dr. Atif Masood
Email: atif231@hotmail.com

30. Title: Social Learning Theory (By Albert Bandura)

Introduction: One of the most influential learning theories, the Social Learning Theory was formulated by Albert Bandura. This theory strongly implies that there are types of learning wherein direct reinforcement is not the causal mechanism; rather, the so called social element can result to the development of new learning among individuals. Social Learning Theory has been useful in explaining how people can learn new things and develop new behaviors by observing other people or by observing the consequences of the behavior (vicarious reinforcement). Reinforcement plays a role in learning but is not entirely responsible for learning.

Methodology: The modeling process includes the following steps in order to determine whether social learning is successful or not:

Step 1: Attention: Developing cognitive processes to pay attention to a model- more developed processes allow for better attention
Step 2: Retention: To later imitate behavior, must remember aspects of the behavior
Step 3: Reproduction: Taking imaginal and verbal representations and translating into overt behavior-practice behaviors
Step 4: Motivation: Feeling motivated to repeat the behavior is what you need in order to keep on performing it. This is where reinforcement and punishment come in.With incentives, observation more quickly becomes action, pay more attention, retain more information

Results: Bobo Doll Experiment: The participants for the experiment were 36 boys and 36 girls enrolled at the Stanford University Nursery School. The children ranged in age between 3 and almost 6 years, and the average participant age was 4 years 4 months.

- Children who observed the aggressive model made far more imitative aggressive responses than those who were in the non-aggressive or control groups.
- There was more partial and non-imitative aggression among those children who had observed aggressive behavior, although the difference for non-imitative aggression was small.

Conclusion: The results of the Bobo doll experiment supported Bandura's social learning theory. Bandura and his colleagues believed that the experiment demonstrates how specific behaviors can be learned through observation and imitation. According to Bandura, the violent behavior of the adult models toward the dolls led children to believe that such actions were acceptable. He also suggested that as a result, children may be more inclined to respond to frustration with aggression in the future.

Name: Dr Muzamul Shahzad
Email: muzamilshahzad29@yahoo.com

31. Title: Abstract of poster on theory of Cognitivism

Introduction: It is study in psychology that focuses on mental processes. Cognitivism can be defined as" act or process of knowing in broadest sense. Learning occurs through internal processing of information especially an intellectual process by which the knowledge is gained from perception or idea. Cognitivism includes, attention, perception, and memory. Cognitivism means learning goes beyond external as it is an internal process which depends upon short and long-term memory. Cognitive theory defines learning as "a semi-permanent change in mental processes or associations." Cognitivists do not require an outward exhibition of learning but focus more on the internal processes and connections that take place during learning. Important classroom principles from cognitive psychology include meaningful learning, organization, and elaboration.

Methodology: The review of literature was done for the assigned task to prepare the poster as per AMEE guidelines.

Results: The timeline of Cognitivism theory in which the different scientist and worked, their reflective cycle has been highlighted. The poster also enlightens the dynamics of Cognitivism theory and how this can be incorporated in teaching and learning methodologies in the light of medical education and what sort of difficulties can be encountered by employing this theory in real life situation.

Conclusion: The scholars who are involve in the Medical educators are aware of the problems of methodology to develop critical thinking skills in medical educationist and medical students. Many newer approaches established on the principles of Cognitivism are showing promise in developing rationale thinking and social-medical skills in students. However, techniques must be applied very carefully to avoid any negative consequences such as decrease in the mental capabilities of student's performance   due to the implementation of substandard learning ways and formatting techniques. Whenever new teaching methods are carried out the responsibilities of teachers and students are required so that they can adopt change and fulfil the pr-requisite resources to create the best possible results.

Name: Dr Rizwan Ashraf
Email: drriz72@yahoo.com

32. Title: Classical Test Theory vs. Item Response Theory

Introduction:

Classical Test Theory: Also called 'true score theory'. =>Observed Test scores (TO) are composed of True Score (T) and an Error Scores (E)

Item Response Theory: Also called 'latent trait theory' or 'strong true test theory'.

=>A more recent body of theory

Methodology: CTT: Assumes each individual has a true score.

=>Tests are infallible imprecise tools leading to errors.

=>Standard deviation is used to assess magnitude of intensity of error

 IRT: Each item on a test has its own item characteristic curve that describes the probability of getting each particular item right or wrong given the test takers ability.

Results: CTT: needs a smaller sample size

=>analysis on total test score, frequency of correct responses (to indicate question difficulty), frequency of responses (to examine distractors) and reliability of test and item-total correlation (to evaluate discrimination at the item level)

=>performance on test is predictable IRT: total test score assessment is based on individual item

=>A tool to estimate examinee proficiency and item and test difficulty on the same scale

=>Makes stronger assumptions.

=>Eliminates confounding of test difficulty and student proficiency CTT: deals at total score level and not at individual item level

=>Item difficulty are group dependent and sample dependent

=>ability scores of examinees are entirely test dependent IRT: needs a larger sample size

=theory has a non-predictable performance

Conclusion: IRT is superior to CTT as a tool of development and assessment of quality of a test based on the facts that IRT focuses at individual level of the item/question rather than the test as a whole.

THEME: TEACHING & LEARNING

Name: Shahpar Farhat
Email: shahparfarhat@yahoo.com

33. Title: Behaviorism Learning Theory

Introduction: Behaviorism is a learning theory that only focuses on objectively observable behaviors. Behavior theorists define learning as nothing more than the acquisition of new behavior based on environmental conditions. Skinner's research determined the brain was not a part of conditioning, and learning was through environmental factors. It is broken into two areas of conditioning- classical and operant. In operant conditioning one learns through reward what behavior is required. Whereas classical conditioning is a natural reflex or response to stimuli.

Methodology: Pavlov's contributed to classical conditioning. He discovered that associations can develop when pairing a stimulus (food) that has a response (dog salivates) with a stimulus that has no response (bell). The stimulus with no response (bell) eventually develops the same response (dog salivates) as the stimuli that has the response (food) Watson used Pavlov's principles of classical conditioning as well as emphasizing that all behavior could be understood as a result of learning. Watson's research involved the study of a young child called "Albert". "Albert" was initially not scared of rats. However, Watson paired the rat with a loud noise and this frightened "Albert".

Results: Pavlov's experiment - In his experiment, Pavlov used a bell as his neutral stimulus. Whenever he gave food to his dogs, he also rang a bell. After a number of repeats of this procedure, he tried the bell on its own. As you might expect, the bell on its own now caused an increase in salivation. Watson's experiment - Watson exposed the child (Albert) to a series of stimuli including a white rat, a rabbit, and masks and observed the boy's reactions. The boy initially showed no fear of any of the objects he was shown. The next time Albert was exposed to the rat, Watson made a loud noise. Naturally, the child began to cry after hearing the loud noise. After repeatedly pairing the white rat with the loud noise, Albert began to cry simply after seeing the rat.

Conclusion: the researches based on Behaviorism played a pivotal role in the education side as well. It was observed that when behavioral approaches were applied to a classroom setting, it helped conditioning student behavior with various types of behavior reinforcements and consequences called operant conditioning. There are four types of reinforcement: positive reinforcement, negative reinforcement, presentation punishment and removal reinforcement, and each can be applied effectively to get the students to behave in the classroom. Skinner found that behaviors could be shaped when the use of reinforcement was implemented. Desired behavior is rewarded, while the undesired behavior is punished. Incorporating behaviorism into the classrooms allowed educators to assist their students in excelling both academically and personally.

Name: Tahmasub Faraz Tayyab
Email: drtahmasub@gmail.com

34. Title: Behaviorism

Introduction: This theory was introduced by B. F Skinner. Skinner hypothesized that behavior was caused by external factors only, not by thoughts and emotions. He was concerned with observable actions and how they arose from the subject's response to the surroundings. He believed that our actions were a product of consequences that were derived from rewards or punishments (operant conditioning), John B Watson (January 9, 1878 – September 25, 1958) was an American psychologist who established the psychological school of behaviorism. He believed that human behavior resulted from specific stimuli that elicited certain responses. Watson's view of learning was based in part on the studies of Ivan Pavlov (1849-1936)

Ivan Pavlov: Pavlov's research into the physiology of digestion led him logically to create a science of conditioned reflexes. In his study of the reflex regulation of the activity of the digestive glands, Pavlov paid special attention to the phenomenon of «psychic secretion», which is caused by food stimuli at a distance from the animal.

Methodology: Advocates of behaviorism have made up ways to implement behaviorism concepts in classrooms. These include

1. Contracts, Consequences, Reinforcement and Extinction
2. Modelling, shaping and cueing
3. Behavior modification

Results: Ivan Pavlov Experiment: Pavlov was studying the digestive process and the interaction of salivation and stomach function when he realized that reflexes in the autonomic nervous system closely linked these phenomena. To determine whether external stimuli had an effect on this process, Pavlov rang a bell when he gave food to the experimental dogs. He noticed that the dogs salivated shortly before they were given food. He discovered that when the bell was rung at repeated feedings, the sound of the bell alone (a conditioned stimulus) would cause the dogs to salivate (a conditioned response). Pavlov also found that the conditioned reflex was repressed if the stimulus proved "wrong" too frequently; if the bell rang and no food appeared, the dog eventually ceased to salivate at the sound of the bell. Little Albert Experiment: The Little Albert experiment was a controlled experiment showing empirical evidence of classical conditioning in humans. The study also provides an example of stimulus generalization it was carried out by John B. Watson and his graduate student

Conclusion: positive Reinforcement can lead to good behavior whereas punishment can extinguish bad behavior.

THEME: TEACHING & LEARNING

Name: Dr Zunaira Iqbal
Email: aroojch678@hotmail.com

35. Title: Knowles Adult Learning Theory

Introduction: The entire range of formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training that results in the acquisition of new knowledge and skills. Andragogy refers to methods and principles used in adult education. Andragogy word comes from Greek meaning "leading man" coined by Alexander Kapp in 1833.Developed into a theory of adult by Eugen. In 1980, Knowles made 4 assumptions about the characteristics of adult learners that are different from the assumptions about child learners (Pedagogy). In 1984, Knowles added the 5th and 6th assumption. Need to know Foundation Self-concept Readiness to Learn Orientation to Learning Motivation to Learn

Methodology: There are four commonly used theories that relate to adult learning. They are Action Learning, Experiential Learning, Project Based Learning Self-Directed Learning Action Learning Theory is a process that involves a small group of people with different levels of skills and experiences solving problems, focusing on what they are learning, and how determining their learning can benefit each group member and the organization. Components of action learning theory: Begins with a problem Create an action group Initiate the processTake action Experiential learning theory Project Based Learning Theory Self-Directed Learning Theory need to know driving question voice and make a choice needed skills Feedback and revision Presentation Learners have the opportunity to gain new skills, knowledge, and attitudes to improve their work performance.

Results: In 1980, Knowles made 4 assumptions about the characteristics of adult learners that are different from the assumptions about child learners (Pedagogy). In 1984, Knowles added the 5th and 6th assumption.

1. Need to know: Adults need to know the reason for learning something.
2. Foundation: Experience (including error) provides basis for learning activities.
3. Self-concept: a person matures him/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.
4. Readiness to Learn: As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.
5. Orientation to Learning
6. Motivation to Learn

As a person matures the motivation to learn is internal.

Conclusion: Knowles adult learning theory is a self-directed, as participants take responsibility for their own learning processes. It is easily implemented in academic activities by medical students as a reflective and action oriented process and can be linked with other learners.

THEME: TEACHING AND LEARNING

Name: Dr. Rashida Riaz
Email: rashidariaz@hotmail.com

36. Title: Behaviorism Commonly Applied & Understandable Theory of Learning

Introduction: Behaviorism is Psychological approach towards learning which emphasizes on observable stimulus response behavior and states that all behavior is learnt through interaction with the environment. According to the Behaviorism, learning is nothing more than acquisition of new behavior based on environmental condition. This theory discounts independent activity of the mind. Behaviorist movement started in 1930, when John Watson wrote article "Psychology as the behaviorist views it" He was the founder of behaviorism. Behaviorism defines the human behavior clearly. According to this theory baby is born with mind as a blank slate and learns from the environment.

Methodology:

01.Ivan Pavlov 1849-1936 (Nobel Prize Winner for his work on digestive system)

Experiments on dog classical conditioning

02. John B-Watson 1878-1958 (Founder of Behaviorism applied Pavlov's experiment on humans)

(Established Psychological school of behaviorism Little Albert experiment 1920) implemented classical conditioning on humans.

03. Edward Thorndike 1874-1949

Theory of connectionism Law of effect 1905

04. B.F Skinner 1904-1990 (+ve or -ve reinforcement reward / punishment)

05. Albert Bandura 1961 (Combined Behaviorism + Constructivism)

Social learning theory on observation.

Results: Ivan Pavlov; did experiments on dog's digestive system, worked on classical conditioning. John B-Watson; Little Albert experiment, 06 months old child, had no fear from white rats but developed phobia from roaring noises along with exposure of white rats. EDWARD Thorndike; developed puzzle box for animals (cats), animals learnt through hit and trial. When put in same cage they didn't go through trial and error. B.F Skinner designed Skinner box for pigeons and rats. Animals learnt through punishments and reward. Animals were punished with electric current and rewarded with food. ALBERT Bandura; did BOBO doll experiments. It was a toy that gets-sup by itself to a standing position when knocked down.

Conclusion: Behaviorism is a significant psychological force in field of psychology. Behaviorism has developed immensely because of different perspectives of psychologists and their research. Pavlov, Watson, Skinner, Edward Thorndike, Bandura all believed that behavior was the underlying force of why people function the way they do. All had different views but concerned with similar issues of behaviorism, different in the details and what they concluded was people learn from environment.

Name: Dr. Amina Saleem
Email: draminasaeed@yahoo.com

37. Title: Andragogy. Adult Learning Theory

Introduction: The adult learning theory has been in use for more than two decades, but more recently it has been used in academic models for teaching evidence-based medicine. The goal of the adult learning theory is to develop skills for self-directed lifelong learning. The basic tenants of this theory are that adults learns best when they know why they need to learn something. They can use self-directed learning; the learning involves real life situations and the stimulus for learning is internal rather than external.

Methodology: The term Andragogy was first used by Alexander Kappin in 1833. In 20th century John Dewey, Edward Lindeman, Martha Anderson pursued theory of Andragogy, but things changed in 1968 with the work of Malcolm Knowles. He was first to develop statement of informal adult education practice and explained how the term Andragogy differ from Pedagogy.

Results: No specific experiment was done regarding this study.

Conclusion: Since adults are self-directed, instructions should be task oriented allowing learners to discover things and knowledge for themselves however learners should be offer guidance and help when mistakes are made.

THEME: ASSESSMENT

Name: Mansab Ali
Email: m.mansab71@gmail.com

38. Title: Poster Abstract

Introduction: The Atkinson–Shiffrin model (also known as the multi-store model) is a model of memory proposed in 1968 by Richard Atkinson and Richard Shiffrin. This model asserts that human memory has three separate components. Sensory register where sensory information enters memory, a short-term store also called working memory or short-term memory which receives and holds input from both the sensory register and the long-term store, and a long-term store, where information which has been rehearsed. The free recall experiments of Murdock (1962) exhibit characteristic bowing effect: both initial and final items are better recalled than items in the middle. These experimental data were modeled by Atkinson &Shiffrin (1968), (this paper is from now on referred toas the A&S model). Their theory is widely cited (more than 3000 citations according to Google Scholar) and hailed as "the next decisive advance in human learning and memory

Methodology: In this model, as with most models of memory, long-term memory is assumed to be nearly limitless in its duration and capacity. It is most often the case that brain structures begin to deteriorate and fail before any limit of learning is reached. This is not to assume that any item which is stored in long-term memory is accessible at any point in the lifetime. Rather, it is noted that the connections, cues, or associations to the memory deteriorate; the memory remains intact but unreachable

Results: Glanzer and Cunitz showed that when participants are presented with a list of words, they tend to remember the first few and last few words and are more likely to forget those in the middle of the list, i.e. the serial position effect. This supports the existence of separate LTM and STM stores because they observed a primacy and recency effect. Words early on in the list were put into long term memory (primacy effect) because the person has time to rehearse the word, and words from the end went into short term memory (recency effect).

Conclusion: Above examples showed that short term memory was limited to 1 or 2 things, and sensory memory didn't work. However could form new long term memories which also goes against the linear aspect of the multi store model theory, so it's suggested that sensory memory can be bypassed. Another weakness of multi store model is that rehearsal is not essential to transfer information in to long term memory, for example we can recall how to do things such as playing a game without rehearsing the information, yet even with rehearsing the information such as long lists of words. This suggests that the importance of rehearsal in the Atkinson and Shiffrin.

Name: Dr. Sana Noor
Email: dr.sanajamal@gmail.com

39. Title: Philosophy of Constructivism; Experiential learning, the assessment of level of knowledge and experience of learning among fourth grade students by using the field visit.

Introduction: Experiential learning is the process of learning through on their product. Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. "Constructivism is the recognition that reality is a product of human intelligence interacting with experience in the real world. As soon as you include human mental activity in the process of knowing reality, you have accepted constructivism", Davis Elkind. Ideally, Constructivist teaching is based on belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge. The objective of this study was to enhance the level of knowledge of students about certain topic by showing them to its practical application in the field. The importance of this study was to put more light on the inclusion of experiential learning in the field of medicine and in career development of students.

Methodology: This was an observational study done for one week using simple random sampling technique, among students of fourth year, community medicine. Data was collected from students in form of questionnaire which was designed with different parameters to assess the knowledge, and level of experience before and after the trip of the students. Variables of knowledge and attainment of experience was recorded. The place was selected for this study was Sheezan food factory. The ethical approval for this visit and study was taken from authorities of food factory. The 150 students were taken to the visit out of which 75 were selected through simple random method of sampling for questionnaire filling, as included for study. A questionnaire was designed with the parameters with closed ended answers in ordinal fashion.

Results: Total 75 students were enrolled in the study. From which there were almost 58 % of students have shown great understanding of the purpose of field visit, 61% of students acquired highest level of knowledge related with the field visit, 57% of students were quiet satisfied with the trip of and importance of its application in practical field, while, almost 55% of students emphasized on arranging this type of events in future. The results were shown in tabulated form of both qualitative and quantitative data. Separate tables were made to see the level of knowledge and experience, with proper elaboration of results of each variable included in the study.

THEME: TEACHING & LEARNING

Name: Dr Zahid Mahmood
Email: drzahid70@hotmail.com

40. Title: The constructivism

Introduction: Learning theories are conceptual frameworks that describe how students absorb, process, and retain knowledge during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained. New behaviors or changes in behaviors are acquired through association between stimuli and response. There are three famous learning theories. In Behaviorism learning occurs through internal processing of information. In Cognitivism the learners actively construct their own knowledge through experiments, experiences & reflecting on those experiences.

Learning theories provide rational basis for the selection of specific teaching-learning methods/strategies, framing learning objectives, and select/design evaluation strategies. Remember that learners have different interests, different learning preferences, and different backgrounds. Integrate various positive aspects of these theories in the classroom environment to optimize learning.

Methodology: Time Line

Jean Piaget. Psychologist. 1896-1980

Jerome Bruner. Psychologist & Educationist. 1915

Lev Vygotsky. Psychologist & Educationist. 1896-1934

John Dewey. Psychologist & Educationist. 1859-1952

Results: Experiments which supports Constructivism

1. Kolb's Experiential Learning Cycle: Concrete experience followed by Reflective observation followed by Abstract conceptualization followed by Active experimentation.
2. Gibb's Reflective Cycle: Description, Feeling, Evaluation, Analysis, Conclusion, Action Plan

Conclusion: Learners assimilate, accommodate and adapt knowledge to develop new understandings. It is student centered & teacher role is facilitator. Students analyze, interpret & predict information. Problem solving, higher order thinking skills, deep understanding will occur. Constructivism promotes social & communication skills. We can apply constructivism in problem based learning, inquiry based learning, project based learning and task based learning.

Name: Muhammad imtiaz
Email: mimtiaz_pk@yahoo.com

41. Title: Understanding ethical construct of dental patients and defining how patient input can be applied to teaching of dental ethics.

Introduction: Dental ethics is considered an essential component of dental curriculum. Dental student takes ethics classes but fail to act what was taught to them and this means dental ethics teaching is not working. Dentists not acting ethically have been causing harm to their patients. Patient centered care requires that student must be taught what patient desire this is equally true for dental ethics. There is need of defining core concept, core processes and competencies related to dental ethics. As dental ethics are meant to serve dental patients, their input may give a needed impetus to dental ethics teaching.

Methodology: This will be a qualitative study, social constructivism paradigm, to explore patient live experiences related to dental ethics making it exploratory type, transcendental phenomenology. Study will be conducted at FMH College of Medicine & dentistry, Shadman Lahore. Data will be collected in two months and analyzed in one and half month. Minimum sample of 10-15 patients will selected until data saturation is achieved. Sampling will be Non-probability convenience sampling. Dental patients will be interviewed who are undergoing simple to complex procedure spanning two to five visits. Patient with mental disabilities will excluded from study.

Results: Semi-structured interview will be carried out with dental patient focus will dental ethical issues. Consent will be signed before start of interview. Interview format will be structured on the basis of COREQ guidelines. All interviews will be audio recorded. Patient will be allowed to talk freely, reassured if required. The word will be summarized for patient. Field notes will be recorded. Transcription will be done as soon as possible.

Conclusion: Possible outcome

Ethics teaching may get a new direction following patient input. Educating dental students about patients' opinion may be drive student to have acceptable change in behavior. Policy and practice of dental institution will be changed. Patient input into a curricular issue will provide a new direction in expert driven realm

Name: Amna Riaz
Email: dramnazafar@outlook.com

42. Title: Measuring The Attitude Of Pakistani Health Professional Students Towards Interprofessional Education

Introduction: Interprofessional education helps in promoting mutual understanding and teamwork among health professional students. It is important that health professional students recognize its value in the healthcare system. However, the perspectives and readiness of health professional students towards Interprofessional education has not been evaluated in Pakistani context.

Methodology: This comparative cross-sectional study has used pre-validated RIPLS tool to find out the readiness of students enrolled in medicine, dentistry, nursing, pharmacy and physiotherapy programs. Data was collected through an online survey by using Questioner survey tool. The response of students on RIPLS questionnaire was recorded by using a 5- point Likert scale. ANOVA and t-test were used to perform the comparative analysis.

Results: 394 students completed the questionnaire with a response rate of 68.17%. The students showed fairly positive attitudes (mean = 74.40, SD = 8.41) towards IPE. Medical students showed maximum awareness of Interprofessional education (mean = 75.96, SD = 6.71) whereas the response of dental students reflected least awareness of IPE (mean = 71.29, SD = 8.34). The students of integrated curriculum showed more positive response towards IPE (mean = 75.39, SD = 6.86) as compared to the students of traditional curriculum (mean = 73.66, SD = 9.34).

Conclusion: In Pakistan, undergraduate students in healthcare professional studies value shared learning, teamwork and collaboration. Overall, students of all professions showed a high level of readiness for Interprofessional learning. Our findings indicated that medical students valued Interprofessional education more than other disciplines. On the other hand, dental and physiotherapy students showed least awareness which may pose challenges to Pakistani healthcare system. In our curricular comparison analysis, the more pronounced readiness of students in integrated curriculum reflects its effectiveness in promoting Interprofessional collaboration among future healthcare providers.

THEME: TEACHING & LEARNING

Name: Talat Waseem
Email: twaseem@gmail.com

43. Title: A novel simulation competition format as an effective instructional tool in post-graduate medical education

Introduction: Objective: Medical simulation competitions are a growing reality. This study aims at exploring if a novel format of simulation competition (SIMCUP) can be an effective educational format in post-graduate education.

Methodology: We designed a 2-day event that included scientific educational lectures, an orientation to the competition, familiarization with the simulation lab, and competition time. Day 1 was devoted to preliminary rounds and was structured using an Objective Structured Clinical Examination (OSCE)-like system. On day 2, the first four teams advanced to semi-finals and then to finals, which were held using a classical SimWars style's, Setting and subjects: A total of 14 four-participant teams participated in the event over two editions (Ed.1 in 2015 and Ed.2 in 2016). Interventions: External referees evaluated both technical and non-technical skills for each simulated scenario. Each participant was also administered pre- and post-test questionnaires covering self-perception about the confidence in managing simulated clinical cases, educational effectiveness, satisfaction with the simulation experience, and previous simulation training.

Results: Overall participants found SIMCUP a useful learning experience, rating it 10 [9, 10] and 10 [7.75–10] out of 10 for Ed.1 and Ed.2, respectively. Participants reported, using a 10-point semantic differential scale ranging from "1 - strongly disagree." to "10 - strongly agree," finding both days to be educationally effective: day 1 was rated 9 [7–10] and 9 [8–10] as day 2 was rated 8 [7–10] and 8 [7–10] for Ed. 1 and Ed. 2, respectively. Participants' self-perception regarding the confidence of managing the specific scenarios significantly improved immediately after the event as measured by pre- and post-questionnaires for all stations and during both editions.

Conclusion: This study suggests that simulation competition can serve as an effective instructional format in residency training.Ingrassia PL, Franc JM, Carenzo L. A novel simulation competition format as an effective instructional tool in post-graduate medical education. Adv Simul [Internet]. 2018 Dec 9 [cited 2018 Aug 14]; 3(1):17. Available from: https://advancesinsimulation.biomedcentral.com/articles/10.1186/s41077-018-0075-4

THEME: TEACHING & LEARNING

Name: Dr. Zakia Saleem, Dr. Muhammad Sohaib Nawaz
Email: zakia.saleem@hotmail.com

44. Title: Dental Students' Perceived Clinical Competence in Prosthodontics: Comparison of Traditional and Modular Learning Methodologies

Introduction: Competency perceived by a dental graduate during his graduation is an important building block to lay the foundation of a competent dental practice. Teaching methodology is changing world wide from traditional system of teaching (subject based) towards modern system of teaching (Modular). The aim of study is to assess and compare the perceived clinical competence of students in prosthodontics, gone through traditional and modular system at UCD Lahore, Pakistan.

Methodology: The study was conducted at the university college of dentistry (UCD) University of Lahore (UOL). Informed consent was taken and study was approved by ethical review board UCD UOL. Traditional cohort comprises of 39 students of final year BDS of year 2018 and modular cohort comprises of 59 students of third year BDS of year 2018. The study was conducted using the pre-validated questionnaire comprising of 19 questions.

Results: Results are statistically not significant but values shows that level of students from modular system is similar to that of students from traditional system.

Conclusion: Students of the modular cohort showed better perceived competencies than the traditional cohort. Within the scope of the study it can be concluded that students from modular system can achieve better clinical competency than traditional system in removable prosthodontics but the true on ground clinical experience is much more important than teaching methodologies.

Name: Dr Faiza Farooq
Email: tofaiza@gmail.com

45. Title: Effectiveness of Simulation Based Flipped Classroom for Ultrasound Guided Biopsy Skills of Postgraduate Radiology Residents

Introduction: The flipped classroom, a blended learning paradigm that uses preclass review of online videos followed by interactive sessions, has been reported as an effective alternative to traditional lectures. This teaching methodology has become increasingly popular in health professions education. Training in Interventional Radiology currently uses the apprenticeship model, where clinical and technical skills of invasive procedures are only learned during procedures on patients. There are several problems with its use. The fundamental ethical principle of non-maleficence requires that no preventable harm come to patients involved in the training process.

Objectives: To assess the effectiveness of simulation-based flipped class room for ultrasound guided biopsy skills of radiology residents.

Methodology: Study design: Quantitative experimental study

Study setting: University of Lahore Teaching Hospital, University of Lahore

Duration: Six months, Sample size: All postgraduate radiology residents, Sampling technique: Randomized control sampling

Data Collection Procedure: The quick access of web based learning has opened the door for teachers to communicate effectively with students (Ramaswamy, 2017).

WhatsApp is an easily accessible application and all students are familiar with it. So it can be used for flipped classroom activity. A group on WhatsApp will be formed by the instructor adding all the participant students in research activity.

Results: The data will be analyzed by using SPSS version 25 and results of two groups will be compared to see the effectiveness of simulation based flipped classroom. The numeric data like age, marks obtained will be presented in the form of Mean+/- Standard deviation.

Conclusion: If postgraduate residents show positive improvement in ultrasound guided biopsy skills after simulation-based flipped classroom then this approach can be applied successfully in radiology residency and may offer additional benefits compared with traditional lecture and apprenticeship-based curricula.

THEME: TEACHING & LEARNING

Name: Dr Fauzia Butt
Email: drfauziabutt@hotmail.com

46. Title: Exploring Negative Emotions Among Junior Residents and Emotional Regulation (ER) Strategies To Overcome It

Introduction: Exploration of negative emotions and preparedness to deal, identify a wider range of automated or 'hidden' strategies for regulating emotion. And may contribute positively to the health and welfare of future doctors, reduce burnouts, increased empathy and reduce cynicism during training as well as patient satisfaction and quality of care.

Research question
1. What are the difficult clinical experiences/situations encountered during training?
2. What strategies are employed in difficult situations to control negative emotion before, during and after the situation?

Objectives: The objective of this study will be to explore negative emotions encountered in clinical settings and emotional regulation strategies to overcome it.

Methodology:
Study design: Phenomenological study
Study type: Qualitative study,
Setting: Sharif Medical and Dental College and Lady Willingdon hospital,
Duration of study: 6months
Sample size: 10 residents (1st and 2nd year postgraduate residents of Gyne and obstetrics of Sharif medical and dental college and Lady Willing don Hospital),
Sampling technique: Purposive sampling
Data collection procedure: After informed consent semi structured interviews will be done.
Methodology will be described according to the Consolidated Criteria for Reporting Qualitative Research (COREQ) 32-item checklist for qualitative studies

Data Analysis: The qualitative data produced through interviews will be coded and theme and sub-themes will be generated. Analysis and findings reduced through verbatim transcription and will be entered in Atlas-ti for theme generation and word frequency count

Results: Results awaited

Conclusion: Exploration of emotional regulation strategies will help in copying young doctors with difficult situations encountered in clinical practice as well in patient management. This will defiantly improve their working ability; reduce stress and burnouts at work place and improve quality of care for patients.

THEME: TEACHING & LEARNING

Name: Dr.Anum Mehmood ch
Email: anumch45@gmail.com

47. Title: "Cognitive Information Processing Theory"

Introduction: According to the cognitive information processing (CIP) view, the human learner is conceived to be a processor of information, in much the same way a computer is.When learning occurs, information is input from the environment, processed and stored in memory, and output in the form of a learned capability. Proponents of the CIP model, like behaviorists, seek to explain how the environment modifies human behavior.

Following are the main component of theory:
1. sensory memory
2. short-term memory
3. long-term memory

Methodology: Sensory memory represents the first stage of information processing. Associated with the senses (vision, hearing, etc.), it functions to hold information in memory very briefly, just long enough for the information to be further processed. It is believed that there is a separate sensory memory corresponding to each of the five senses, but all are assumed to operate in the same way. Short-Term Memory (STM) functions as a temporary working memory where further processing is carried out to make information ready for long term storage or a response.

Results: Basic characteristics of a classroom instruction based on cognitive theories can be summarized as follows:

- Emphasis on the active involvement of the learner in the learning process (learner control)
- Metacognitive training (e.g., self-planning, monitoring, and revising techniques)
- Use of hierarchical analyses to identify and illustrate prerequisite relationships (cognitive task analysis procedures)
- Emphasis on structuring, organizing, and sequencing information to facilitate optimal processing (use of cognitive strategies such as outlining, summaries, synthesizers, advanced organizers, etc.)
- Creation of learning environments that allow and encourage students to make connections with previously learned material (recall of prerequisite skills; use of relevant examples, analogies)

Conclusion: Teachers give students the tools to organize information for easier encoding, storage and retrieval e.g. internet research tools, and hands on activity, interactive white board When presenting new information the teacher reuses old information to introduce new information and make connections e.g. to stay on topic, detail conversation, understand how to initiate maintain and end conversation, SGD.

THEME: ASSESSMENT

Name: Dr Asma Rasheed

Email: asma.rasheed@ucm.uol.edu.pk

48. Title: Digital Use of Portfolio

Introduction: A portfolio is written course work, made by the student; each piece of work is a reflective, thoughtful analysis of an event, a question or a case. Digital portfolios are becoming increasingly common in medical education as a unique learning opportunity. Digital portfolios allow flexible multi format ways for students to present their body of work e.g research projects, procedural information, patient interaction, clinical evaluation and personal reflection. Digital portfolio can be used to assess student's skill, knowledge and attitude. Use of e portfolios is less common in Pakistan. So the current poster is design to emphasis or highlights the different uses of digital portfolio.

Objective: To evaluate the established use of e-portfolios in the MBBS program of Newcastle university.

Methodology:

Study design: Cross sectional

Setting: James Cook University Hospital

Duration: One month (March/April 2006)

Study population: Fourth year medical students during their clinical rotation

Sample size: Pilot study involved 30 medical students

Sample collection: Data was collected by giving students a quantitative questionnaire

Results: 73.33% (n=22) of students found digital portfolio useful for access to log books, 16.66% (n=5) hospital guide lines and 10 % (n=3) external web resources. Out of 30, 22 students created a total of 207 log book entries and collected 5 supervisors signatures over one month period and found it useful.

Conclusion: This study demonstrates the feasibility of using of e portfolios in log book entries. The digital portfolio is more authentic and user friendly in assessing students' knowledge, attitude, and competence compared to traditional paper based portfolio.6-

Study limitations: Pilot study began mid-way in rotation, Wireless connectivity in wards but not in educational center. Reconfiguration network= limited access after week 2

THEME: TEACHING & LEARNING

Name: Dr Nighat Majeed
Email: dr_nm@hotmail.com

49. Title: Blended Learning The New Formal and Emerging Technology

Introduction: It is a combination of online and in-class instruction with reduced in class seat time for students. Blended learning coalesces around access, success, and students' perception of their learning environments. United States faces a widening educational gap between underserved student population and those communities with greater financial and technological resources .It has led to a question that, can blended learning help to increase access thereby alleviating some of the issues faced by our lower income students while resulting in improved educational equality? Blended learning forces us to consider the characteristics of digital technology, in general, and information communication technologies more specifically.

Methodology:

Study Objectives: To address student access by examining success and withdrawal rates in the blended learning courses by comparing them to face-to-face and online modalities & To assess the differences in success and withdrawal rates with the minority status of students

Study Design: Prospective cohort study

Setting: University of Central Florida.

Duration: The study was conducted for the fall 2014 through fall 2015 semesters.

Methods: Student grades by course modality were recorded into a binary variable with C or higher assigned a value of 1, and remaining values a 0. Withdrawal was similarly coded by the presence or absence of its occurrence.

Statistical Analysis: A classification and regression tree (CART) with SPSS 23 was performed on the student end of course evaluation protocol.

Results:

1. Blended learning has an advantage when looking at overall success and withdrawal rates.
2. Grades are a strong predictor of college completion. The blended modality is competitive and results in lower overall withdrawal rates than either fully online or face-to-face courses.
3. In selection of course, blended learning is rated as the preferred choice.
4. Blending maintains or increases access for most student cohorts and produces improved success rates for minority and non-minority students alike.
5. The 99% students rated the faculty as excellent faculty.

Conclusion: Blended learning maintains or increases access for most students and produces improved success rates for minority and non-minority students alike.

The external and demographic variables have minimal impact on college membership, course level /modality, expected grade or desire to take a particular course has little to do with their course ratings.

Important factors relating to progress toward course objectives is the creating an effective learning environment and the instructors' effective communication.

THEME: TEACHING & LEARNING

Name: Dr. Annam Aziz / Dr. Zain Gulzar
Email: annamaziz249@gmail.com

50. Title: Reflection of Mentoring on Dental Students for their Personal and Professional Development.

Introduction: The aim of the study was to increase under-standing of the meaning of continuous group mentoring for dental students´ personal and professional development. Despite the consensus on the importance of reflection for dental professionals, a lack of understanding remains about how students and clinicians should develop their ability to reflect. The aim of this study was to investigate dental student's perceptions of mentor groups as an instructional method to facilitate students' reflection in terms of the strategy's learning potential, role of the mentor, group dynamics, and feasibility. During the group sessions the students could reflect and learn in interaction with others. Recurrent reflection about oneself and one´s competences led to awareness of one's own development. Combined group mentoring creates space for reflection on the humanistic aspects of the professional role. Continuity in Mentorship helps students to reflect on and recognize their own professional development.

Methodology: At University Dental Hospital, The University of Lahore, dental students were encouraged to reflect on their clinical experiences and personal development in reflective mentoring session. Sessions were guided by mentors to establish a safe environment, frame clinical discussions, and stimulate reflection. In total, 75 students of year one, two, three and four received a questionnaire. Students perceptions of the experience were assessed with a 17-statement questionnaire followed by four themes (learning potential, role of the mentor, group dynamics, and feasibility) with response options on a five-point Likert scale (1=totally disagree to 5=totally agree). All the students were asked to complete the questionnaire. Completed questionnaires were collected by the mentors and returned to the principal investigator.

Results: A total of 250 students returned questionnaires, resulting in response rates of 68% respectively. The responses showed that the students were neutral to positive about the statements related to learning potential with the result of 73.73 % for all four years. In general, the students agreed on the importance of the mentor's role during reflective mentoring group sessions with the result of 73.87 %. All statements about group dynamics aspects were perceived as beneficial for reflections with 70.37%. The strategy used in the Mentoring sessions (student meeting notes) and the feasibility was perceived as neutral to positive with the total of 63.37 %.

Conclusion: This study described the use of group mentoring sessions as a strategy to facilitate reflective discussions about clinical experiences and personal development among the students is beneficial. Mentoring groups sessions were appreciated by the students along with the role of mentor and is potentially valuable approach in dental education to promote reflection and critical thinking.

THEME: TEACHING & LEARNING

Name: Rabia Khurram
Email: malikrabia787@gmail.com

51. Title: Examining the Role of Self-regulation and Emotion in Clinical Reasoning Implications for Developing Expertise

Introduction: Medical schools are highly selective and students who gain admission score well on factors that help them achieve competency in their chosen specialties. However, learning trajectories toward expertise differ for individuals. Research across disciplines has demonstrated that experts reveal higher self-regulated learning (SRL). However, less is known about how emotions influence SRL. This paper explores the role that self-regulation and emotions play in solving clinical cases in Bio World, a simulated hospital environment where students apply their basic science knowledge to diagnosing virtual patient cases. In this study we observed whether high differ from low performing medical students in the: (a) amount and type of SRL processes engaged in while learning, (b) types of emotions experienced before and during solving a case, and (c) reciprocal effects of emotions on SRL.

Methodology: Through advertisements and list serves (via email), 43 second year medical students (17 males, 26 females, Age ¼24.5, SD¼3.51) from a North American university volunteered to participate in this study. These students had completed a prerequisite course on endocrinology, metabolism, and nutrition and thus share similar prior science knowledge. The Medical Emotion Scale (MES) (Duffy 2016) was used to measure medical emotions experienced during clinical reasoning with Bio World. The MES classifies 22 state emotions into four categories according to valence and arousal level: positive activating, positive deactivating, negative activating, and negative deactivating emotions.

Results: It was observed that the trend was for high performers to spend less time solving the case. However, highs allocated more time than lows prioritizing evidences and results (t= −2.12, p<0.05), which revealed more time on particular reflection SRL processes (see Table 1). No significant group differences in emotions were found before attempting the case. Most of the emotions were neutral before solving the case but emotions changed during solving the case, with a decrease in neutral (t= 3.12, p<0.05) (Table 2). High performers showed less neutral and less negative activating emotions than the low performers during case solution (see Table 3).

Conclusion: The results conclude that performance differences in making a clinical diagnosis can be attributed to differences in SRL processes and the management of emotions. Understanding how these pivotal triggers can help or hinder clinical reasoning while diagnosing patient cases can lead to changes in how we teach clinical diagnosis. It is suggested that extending the log file methodology to include analysis of SRL through think aloud data could provide convergent evidence that presents a deeper understanding of these differences.

THEME: RESEARCH

Name: Syed Faraz Ul Hassan Shah Gillani
Email: faraz.hassan20@gmail.com

52. Title: Social Perceptiveness of Orthopedic Surgery Resident Working As Team Leader; A Perfect Social Map Design

Introduction: Certain residents outperform their peers. Surgical residents focus on technical competencies. The role of the residents is more customized over the time. They need to develop other competencies beside technical one. Emotional intelligence (EI) is one's perception, understanding and manage own and another person's emotions (Goleman, 1995). Individuals with good EQ perform better at workplace (Arora et al., 2010). Goleman described EI in five headings of motivation, empathy, self-awareness, self-control and social skills (Goleman, 1995).

The objective of this study will be to assess the interpersonal and intrapersonal intelligence of orthopedic surgery resident working as team leader and their effects on the competencies of junior residents.

Methodology:
Study Design: It is a qualitative study.
Setting: Department of Orthopedic Surgery, Mayo Hospital, Lahore.
Duration of Study: Six months after approval of the synopsis.
Sampleing Technique: Non-probability consecutive sampling technique.
Data Collection Precedure:
All participants who will meet the inclusion criterion will be interviewed at Department, Mayo Hospital Lahore (MHL). After taking all ethical considerations and explaining purpose to the participants, we will take written consent.

Results (Hypothesis):
Training is a vital period of every doctor. He has to learn technical competencies to become a good specialist. It is a team work led by leader of the team. There is hierarchy of the power in the teaching department. In this multifaceted role, team leader has vital role. Its social mapping can affect the team performance. This may lead to difficulty in doing good training.

Conclusion: The objectives of this study are to, Determine the ability of interpersonal and intrapersonal ability of the team leader and its team leading traits effect on team performance in the face of frustration, control of the impulse in multifaceted role, motivation of team and peer learning.

Name: Muhammad Mustehsan Bashir
Email: mmbashir1@gmail.com

53. Title: A Novel Model of Flipped Classroom In Journal Club

Introduction: Journal Club (JC) as a pedagogical strategy has long been used in residency programs to teach Evidence Based Medical (EBM) practice skills. Traditional model of JC disengages and stifles resident learning, fails to develop critical appraisal skills and produces gap between academic journals and professional practice. The desire to make JC more interactive and engaging necessitates introduction of new learning methods and strategies. A novel model of flipped classroom in JC is described to meet such demands.

Methodology: Flipped classroom model for JC comprises of online and in class learning activities. All residents receive a notification to complete the online modules. Each module consists of an introductory page presenting a clinical vignette followed by three discussion forums: the validity discussion forum, the results discussion forum and applicability discussion forum. On discussion forums residents first respond to proposed questions and then to colleagues' remarks by asking a question to one of their colleagues' answers or to present an answer to the colleagues' proposed questions. In class activities include discussion on introduction, validity, results and applicability to practice.

Results: This article provided an insight into the logistics of implementing a flipped classroom instructional design. Implementing a flipped classroom model to teach EBM in a residency program not only is possible but also may constitute improved learning opportunity for residents as it is founded on sound pedagogical principles

Conclusion: A flipped classroom model appears to be an ideal strategy to meet the demands to connect evidence to practice while creating engaged, culturally competent, and technologically literate physicians. It has the limitation of not examining whether the model improves its intended outcomes. Follow-up work is needed to evaluate the effectiveness of this model on both learning and clinical practice.

THEME: OTHER

Name: Dr. Annam Aziz / Dr. Zain Gulzar
Email: annamaziz249@gmail.com

54. Title: Reflection of Mentoring on Dental Students for their Personal and Professional Development

Introduction: The aim of the study was to increase under-standing of the meaning of continuous group mentoring for dental students´ personal and professional development. Despite the consensus on the importance of reflection for dental professionals, a lack of understanding remains about how students and clinicians should develop their ability to reflect. The aim of this study was to investigate dental student's perceptions of mentor groups as an instructional method to facilitate students' reflection in terms of the strategy's learning potential, role of the mentor, group dynamics, and feasibility. During the group sessions the students could reflect and learn in interaction with others. Recurrent reflection about oneself and one´s competences led to awareness of one's own development.

Methodology: At University Dental Hospital, The University of Lahore, dental students were encouraged to reflect on their clinical experiences and personal development in reflective mentoring session. Sessions were guided by mentors to establish a safe environment, frame clinical discussions, and stimulate reflection. In total, 75 students of year one, two, three and four received a questionnaire. Students perceptions of the experience were assessed with a 17-statement questionnaire followed by four themes (learning potential, role of the mentor, group dynamics, and feasibility) with response options on a five-point Likert scale (1=totally disagree to 5=totally agree). All the students were asked to complete the questionnaire. Completed questionnaires were collected by the mentors and returned to the principal investigator.

Results: A total of 250 students returned questionnaires, resulting in response rates of 68% respectively. The responses showed that the students were neutral to positive about the statements related to learning potential with the result of 73.73 % for all four years. In general, the students agreed on the importance of the mentor's role during reflective mentoring group sessions with the result of 73.87 %. All statements about group dynamics aspects were perceived as beneficial for reflections with 70.37%. The strategy used in the Mentoring sessions (student meeting notes) and the feasibility was perceived as neutral to positive with the total of 63.37 %.

Conclusion: This study described the use of group mentoring sessions as a strategy to facilitate reflective discussions about clinical experiences and personal development among the students is beneficial. Mentoring groups sessions were appreciated by the students along with the role of mentor and is potentially valuable approach in dental education to promote reflection and critical thinking.

THEME: TEACHING & LEARNING

Name: Dr.Saleem Ahmed
Email: saleem.khan2025@Yahoo.com

55. Title: Constructivist Theory of Learning

Introduction: Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are subjective reaction to didactic approaches such as behaviorism and programmed instruction, Constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it.

Methodology: Piaget's theory of Constructivism impacts learning curriculum because teachers have to make a curriculum plan which enhances their students' logical and conceptual growth. Teacher must put emphasis on the significant role that experiences-or connections with the adjoining atmosphere-play in student education. For example, teachers must bear in mind the role those fundamental concepts, such as the permanence of objects, plays when it comes to establishing cognitive structures.

Results: .Apart from learning theories, Piaget's theory of Constructivism addresses how learning actually occurs, not focusing on what influences learning. The role of teachers is very important. Instead of giving a lecture the teachers in this theory function as facilitators whose role is to aid the student when it comes to their own understanding. This takes away focus from the teacher and lecture and puts it upon the student and their learning. The resources and lesson plans that must be initiated for this learning theory take a very different approach toward traditional learning as well. Instead of telling, the teacher must begin asking. Instead of answering questions that only align with their curriculum, the facilitator in this case must make it so that the student comes to the conclusions on their own instead of being told. Also, teachers are continually in conversation with the students, creating the learning experience that is open to new directions depending upon the needs of the student as the learning progresses.

Conclusion: Teachers following Piaget's theory of Constructivism must challenge the student by making them effective critical thinkers and not being merely a "teacher" but also a mentor, a consultant, and a coach.

Some strategies for teacher include having students working together and aiding to answer one another's questions. Another strategy includes designating one student as the "expert" on a subject and having them teach the class. Finally, allowing students to work in groups or pairs and research controversial topics which they must then present to the class.

THEME: OTHER

Name: Dr Tazeem Akhtar
Email: tazeemshahbaz@hotmail.com

56. Title: Constructivism Theory

Introduction: Constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction." Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education. The theory suggests that humans construct knowledge and meaning from their experiences.

Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning.

The second notion is that learning is active rather than passive. Learners confront their understanding in light of what they encounter in the new learning situation.

Methodology: Constructivist conceptions of learning have their historical roots in the Work of Dewey (1929), Bruner (1961), Vygotsky (1962), and Piaget (1980). Bednar, Cunningham, Duffy, and Perry (1992) and Von Glasersfeld (1995)

Results: Constructivism is basically a theory which is based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

Conclusion: Constructivism is a theory that asserts that learning is an activity that is individual to the learner. This theory hypothesizes that individuals will try to make sense of all information that they perceive, and that each individual will, therefore, "construct" their own meaning from that information. Constructivism represents one of the big ideas in education. Its implications for how teachers teach and learn to teach are enormous.

THEME: TEACHING & LEARNING

Name: Dr Muhammad Arslan, Dr Muhammad Sohaib Nawaz, Dr Rehan Shabbir
Email: arslan24194@gmail.com

57. Title: Bullying in Dental School

Introduction: Bullying can be defined as "persistent, offensive, abusive, intimidating, malicious or insulting behavior, abuse of power or unfair penal sanctions, which makes the recipients feel upset, threatened, humiliated or vulnerable and undermines their self-confidence and may cause them to suffer stress.

Bullying in medical profession: Bullying is a universal phenomenon that occurs in various professions and the medical profession is by no means an exception.

Survey in Pakistan: Although bullying among doctors has been studied extensively in the developed world, it has received little attention in developing countries. So some studies have been conducted in Pakistan

Methodology: A cross sectional survey of junior doctors will be conducted in public as well as private sectors of Pakistan.

 A validated NAQ-R questionnaire is used.

The data was analyzed using the Statistical Package for the Social Sciences. Descriptive statistics will be employed to report the results.

Results: Among 100 Doctors approached, a total of 90 doctors agreed to participate in the study (83.3% response rate).The mean age of respondents was $24\pm2.66\%$ of the respondents were female.34% of the respondents were male. Overall, (84%) doctors reported experiencing one or more types of bullying over the past 12 months. 70% of male& 90% of females felt they had faced some type of bullying.

Conclusion: Bullying is a universal phenomenon that occurs everywhere, and dental profession is no exception to it. Most of the time bullying went unreported.

The need of the hours is to educate people about bullying. Major changes are required at the organizational and individual levels in Pakistan to tackle the bullying problem and prevent its adverse consequences.

THEME: RESEARCH

Name: Dr. Mehak Baloch/Dr. Noor ul Ain/Dr. Hina Waqar/Dr. Muhammad Sohaib Nawaz
Email: mehakbaloch39@yahoo.com

58. Title: Stress Inducers in Dental Students!

Introduction: In a medical or biological context stress is a physical, mental or emotional factor that causes bodily or mental tension. Stresses can be external (from the environment, psychological, or social situations) or internal (illness, or from a medical procedure).

Methodology: A quantitative study was conducted at University College of Dentistry (UOL). Data for this study was collected by a validated questionnaire. This questionnaire was adopted from the Dental Environmental Stress Questionnaire (Waterman et al, 1993).

This questionnaire was distributed among Final Year BDS students & House Officers and informed consent was taken.

Data analysis is being carried out using SPSS version 20.

Results: A total of 90 out of 150 people participated willingly in this study. Out of the respondents most of them were females and less were males. Most of them were between 21 to 25 years of age. Final year students are more stressed than house officers. Examination and grades, completing graduation requirement, fear of failing, working on patients with poor personal hygiene and insecurity concerning your professional future are more stressful.

These are expected results.

Conclusion: Being stressed is a natural phenomenon. Students are at higher level because they are unable to perform clinical procedures efficiently like house officers and there are many other factors as well. House officers also face lots of problems. Measures should be taken to tackle this problem which everyone is facing.

Name: Dr. Tasneem Fatima
Email: dr.tasneemfatima@yahoo.com

59. Title: Behavioral Theory

Introduction: Medical education of today continues to evolve to meet the challenges of the stakeholders. Medical professionals today are expected to play multiple roles besides being experts. The understanding of learning theories will be helpful in designing and delivering the curriculum to meet the demands. Behaviorism is the earliest of the three classical theories.

Methodology: Ivan Pavlov 1849-1936 (Russian psychologist and physiologist) Founder of classical conditioning. Classical conditioning is a form of associative learning

- Unconditioned stimulus (US) + Unconditioned response (UR)

- Conditioned stimulus + Conditioned response (CR)

- John B. Watson (1878-1958) coined the term "behaviorism"

- Studied how a certain stimuli led organisms to make responses

- Believed psychology was only an objective observation of behavior

- B.F. Skinner 1904 – 1990   (American behaviorist)

He developed the theory of operant conditioning. Skinner renamed classical conditioning as "respondent conditioning" since in this type of learning, one is responding to an environmental antecedent. Edward lee Thorndike: (1874-1949) Law of Effect: Learning is the result of associations forming between stimuli and responses. Such associations or "habits" become strengthened or weakened by the nature and frequency of the S-R pairings.

Results: Behaviorism theorists done the following experiments to support this theory. Ivan Pavlov's experimental work on dogs illustrated the impact of stimulus on responses and paved the way to the use of rewards to learn i.e. the classical conditioning reflex. This formed the basis for John Watson in 1925 and later Joseph Wolpe in 1958 to apply experimental findings to learning in humans. It also led to the development of educational psychology. B.F Skinner introduced operant conditioning as re-enforcers, whether they were positive or negative, to achieve desirable goals which were pleasurable or comfortable to the learner. Later 'punishment' reinforces were included for the 'not-so pleasurable behavior remedy.

THEME: TEACHING & LEARNING

Name: Dr. Sumera Nisar
Email: sumeranisar16@gmail.com

60. Title: Bridge The Gap By Entrust Able Professional Activities

Introduction: The medical education has a continuous struggle to keep a balance between knowledge (theory) and skills (Practice). In the 19th century a concept of "Competency based medical education (CBME)" was introduced to bridge this gap between the theory and practice and to get the desired results in a very standardized manner in the clinical training of Medicine. The competencies are the roles in medical education which are considered essential for an effective practicing physician. The Accreditation Council of Graduate Medical Education (ACGME) and American Board of Medical Specialist (ABMS) declared the six core competencies, which are:

1. Patient care

2. Medical knowledge

3. Professionalism

4. Interpersonal and communication skills

5. Practice based learning and improvement

6. System based practice

Although these core competencies are an excellent job by the medical educationists but still there is a difference between the concepts and the practices. The supervisors and the trainees felt a missing link in their training and to address this issue the concept of Entrustable professional activities was introduced by Dr. Olle ten Cate.

Methodology: What are EPAs?
EPAs are the units of professional practice, defined as tasks or responsibilities to be entrusted to a trainee once sufficient competence has attained. These EPAs aim to prepare the medical graduates, a safe and skillful professional during their residency program for the better care of the patients. The above list shows that the medical expert, communicator, scholar and professional competencies are all required in order to carry out this particular key EPA.A trainee must learn and master them all independently and individually to become an effective and practicing physician at the time of completion of his training. EPAs require multiple competencies in a trainee which he needs to master before completing his clinical training program

Results: EPAs require multiple competencies in a trainee which he needs to master before completing his clinical training program. In this way we can bridge the gap between the theory and practice to produce better and skillful health professionals for the better care of the patient.

THEME: RESEARCH

Name: Sobia Nawaz
Email: dr.sobiadnan@gmail.com

61. Title: Feed back

Introduction: Patient feedback consists of views and options of that patients experience during their stay in hospital and service users by them and the attitude of the doctors that they experienced .There is be short of clarity about the idea of feedback, and how this might affect a doctor, and the patient's relationship . In part this can be recognized to the very rare call for feedback, and misunderstanding with a range of other patient surveys but also doubt about revalidation as a whole.

Methodology:

My study involves post graduate tyrannies

Semi-quantitative methods – i.e. standardized questionnaires. These are currently the primary method used to collect patient feedback for revalidation. The feedback is in the form of rating-scale scores of a doctor's skills, attitudes and behaviors. c – Is tools (including individual and group interviews) seeking free-text comments and personal narratives. Questions focus on the doctor–patient interaction – particularly the doctor's interpersonal, communication, and patient engagement and enablement skills. These are generic attributes required of doctors as specified in Good medical practice.

Setting: I will conduct my study in Nawaz Sharif social security hospital Multan road Lahore Pakistan.

Duration of Study: One year almost time starts from 1st November 2018

Sample Size: Three to four groups of doctors, each group have 50 doctors to participate.

Sampling Technique: mention relevant sampling technique as per study requirement.

Sample Selection: Mixed methods for obtaining patient feedback the methods that could be used to obtain patient feedback fall into two broad groups: Semi-quantitative methods – i.e. standardized questionnaires. These are currently the primary method used to collect patient feedback for revalidation. The feedback is in the form of rating-scale scores of a doctor's skills, attitudes and behaviors.

Qualitative methods – is tools (including individual and group interviews) seeking free-text comments and personal narratives. These are currently used much less but both patients and doctors feel strongly that they would provide a rich source of feedback information for a doctor's appraisal, professional development and revalidation. Semi-quantitative methods: patient feedback questionnaires a number of standardized patient feedback questionnaires are in use for appraisal and revalidation. They are predominantly reliant on scaling questions, Questions focus on the doctor–patient interaction – particularly the doctor's interpersonal, communication, and patient engagement and enablement skills. These are generic attributes required of doctors as specified in Good medical practice.

THEME: TEACHING & LEARNING

Name: Arooj Zafar
Email: arooj_zafar@hotmail.com

62. Title: Strength of Motivation for Medical School (SMMS) Questionnaire - Measuring Strength of Motivation for Medical School

Introduction: Students vary in their strength of motivation to start and pursue medical training. This study was conducted to investigate the psychometric properties of a Strength of Motivation for Medical School (SMMS) questionnaire.

Methodology: The questionnaire was designed using an iterative method. The instrument was applied to medical students (N= 296) at the start of medical school and to potential applicants (N= 147). The stability of the concept over a six months' time and associations with other motivation measures were studied. A separate group of potential applicants and their parents (N= 169) were asked to validate the items of the questionnaire.

Results: Cronbach's alpha reliability of .79 was found. Test-retest reliability of SMMS-scores with a six months interval was .71. Little to no association with specific dimensions of motivation was found, except for a negative correlation with 'ambivalence towards studying'. SMMS-scores were associated with potential applicants' plans to apply for medical school (Spearman's rho .65) and differentially with potential applicants' and their parents' judgements of item validities (.13 to .57).

Conclusion: The SMMS-questionnaire appears to be a reliable and valid instrument to measure strength of motivation for medical training in students who have just entered medical school. It may be used to evaluate the validity of selection procedures and to identify associated variables that could be used in selection procedures.

Name: Dr Badar Ul Ahad Gill
Email: badargill1@hotmail.com

63. Title: Impact of Inter-professional education on team performance and behavior of health   professionals working in cardiac catheterization laboratory

Introduction: Involvement of multiple disciplines working at a same time for one patient has evolved the concept of Interprofessional practice.

A synergistic model of patient care that enabled professionals from different specialties to work together to provide a well-coordinated care.

With the advent of new devices and shift of treatment of many cardiovascular diseases from open heart surgery to per-cutaneous procedures, many professionals work together in the cath lab for a single procedure.

Methodology:
Study design: It is an experimental, mixed method study Total of 54 participants will be enrolled for the study,
Setting and Duration: It will be carried out at CPE Institute of cardiology Multan Period of September 2018 to Dec 2018
Sample Size: Total of 54 participants will be enrolled for the study included in 7 groups: Interventional cardiologist, Senior Registrar, Staff Nurse, Lab technician, Echo cardiographer, Radiographer, Biomedical Engineer.
Sample technique: All professionals working in the cath will be enrolled to attend the workshops of IPE and all of them will be invited to participate in the study.
Data Collection Procedure: We will evaluate IPE by means of mixed method design, consisting of two sets of questionnaires and semi structured interviews .The questionnaires will be answered by the participants before and after an IPE program that will consist of three workshops. Semi structured interviews will be conducted after the third workshop.
Data will be analyzed by using SPSS version 21.0.Baseline characteristics of the participants will be analyzed by using descriptive statistics. Independent t test and chi square test will be used to compare the demographic data of workshop participants. Dependent t test will be used to compare the means of score.

Results: Results will be obtained after the study.

Conclusion: It is expected that IPE will have a positive impact on the health professionals working cath lab

THEME: TEACHING & LEARNING

Name: Dr. Sibtain Raza
Email: drsibtain204@gmail.com

64. Title: Social Media for Learning and Teaching Undergraduate Sciences: Good Practice Guidelines from Intervention

Introduction: Social media has become an integral avenue of social interaction. Given that engagement with peers is an important component to student success in higher education[1] Contemporary teaching methods have been adapted to include social media, specifically the Facebook, a very popular networking website amongst all age groups.

The real and potential benefits of Facebook are documented. Whittaker (2013) posits that technologies used in learning promote a social constructivist educational approach which is student focused, highlighting open dialogue and collaborative construction of knowledge[2] .In this way, social media may be key to modern professional engagement and continued learning. On the other hand, the educational value of Facebook may be questioned. Wise, Skues and Williams (2011) stated that Facebook promotes social but not academic engagement.[3] further, this new digital paradigm is changing how we relate to society4. This paper reports on an investigation into the success of Facebook as an educational tool.

Methodology: The service offered by Facebook Inc. was used as a platform for a Pathology class (identified as a common-interest user group), divided into groups in order to decipher case scenarios 5 Six pre-determined real-life case scenarios with problems and corollary questions were distributed to students who grouped themselves and divided the work to address the requirements of the scenarios.

Results: They found it an effective (79%; 80%) and innovative (87%; 80%) way to learn. Most found that the initiative enhanced their understanding of disease processes (73%; 80%), and would recommend it to other students (89%; 100%).

Conclusion: The outcome of a well-maintained and structured Facebook group is the formation of a learning community, where participants are connected and fully engaged with content, co-students and staff, and where knowledge is conveniently and easily accessed. This represents a relatively easily incorporated way to facilitate and encourage student engagement in contemporary higher education. The good practice guidelines and checklist presented in this paper will guide academics how to effectively use social media to enhance the learning and teaching of science concepts to undergraduate students, and help provide high quality and satisfying academic experience for students thereby contributing to academic success and ongoing professional development.

Limitation: Facebook cannot substitute for face-to-face learning and teaching; it was applied here as an additional tool to enhance the core modes learning and teaching that are lectures, tutorials and practical.

THEME: ASSESSMENT

Name: Zareena Akram
Email: dr.z_i@hotmail.com

65. Title: Assessing Program Coordinator Burnout – MME/MHPE Program

Introduction: Burnout is a disorder in which a worker experiences emotional fatigue, depersonalization, and reduced sense of job and own gratification. Burnout also comprises physical symptoms of stress such as gastrointestinal problems, nervousness, sleep disorders, and fluctuations in eating habits. High levels of increasing stress in the lives of caregivers damagingly affect their resiliency; making them more vulnerable to burnout syndrome. Increased consideration to burnout in recent years can be credited to increased knowledge about burnout and undesirable impact on people's work, Because this factor delivers financial harms for organization and society such as long time off, less working inspiration, mental sicknesses, coronary illnesses and even hospitalization also burnout on job presentation, such as motivation, excellence of work and accountability come true.

Methodology:
Study Design: Qualitative - Exploratory study
Setting: MME/MHPE Programs in Pakistan.
Duration of Study: 6months; starting from july 2018 to January 2019.
Sample Size: Who are either current or past Program Coordinators of MME/MHPE Program?
Sampling Technique: Semi- structured interview consisting of open- and closed-ended questions, assessing the Program coordinators' perspectives of burnout and occupational stress.
Sample Selection: 1. Inclusion Criteria: All Program Coordinators of MME/MHPE Programs in Pakistan, either current or past. 2. Exclusion Criteria: No exclusion criteria
Data Collection Procedure: Interview on cell phone will be recorded till in depth investigation of the subject and later on transliterated to text. Through selected quotations codes will be made. Formation of themes.
Data Analysis Procedure: Thematic analysis on vivo software.

Results: No results yet as it is a research proposal.

Conclusion: No conclusion.

Name: Fatima Aslam
Email: fatimauhs@hotmail.com

66. Title: Medical Students' Perception and Involvement in Academic Dishonesty: A Cross-Sectional Study in Lahore, Pakistan

Introduction: Academic dishonesty is a complex issue prevalent in medical institutions around the globe. This study aimed to determine the perception and involvement of medical students in academically unethical behaviors and potential relationship between the two variables using a self-administered, pre-validated questionnaire.

Methodology: 125 MBBS students of a private medical college of Lahore participated and results were evaluated using chi-square and Fisher's exact test.

Results: 63.2% of respondents were aware of institutional regulations on academic dishonesty but had low understanding and support for these policies. Nearly all students had witnessed a classmate cheating in a test but never reported these acts. Sharing assignment's matter and helping a colleague in a test were some of the highly occurring form of academic misconduct. Participants considered that copying colleague's work without permission and using electronic gadgets for help in exams was a serious offence. There was no difference between involvement score of students irrespective of awareness about regulations.

Conclusion: This study elucidates that participants get involve in cheating besides being aware of institutional regulations on academic dishonesty and believe that there is no harm in cheating with consent. Institutions should take measures to inculcate values of academic integrity in students and help them better understand the severity of penalties.

THEME: FACULTY DEVELOPMENT

Name: Qundeel zahra
Email: drqundeelzahra@gmail.com

67. Title: "Challenges in faculty development in private medical colleges"

Introduction: There is no such thing as curriculum development, only staff development"

Faculty members directly influence the teaching and the learning of the medical graduates and play a vital role in curriculum planning and assessment so faculty development is important for both personal and professional growth of the faculty members (Baker et al., 2017)Faculty development is a process that ensures the systematic improvement of skills including, leadership, interpersonal relationship, patient doctor relationship, communication skills and skills obligatory to involve in academic

Methodology: We included in our study the medical educationists who are responsible for or concerned with the faculty development programs in private sector. Telephonic interviews were organized and recorded for an average of 15 to 20 minutes. Thematic analysis was done on the transcript of the interviews.

Results: From these interviews seven main themes were identified. Most of the respondents put emphasis on lack of human and financial resources, resistance from senior faculty members and top management, working methodology, lack of encouragement, appreciation and incentives, majority of faculty members lack in foreign exposure and experience.

Conclusion: Faculty and administration of the private medical colleges require to understand the importance of faculty development and the role of independent and fully equipped department of medical education. Owners of the private medical colleges should be encouraged towards investing in this specialty as this will further improve the quality and standard of their institution. Also the regulatory bodies should play their role in implementing and conducting faculty development programs.

THEME: OTHER

Name: Remsha Mustafa
Email: remsha.mustafa@gmail.com

68. Title: Can A Smartphone App Improve Medical Trainees' Knowledge of Antibiotics?

Introduction: Smartphone use amongst health-care professionals has rapidly increased over the past ten years. Approximately 80% of doctors and 85% of medical trainees use smartphones. For this reason, they represent an innovative opportunity in the field of medical education. A smartphone application, or 'app', that provides point-of-care information about local antibiotic resistance patterns and treatment guidelines could provide trainees accurate and up to date information from the patient's bedside. However, previous studies show that such tools are seldom evaluated from a medical education standpoint. Given these issues, a smartphone app was developed and prospectively evaluated.

Objective: To determine whether a smartphone app, containing local bacterial resistance patterns (antibiogram) and treatment guidelines, improved knowledge of prescribing antimicrobials among medical trainees.

Methodology: Methods: a prospective, controlled, pre-post study was conducted of medical trainees with access to a smartphone app (app group) containing St.Michael hospital's antibiogram and treatment guidelines compared to those without access (control group). Participants completed a survey which included a knowledge assessment test (score range, 0 [lowest possible score] to 12 [highest possible score]) at the start of the study and four weeks later. The primary outcome was change in mean knowledge assessment test scores between week 0 and week 4. Change in knowledge assessment test scores in the app group were compared to the difference in Scores in the control group using multivariable linear regression.

Results: Sixty-two residents and senior medical students participated in the study. In a multivariable analysis controlling for sex and prior knowledge, app use was associated with a 1.1 point (95% CI: 0.10, 2.1) [= 1.08, t (1) = 2.08, p = 0.04] higher change in knowledge score compared to the change in knowledge scores in the control group. Among those in the app group, 88% found it easy to navigate, 85% found it useful, and about one-quarter used it daily.

Conclusion: An antibiogram and treatment algorithm app increased knowledge of prescribing antimicrobials in the context of local antibiotic resistance patterns. These findings reinforce the notion that smartphone apps can be a useful and innovative means of delivering medical education.

Name: Shan Zohra
Email: shan.zohra20@gmail.com

69. Title: Simulation Technology for Skills Training and Competency Assesment in Medical Education

Introduction: Medical simulations, in general, aim to imitate real patients, anatomic regions, or clinical tasks, and/or to mirror the real life circumstances in which medical services are rendered

A convenient classification scheme groups these various simulators into 3 categories: Part task trainers Computer-enhanced mannequins and Virtual reality simulators

Methodology: It is a review based article

Results: The use of simulators addresses many of the key issues: they can be readily available at any time and can reproduce a wide variety of clinical conditions on demand

Conclusion: Simulation technology holds great promise to improve physician training and, thereby, to impact patient safety and health care outcomes in a positive and significant way.

THEME: TEACHING & LEARNING

Name: Prof. Shumaila Zia
Email: abeeharafique@hotmail.com

70. Title: Strategies in Promoting Interprofessional Collaborative Team work in Health Professionals

Introduction: Although Interprofessional collaborative team work is need of present era because of changing nature of present healthcare. However, Interprofessional collaboration is not self-evident and is fraught with problems such as ineffective communication, poor Interprofessional relationships, a lack of trust among team members, and an underestimation of other health professionals' roles. Creative solutions to bringing together different perspectives and taking advantage of the range of knowledge and practices from different health professionals should be investigated.

Objective: To explore the strategies those can enhance Interprofessional collaborative team work in different health care professionals.

Research Questions:
1. What factors are responsible for lack of Interprofessional collaboration?
2. How can we improve the collaborative team work in health professionals?

Methodology: Study design: A qualitative study will be conducted at different institutions of Lahore, Pakistan from October 2018 to March 2019.Data collection procedure: Data will be collected from 10 information-rich experts selected through purposeful sampling. An introduction and purpose of research will be provided to the participants followed by face-to-face interviews. The semi-structured interviews will be conducted with four Physicians, two Physiotherapist, two Pharm- D Professors and two faculty members from Dentistry. The faculty members who have five years of teaching experience in the respective discipline along with masters in health professional education will be included as participants. Data analysis procedure: After reviewing the data collected, repeated ideas, concepts or elements will become apparent, and will be tagged with codes extracted from the data. As more data will be collected, and re-reviewed, codes will be grouped into concepts, and then into categories. These categories may become the basis for new theory. Data analysis will be done by using ANVIVO software version. 11.0

Results: it will come after study and analysis of findings.

Conclusion: The findings of this study will guide in formulating a strategic map and setting future directions to Interprofessional collaborative approach to practice.

Name: Saira Afzal
Email: sairamust@gmail.com

71. Title: Assessment of Evaluation System in Public Medical Institutions at Under-Graduate Level – The Students' Perspective

Introduction: Background: Medical education in Pakistan has not kept pace with international standards and modified strategies. This study presents the students' viewpoint about different methods of evaluation prevalent in a public-sector medical institute.

Methodology: Aim: To assess the evaluation system in a Public Sector University keeping in view students' perspective. Study design: Cross sectional study design. Duration & place: 3 months, King Edward Medical University, Lahore. Methods: A total of 120 subjects were enrolled in the study who were selected according to predetermined criteria after taking due consent. Pretested questionnaires were filled by the students of fourth year. Data were collected, compiled and analyzed through SPSS version 16.

Results: Among the students who filled in the research questionnaires (n=120), there were females (79) and males (41); with educational fourth year MBBS (84) and final year MBBS (36). According to our study, the written examination was based on cramming of bookish knowledge at C1 level that is recall (90.8%) and should instead be conceptual (90%) and scenario based (68.3%). The study showed that students were largely dissatisfied with the outcome of viva examination (78.3%) and proposed to replace it with Structured Oral Questions from each topic (65%). OSPE / OSCE were found to be a satisfactory tool of evaluation and were regarded better than Traditional Practical Examination (84.2%).

Conclusion: The research study showed that students were dissatisfied with certain aspects of the evaluation system of King Edward Medical University and that steps were required to minimize the lacuna existing presently. Keywords: evaluation, medical university, students' perspective.

THEME: RESEARCH

Name: Fadia Asghar
Email: fadiaasghar@gmail.com

72. Title: Importance of Student's Feedback in Teacher's Evaluation System

Introduction: In medical education, evaluation of a teacher is considered essential. There are many methods for evaluating a teacher but the most important method considered is student feedback. This study is based on evaluating if the feedback is important among the students of University of Lahore for evaluating teachers, The purpose of the study is to investigate, if the student's feedback is an important tool in teacher's evaluation or not.

Methodology: Descriptive study was carried out in total 175 students. Students and teachers of University of Lahore were given a validated questionnaire to fill using 5-point Likert scale. Three batches of BDS students including 1st year, 2nd year and 3rd year s s students filled the questionnaire. 13 teachers taking feedback after PBL were also given a questionnaire to fill. Descriptive analysis was done using SPSS.

Results: The results obtained showed that 60%-80% of the students agreed that feedback is an important tool for evaluating teachers. Likewise 60-70% of the teachers also agreed to the importance of feedback in faculty development

Conclusion: The results obtained showed that students and teachers found feedback an important tool for evaluating teachers. Therefore, student's feedback along with other tools and feedback sources for teacher evaluation can be used for teacher and student progress.

THEME: ASSESSMENT

Name: Dr Attiya Rashid
Email: khaqankhaqan81@gmail.com

73. Title: Development and Testing of the Communication Assessment Tool

Introduction: Effective communication is an essential competency for delivering quality patient care and building patient-doctor relationships with compassion and shared respect. Unfortunately, this is sometimes sacrificed with the intrusion of business into the patient-doctor relationship, the pressures of limited time for office visits, the culture of medicalization, and the sometimes all-consuming focus on technology.

Methodology: We began by engaging in a systematic scale development process to obtain a psychometrically sound Communication Assessment Tool (CAT). This process yielded a 15-item instrument that is written at the fourth grade reading level and employs a five-point response scale, with 5 = excellent. Fourteen items focus on the physician and one targets the staff. Pilot testing established that the CAT differentiates between physicians who rated high or low on a separate satisfaction scale. We conducted a field test with physicians and patients from a variety of specialties and regions within the US to assess the feasibility of using the CAT in everyday practice

Results: Thirty-eight physicians and 950 patients (25 patients per physician) participated in the field test. The average patient-reported mean score per physician was 4.68 across all CAT items (S.D. = 0.54, range 3.97–4.95). The average proportion of excellent scores was 76.3% (S.D. = 11.1, range 45.7–95.1%). Overall scale reliability was high (Cronbach's alpha = 0.96); alpha coefficients were uniformly high when reliability was examined per doctor.

Conclusion: The CAT is a reliable and valid instrument for measuring patient perceptions of physician performance in the area of interpersonal and communication skills. The field test demonstrated that the CAT can be successfully completed by both physicians and patients across clinical specialties. Reporting the proportion of "excellent" ratings given by patients is more useful than summarizing scores via means, which are highly skewed.

Practice implications: Specialty boards, residency programs, medical schools, and practice plans may find the CAT valuable for both collecting information and providing feedback about interpersonal and communication skills.

Name: Humara Gulnaz
Email: gulahmad.gill@gmail.com

74. Title: Factors Associated with the Research Productivity of Faculty Members in Medical Schools of Private and Public Sector

Introduction: Research is vital to developmental activities and research training has been organized as important component of medical education. Publication records has been used for tenure decisions. Within the context of low research productivity in Asia, this study is planned to examine various factors which may affect the research activity positively or negatively.

Research Questions: What are the factors associated with the research productivity of the faculty members.

Methodology:

Study Design: It will be a cross sectional descriptive study. Study population will be the faculty members who are involved in research activity like senior lecturer, assistant professors and above ranks from two public sector and two Private Sector Universities.

Setting: This study will be conducted in University of Lahore, Superior University as private sector universities and Fatima Jinnah Medical University and University of Health sciences as government sector universities.

Duration of Study: It will take approximately 6 months that is from 1st of January 2019 to June 2019.

Sample Size: 152 sample size is calculated with 80% power of test and 5% level of confidence with 95% confidence interval by expecting 50% response rate of faculty members in medical schools. N=Z2 P (1-P) C2

Sampling Technique: Purposive sampling will be done.

Data Collection Procedure:

Data will be collected by using an anonymous, self-administered and validated survey questionnaire.

Data Analysis Prodecure: The quantitative data will be analyzed by using SPSS. The numeric data like age will be present in the form of Mean+ S.Dev.

Results: Awaited

Conclusion: will be drawn after results.

Outcome & Utilization: This study will help the organizations to promote the research culture in the medical schools. It will also guide about the barriers which effect the research productivity.

There may be significant association between the demographic factors and research activities which may help to design certain policies.

Name: Dr. Asif Maqsood Butt
Email: drasifrmc@gmail.com

75. Title: Insight of Third Year Medical Students Regarding Teaching Methodology

Introduction: Teaching is one of the main components in educational planning. Taking regular feed backs from the students is important to make teaching more useful and interesting and improve the performance of students.

Objective: To assess the insight of third year medical students of RMU regarding the teaching methodology.

Methodology: This descriptive cross-sectional was conducted in Rawalpindi medical University (RMU) over a period of two years; 2016-2018. 3rd year medical students were included in the study based on non-probability consecutive sampling and were made to fill specially designed questionnaire at the end of their academic year. Students in other years of MBBS were excluded. Scoring was designed to assess the perception of students regarding the teaching methodology used during their 3rd year medical classes ($\leq$-25=poor,-24-0=fair,1-25=good,26-50=very good,$\geq$51=excellent).Data was entered and analyzed using Spss-23.

Results: Among 220 students included, 47.3% students had a good while 43.2% had a very good perception about the teaching methodology used while only 0.5% considered it poor. Knowledge of teachers was good according to 47.3% students, 46.2% had a good understanding of the concepts taught, 38.7% considered the teacher student interaction during lectures to be good and 36.4% considered it to be fair. 60.8% considered the use of teaching aids during lectures to be good. 82.5% students had ever visited the website of university. Among these only 42.5% had read the learning objectives of lectures and only 30.8% had read the guidelines specified for send-ups. 52.9% students considered the environment of lecture halls uncomfortable.

Conclusion: The teaching methodology used was good according to majority of the students. Most of them had never read the learning outcomes of lectures and guidelines specified by the university for send-ups. The environment of lecture halls was uncomfortable according to majority of students.

THEME: TEACHING & LEARNING

Name: Muhammad Rizwan Saleem
Email: rizsaleem@yahoo.com

76. Title: Theory of Moral Education

Introduction: Moral education is the guidance and teaching of good behavior and values. It means inculcation of refined ideals, values, principles with a view to bring a purposeful behavioral change.

Methodology: The need for moral and character development in education led to the character education movement in the US. By the early 2000s, character education had become the fastest growing school reform movement (Kline, 2017). According to the US Department of Education (n.d.) website, character education is defined as a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Thus a set of morally desirable traits exists and these traits should be purposefully taught in schools   (Editorial Projects in Education Research Center, 2004; McClellan, 1999; Prestwich, 2004).

Results:

1. **Wilson et al (1967):** "Teachers and parents should confront the child with their own moral codes in a very clear and definite manner so that, whether he accepts or rejects a code, at least he knows what he is accepting or rejecting".

2. **Bull (1969):** "The child is not born with a built-in moral conscience but he is born with those natural, biologically purposive capacities that make him potentially a moral being".

Conclusion: One purpose of moral education is to help make children virtuous—honest, responsible, and compassionate. Another is to make mature students informed and reflective about important and controversial moral issues. Both purposes are embedded in a yet larger project—making sense of life. On most accounts, morality isn't intellectually free-floating, a matter of personal choices and subjective values. Moralities are embedded in traditions, in conceptions of what it means to be human, in worldviews.

THEME: TEACHING & LEARNING

Name: Izza Tahir
Email: izahtahir@yahoo.com

77. Title: Behaviorism

Introduction: Behaviorism equates learning with behaviors that can be observed and measured.

Reinforcement and repetition is key to successful transfer through behavioristic learning.

This theory was founded by John B. Watson in 1913.He coined the term 'Behaviorism'.

Ivan Pavlov a physiologist had conducted experiments demonstrating conditioning process in dogs

There are two types of conditioning:

Classic conditioning (natural reflex will occur to certain stimuli will produce specific response)

Operant conditioning (Response is reinforced by incentive or punishment)

Methodology:

Little Albert experiment: Watson and Rosalie chose a 9 months old bay named as Albert for the experiment.

For experiment Albert was put on a mattress on a table in the middle of a room. A white rat was placed close to Albert and he was allowed to play. At this point they made a loud sound by steel bar and hammer each time the baby touched the rat. Albert started crying and started to fear the sound. After a while Albert started crying when he was shown a rat even without sound.

Results: I have presented an overview of behaviorism theory

Conclusion: Examples: **1. Positive reinforcement:** A task was given to students to complete their quota in time and get their each step signed on the spot after showing his denture. The students who completed their work in time were given extra assessment marks for professional exams. **2. Negative reinforcement:** Those students who were not serious about the quota and came late repetitively were given assignments and got extra quota

Name: DR. SAIMA SAEED
Email: dsaimasaqib@gmail.com

78. Title: Constructivism Theory of Learning

Introduction: A teaching philosophy which focuses on learner's ability to mentally construct meaning of his own environment and accommodates new knowledge by adjusting with previous knowledge.

To imply that knowledge is separate to human mind and it must be transferred to learner in a teacher centered approach fundamentally was counter to constructivist theory of learning. It helped to define core of constructivism.

Philosophy of constructivism evolved as traditional theories of learning are teacher centered and focuses on individual work rather than group work.

Methodology:

- **John Dewy** (1896 - 1980). Philosophical founder of theory
- **Lev Vygotsky** (1896 - 1934) a pioneer of constructivist thought, considered relationship to development and cognition.
- **Jean Piaget** (1896 - 1980) laid out complex series of development and cognitive schemas.
- **J. Bruner** (1915 - 2016) coined the term "scaffolding"

Results: 1. Cognitive Constructivism: The concept of prime numbers readily grasped when a child, through construction, discovers that certain handful of beans cannot be laid out in completed rows and columns. **2. Social Constructivism:** Provides example of pointing a finger, initially this behavior begins as a meaningless grasping motion. The pointing gesture represents an interpersonal connection between individuals.

Conclusion: - Learning is an active process.

- It is based on observation and scientific study about how people learn.
- Goal is to teach in such a way to produce most learning for least teaching.

Name: Sohaib Nawaz
Email: dr.sohaibnawaz@gmail.com

79. Title: Student strategies to cope with Derogatory comments of clinicians/clinical teachers in clinical settings.

Introduction Sometimes Medical students have to face and bear derogatory comments and humor from seniors and/or clinicians. Students do perceive these comments and they are able to recognize the hidden meanings out of derogatory comments and double meaning sentences. Literature is evident about derogatory comments from senior clinicians and teachers towards students; literature also explains the effects/problems it can cause. But there is a limited literature on student's strategies to counter such derogatory comments and cynical behavior. We are currently not clear what strategies do students adopt to counter derogatory comments from seniors. If somehow we know the student strategies and their point of view only then we will be able to help them in an effective way and make strategies to reduce such events.

Methodology The study design will be qualitative Phenomenological research. The study will be conducted in final year BSs Of one private sector dental institute namely University College of dentistry, University of Lahore and One public sector institute Demonte Morenci institute of dentistry Lahore. Primarily full population of final year BDS will be included in the study and a Learning environment for Professionals (LEP) survey will be conducted. The survey has specific questions regarding derogatory comments. In this way we will be able to identify the subjects who feel derogatory comments and/or cynical behavior is commonly used in clinical settings. Later on identified students will be interviewed. 3 male and 3 female students from each institute total 12 student's interviews will be conducted.

Data analysis will be according the interactive phenomenological analysis.

Results: Results are still awaited

Conclusion: We expect that the students would have developed some sort of strategies to counter these type of derogatory comments. They might not have identified this issue within themselves but surely there must be some underlying strategy or some way to cope with these comments.

THEME: RESEARCH

Name: Aabish Mehreen
Email: a.shmdc@yahoo.com

80. Title: Re-validation and Re-licensure of Doctors in Pakistan: Comparison of Views of Basic and Clinical Sciences Faculty

Introduction: Medicine is a dynamic and evolving field, undergoing continuous and exponential change. The frontiers of Knowledge and understanding are expanding continually due to experimentation, research and new technologies. Revalidation has two manifestations: Re-licensure and recertification. Relicensing determines a doctor's ability to continue practice. Recertification explicitly establishes a doctor's fitness to practice as a specialist. The aims and Objectives of this study is to develop an understanding of the existing mode of revalidation and to determine the extent to which the basic and clinical scientists are satisfied with revalidation of PMDC.

Methodology:

- **Study Design:** This is a comparative cross sectional study

- **Setting:** The study will be conducted at King Edward Medical University Lahore, FJMU, University of Lahore and CMH Lahore Medical College.

- **Duration of Study:** Period of July 2018 to Dec 2018

- **Sample Size:** 379 using UK sample size calculator

- **Sampling Technique:** Simple Random Sampling will be used to draw the sample from these institutions.

- **Sample Selection:** Inclusion and exclusion criteria: 379 Doctors working at K.E.M.U, FJMU, UOL, CMH Lahore in various Basic Medical Sciences departments

- All doctors from demonstrators to Professors will be included.

- There will be no exclusion criteria

- **Data Collection Procedure:** Questionnaire

Results: No results yet as it is a research proposal

Conclusion: Not available as yet as it is a research proposal

THEME: TEACHING & LEARNING

Name: Dr. Zakia Saleem
Email: zakia.saleem@hotmail.com

81. Title: Dental Students' Perceived Clinical Competence in Prosthodontics: Comparison of Traditional and Modular Learning Methodologies

Introduction: Competency perceived by a dental graduate during his graduation is an important building block to lay the foundation of a competent dental practice. Teaching methodology is changing world wide from traditional system of teaching (subject based) towards modern system of teaching (Modular). The aim of study is to assess and compare the perceived clinical competence of students in prosthodontics, gone through traditional and modular system at UCD Lahore, Pakistan.

Methodology: The study was conducted at the university college of dentistry (UCD) University of Lahore (UOL). Informed consent was taken and study was approved by ethical review board UCD UOL. Traditional cohort comprises of 39 students of final year BDS of year 2018 and modular cohort comprises of 59 students of third year BDS of year 2018. The study was conducted using the pre-validated questionnaire comprising of 19 questions.

Results: Results are statistically not significant but values shows that level of students from modular system is similar to that of students from traditional system.

Conclusion: Students of the modular cohort showed better perceived competencies than the traditional cohort. Within the scope of the study it can be concluded that students from modular system can achieve better clinical competency than traditional system in removable prosthodontics but the true on ground clinical experience is much more important than teaching methodologies.

Name: Adeel Abbas Dhahri

Email: adeeldhahri@hotmail.com

82. Title: Laparoscopic surgery and stress burnout - Simulation world with reflection on real scenario

Introduction: Laparoscopic surgery is considered to be associated with reduced acute phase response for patient on expense of surgeon burnout.

We conducted this study to assess the impact of stress on the laparoscopic technical performance of surgeon of different grades while using stress-coping questionnaire in simulation setting at The Princess Alexandra Hospital NHS Trust Harlow UK

Methodology: 17 participants volunteered in this qualitative study: 6(35%) consultants and 11(65%) trainees. All the participants carried out 1-minute laparoscopic technical task of cutting the glove along the circle line on simulator under 2 different conditions of observation; with and without stress stimulus, which was given with a pragmatic approach to replicate real theatre scenario. The participants were distracted by background conversations and discussing random clinical scenarios. Stress-coping questionnaire was given to the participants at the end of the task. Participants were scored for completion of the task and number of errors made by cutting outside the circle line.

Results: Mean error count for task without stress was 10.8, while with stress was 12.9 with no significant difference (P 0.56). There was no significant difference between consultants and trainees in errors while performing task without stress (mean: 16.3 vs. 8.0, P 0.11) and task with stress (mean: 16.3 vs. 12.0, P 0.44). There was no significant difference in the completion of the quadrants of the circles between task with and without stress stimulus (mean: 2.26 vs. 2.33, P 0.78). Questionnaire response revealed that stress during task distracted and caused dissatisfaction with the performance among majority of participants (62%).

Conclusion: Although there was no significant difference between scoring of the tasks with and without stress, participants subjectively reported feeling of pressure and dissatisfaction in performance in both simulation setting and theatre environment. Further extensive studies are required to assess impact of routine theatre environment on surgeons' performance.

Name: Muhammad Sohaib Nawaz

83. Title: Student strategies to cope with Derogatory comments of clinicians/clinical teachers in clinical settings.

Introduction: Sometimes Medical students have to face and bear derogatory comments and humor from seniors and/or clinicians. Students do perceive these comments and they are able to recognize the hidden meanings out of derogatory comments and double meaning sentences. Literature is evident about derogatory comments from senior clinicians and teachers towards students; literature also explains the effects/problems it can cause. But there is a limited literature on student's strategies to counter such derogatory comments and cynical behavior. We are currently not clear what strategies do students adopt to counter derogatory comments from seniors. If somehow we know the student strategies and their point of view only then we will be able to help them in an effective way and make strategies to reduce such events.

Methodology: The study design will be qualitative Phenomenological research. The study will be conducted in final year BSs Of one private sector dental institute namely University College of dentistry, University of Lahore and One public sector institute Demonte Morenci institute of dentistry Lahore. Primarily full population of final year BDS will be included in the study and a Learning environment for Professionals (LEP) survey will be conducted. The survey has specific questions regarding derogatory comments. In this way we will be able to identify the subjects who feel derogatory comments and/or cynical behavior is commonly used in clinical settings. Later on identified students will be interviewed. 3 male and 3 female students from each institute total 12 student's interviews will be conducted. Data analysis will be according the interactive phenomenological analysis.

Results: Results are still awaited

Conclusion: We expect that the students would have developed some sort of strategies to counter these type of derogatory comments. They might not have identified this issue within themselves but surely there must be some underlying strategy or some way to cope with these comments.

Name: Dr. Saima Saeed
Email: dsaimasaqib@gmail.com

84. Title: Constructivism Theory Of Learning

Introduction: A teaching philosophy which focuses on learner's ability to mentally construct meaning of his own environment and accommodates new knowledge by adjusting with previous knowledge.

To imply that knowledge is separate to human mind and it must be transferred to learner in a teacher centered approach fundamentally was counter to constructivist theory of learning. it helped to define core of constructivism.

Philosophy of constructivism evolved as traditional theories of learning are teacher centered and focuses on individual work rather than group work.

Methodology:

John Dewy (1896 - 1980). Philosophical founder of theory

Lev Vygotsky (1896 - 1934) a pioneer of constructivist thought, considered relationship to development and cognition.

Jean Piaget (1896 - 1980) laid out complex series of development and cognitive schemas.

J. Bruner (1915 - 2016) coined the term "scaffolding"

Results: 1. Cognitive Constructivism: The concept of prime numbers readily grasped when a child, through construction, discovers that certain handful of beans cannot be laid out in completed rows and columns. **2. Social Constructivism:** Provides example of pointing a finger, initially this behavior begins as a meaningless grasping motion. The pointing gesture represents an interpersonal connection between individuals.

Conclusion: Learning is an active process.

- It is based on observation and scientific study about how people learn.
- Goal is to teach in such a way to produce most learning for least teaching.

THEME: TEACHING & LEARNING

Name: Izza Tahir
Email: izahtahir@yahoo.com

85. Title: behaviorism

Introduction: Definition: Behaviorism equates learning with behaviors that can be observed and measured.

Reinforcement and repetition is key to successful transfer through behavioristic learning.
This theory was founded by John B. Watson in 1913.He coined the term 'Behaviorism'.
Ivan Pavlov a physiologist had conducted experiments demonstrating conditioning process in dogs

There are two types of conditioning:
Classic conditioning (natural reflex will occur to certain stimuli will produce specific response)
Operant conditioning (Response is reinforced by incentive or punishment)

Methodology: Little Albert experiment:

Watson and Rosalie chose a 9 months old bay named as Albert for the experiment.
For experiment Albert was put on a mattress on a table in the middle of a room. A white rat was placed close to Albert and he was allowed to play .At this point they made a loud sound by steel bar and hammer each time the baby touched the rat. Albert started crying and started to fear the sound. After a while Albert started crying when he was shown a rat even without sound.

Examples:

1. Positive reinforcement:

A task was given to students to complete their quota in time and get their each step signed on the spot after showing his denture. The students who completed their work in time were given extra assessment marks for professional exams.

2. Negative reinforcement:

Those students who were not serious about the quota and came late repetitively were given assignments and got extra quota

Results: i have presented an overview of behaviorism theory

Conclusion: Examples:

1. Positive reinforcement:

A task was given to students to complete their quota in time and get their each step signed on the spot after showing his denture. The students who completed their work in time were given extra assessment marks for professional exams.

2. Negative reinforcement:

Those students who were not serious about the quota and came late repetitively were given assignments and got extra quota

Name: Anwar ul Haq
Email: anwaaar@hotmail.com

86. Title: Knowledge maps: a tool for online assessment with automated feedback

Introduction: Assessment and feedback are fundamental components of professional education. Assessments help teachers to determine students' knowledge and skill base and assessments also affect student learning. It emphasizes judging competency and guiding learning. Open-ended questions address higher-order cognitive skills better but grading them is labour intensive. Developing and marking MCQs is difficult and time consuming. Using knowledge maps as form of assessment and feedback may help to emphasize meaningful integrated learning and understanding. Knowledge Maps address integrated understanding of concepts which reflect the intended learning outcomes of a curriculum.

Methodology: Basic scoring mechanism uses the weighted proposition method. Proposition in the teacher's map is given a weight from 0.0 to 1.0. Correct answers are given full weight, partially matched answers given half weight, and missing answers are awarded zero. This score is then made available to the students as a percentage of the total score compared with the teacher's map. Students are presented with a drop-down list of potential answers to choose from. At the same time same students were assessed through MEQs and scores were compared.

Results: Comparison of the map and MEQ responses of low-performing, mid-performing, and high-performing students indicated that similar gaps in understanding were elicited through both assessment items. Low-performing student who received 40% for his MEQ showed limited understanding and received only 50% for map. The testable items in knowledge map were reliable and there was a significant correlation between map scores and MEQ scores. Moreover students reported significantly higher perceptions of understanding the topic of acute inflammation on a scale from 1 to 10 after using the maps

Conclusion: The outcomes of this study indicate that assessment using online knowledge and/or concept maps with automated grading and feedback could be a useful addition to the current repertoire of assessment items for both formative and summative purposes. Such assessment tools might be beneficial for learning.

The University of Lahore

1-km Defence Road, off Bhuptian Chowk, Lahore

www.ichpe.com   ichpe2018@ucm.uol.edu.pk   04232300865   Ext: 2502