



TEHRAN UNIVERSITY
OF
MEDICAL SCIENCES

Online Teaching During COVID-19 Crisis: China Experience

DR. AMIR HOOMAN KAZEMI,

MD, CLINICAL PHD AND POST DOC. OF ACUPUNCTURE AND CHINESE MEDICINE

TEHRAN UNIVERSITY OF MEDICAL SCIENCES

BEIJING UNIVERSITY OF CHINESE MEDICINE



Introduction

- All industries including higher education institutions have faced major challenges by announcing a pandemic situation by WHO.
- COVID-19 is bringing the need to discover online teaching and learning opportunities. e-learning platforms are playing a vital role during this pandemic by managing, planning, delivering and tracking the learning process.



E-learning Definition

- E-learning refers to any kind of learning that can be delivered through web technology.



E-learning Advantages

- Increasing enrollment and income by increasing access
- Improving reputation of institutions
- Enhancing the teaching and learning experience
- Accessible anytime and anywhere
- Uniform training to geographically scattered population
- Saving time and cost
- Interactive characteristic

Usage throughout the world

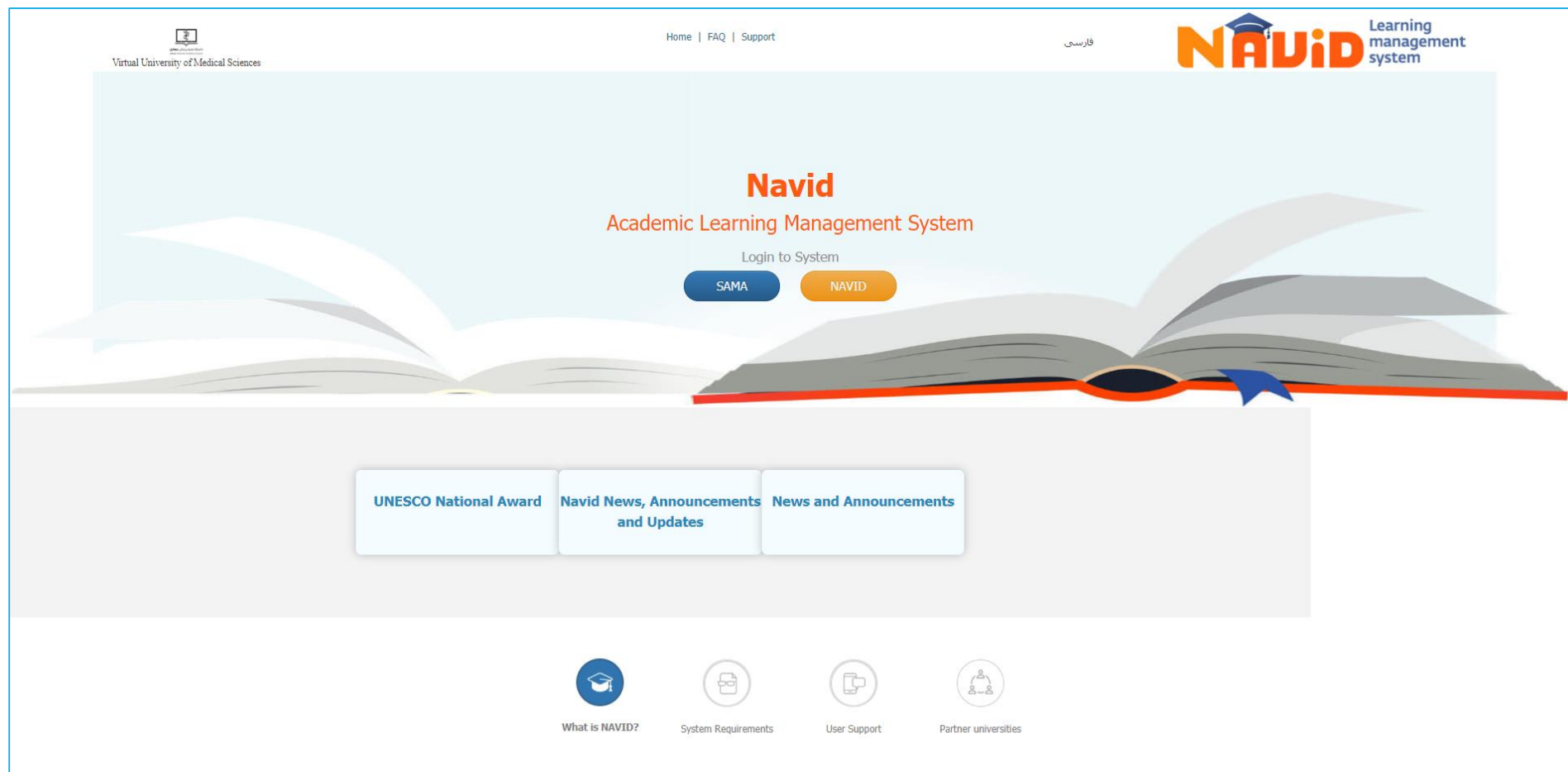
The Top Countries In Which eLearning Has Already Become An Important Sector:

- United State
- India
- China
- South Korea



E-learning Platform in Iran

- NAVID is the e-learning platform in Iran
- More than 70 universities are connected to NAVID
- Almost 1,000 courses are available at NAVID
- More than 126,000 students are using NAVID
- More than 17,700 teachers are using NAVID



<https://navid.vums.ac.ir/>

COVID-19 Outbreak ...

- Coronavirus proved that electronic communication is an inseparable and integral part of our today world, establishing its foundation in many industries including business, healthcare, communication, education, etc.
- Perhaps, eCommunication and eLearning is a significant pillar of education in the “new normal” and after the Coronavirus crisis.

China Higher Education Experience during the COVID-19 Outbreak

- Coronavirus pandemic started from China in December/ November 2020
- During the outbreak, quarantine was the very first action China took for control and prevention.
- The central government of China imposed a lockdown in Wuhan and other cities in Hubei to quarantine the center of the outbreak (from 23 January to 8 April 2020).

China Higher Education Experience during the COVID-19 Outbreak (cont.)

- Primary, secondary and tertiary education was impacted by the new situation and consequently was offered virtually.
- In the next slides, we are going to find out how China used eLearning to provide education during the pandemic.

China Higher Education Experience during the COVID-19 Outbreak (cont.)

- Due to generous scholarships offered by most Chinese government, universities and higher education institutions, China has many international students, s.th bet. 700.000 to 1.000.000 graduate and undergraduate international students.

Beginning the Outbreak

- From the beginning of the outbreak, China decided to move to distance learning.
- In early February, the outbreak seemed to be under control, so, educators and students were informed to return to school.
- Two weeks later in mid February, the strategy changed due to the COVID-19 crisis.

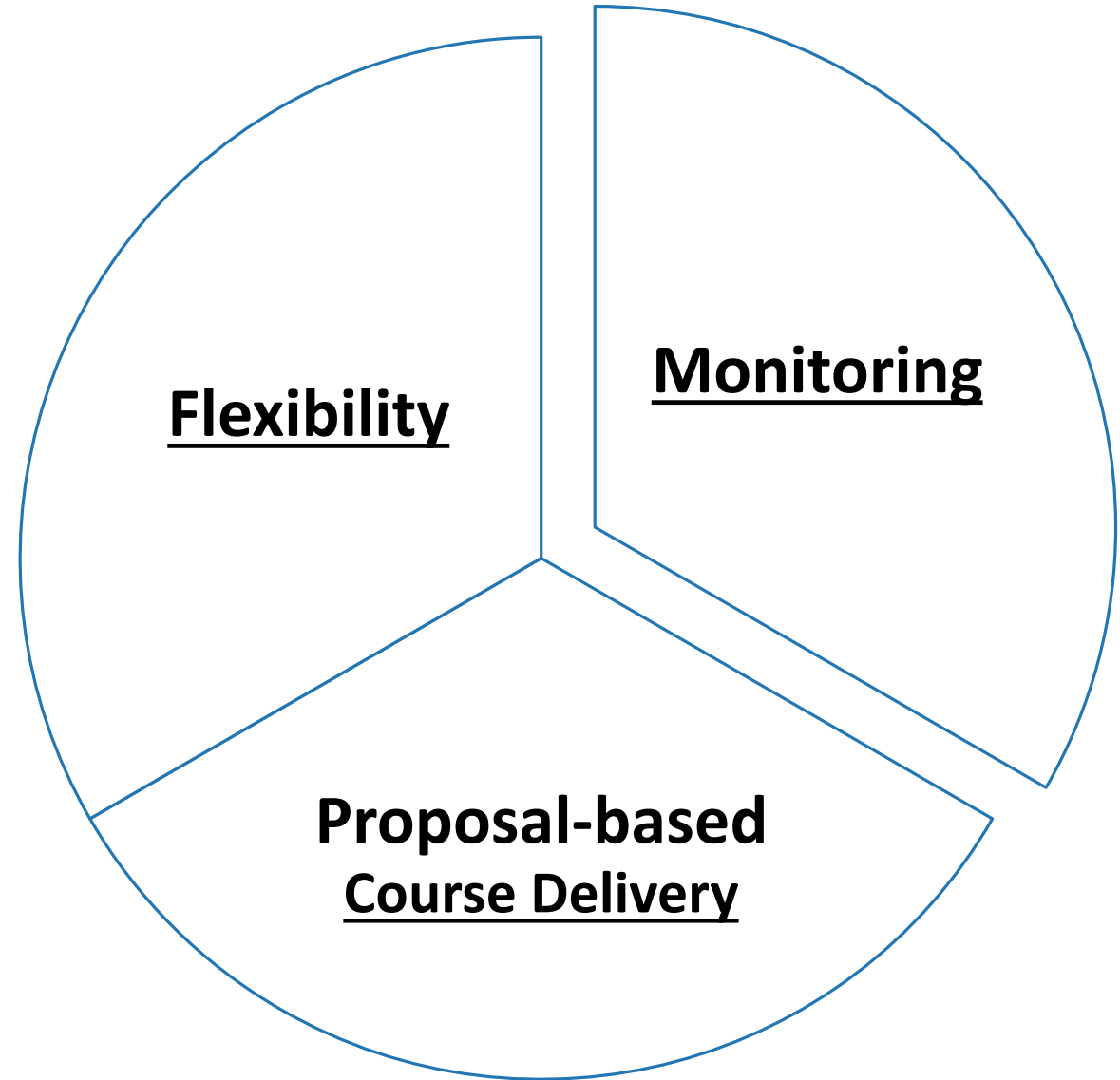


Beginning the Outbreak (cont.)

- At this point, the world has not yet been infected by the virus and we had seen in it mainly in China, Japan, and South Korea.
- Finally, after one more week China decided to fully move to distance learning till the end of the semester.



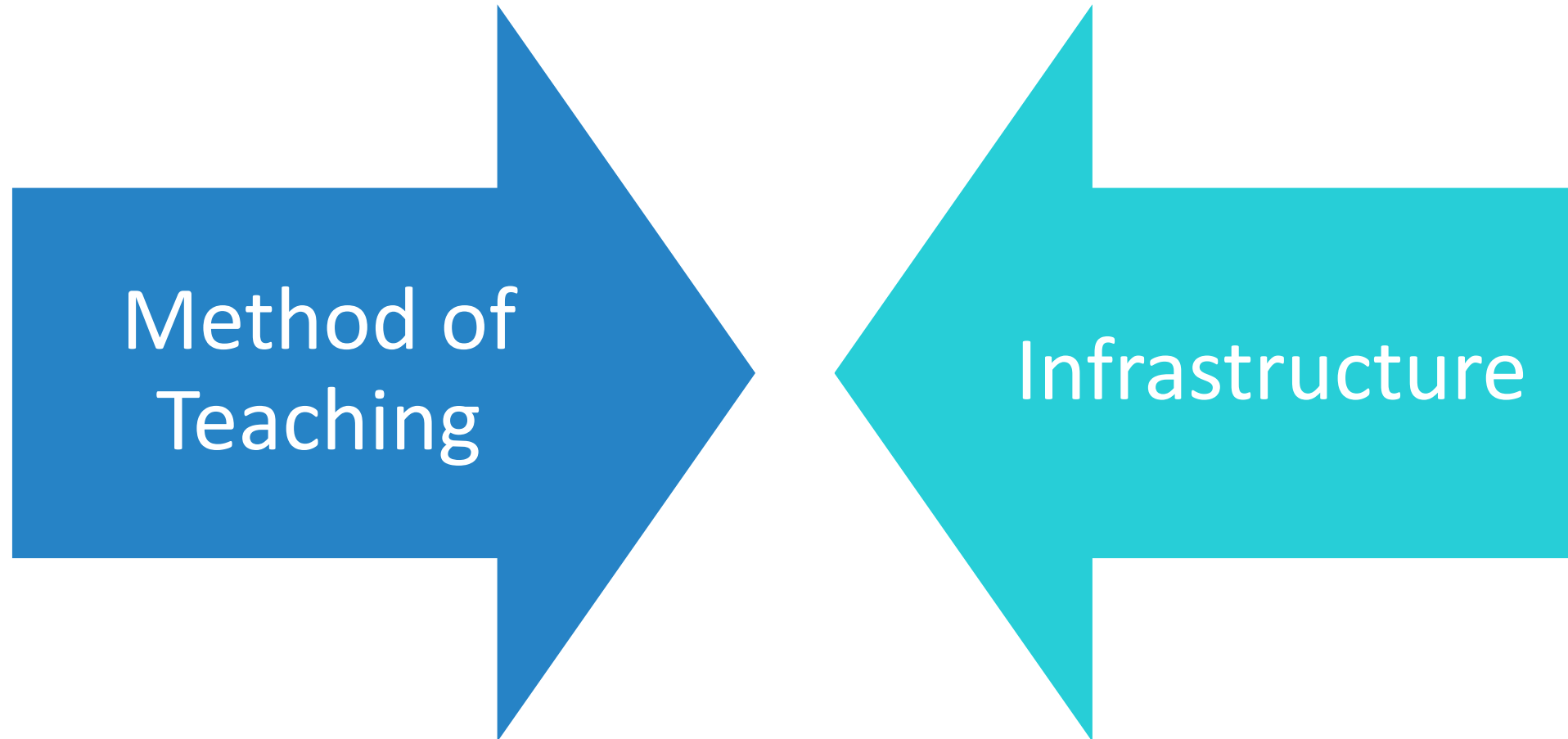
Three Pillars of eLearning during COVID-19 Outbreak in China



Flexibility

- **Flexibility** is perhaps one of the most important factors of China success in providing integrative education during the COVID-19 pandemic.
- Universities recommended educators to use the “**WeChat**” software to deliver education.
- However, educators are free to use other developed applications.
- They also required each educator to form a “WeChat” group for each single course.
- Educators are also define the main method of providing distance leaning.

Flexibility



Why “WeChat”?

- It is very popular in China
- It is the official instant messaging application
- Having video conferencing features
- Good quality in terms of sending/ receiving data (images, videos, etc.)
- Good speed in places with poor internet connection



Proposal- based Course Delivery

- Educators are recommended to propose a proposal for each course that they deliver.
- In the proposal, educators are required to explain how they plan to deliver the course include **teaching method, online resources, students self reading, assignments, assessment method.**



Different types of Proposals

- 1) For instance, are you going to use power point presentations, add audio, email it to students, and then hold a questions and answer session?
- 2) Or, do you plan to send that power point to “WeChat” group so the students would be able to study the lessons, then arrange a time to get online and explain the power points in an online environment?



Different types of Proposals (cont.)

- 3) A third model would be to hold an online class using “WeChat” video conferencing feature either by producing a video lecture or holding an online class.
- 4) A fourth model would be a combination of all three models depending on the condition of the class and the course.

Different types of Proposals (cont.)

- For instance, you can add audio to some of your power point presentations, email it to students, students would study the lessons, then you appoint a time for everybody to get online and you hold a question and answer session.
- Or you may send the power points and do the discussion right after delivering the lessons.



Different types of Proposals (cont.)

- You may send voices, videos, some texts, some scanned copies of the text books, images, etc. to the “WeChat” group.
- The gold standard in this model is to be **flexible** in providing the education.



Sample Proposal for the Internal Medicine Course:

Indicating the

- teaching method,
- Online resources,
- and assessment methods

Internat medicine
Teaching method:
Online lecture on wechat group or by videocall or skype. If the connection won't be good i can teach them online by voice call. I will send the student PPT before each lecture , so they can check and see the slides during lecture. During any lecture and in the end of any online class the students has the chance to ask their questions. It means we have mutual communication. I also ask the students to tell me their understanding as a brief summary in 5 minutes in the end of each course. I also may share some related videos. I am going to share with them some story and history of reall cases with related xrays or lab test results.
Online resource: wechat or skype (We chat video call and voice call)
Students self reading assignment:



I share PPT with students before any lecture and also introduce them a texbook and ask them to read and study before and after lecture. And i also ask them to give small presentation sometime during any class. I always try to motivate student to talk and share their knowledge and questions with each others.
Assessment methods
1-ask questions of students anytime during lectures
2-let them to summarize any small topics during the lectures and end of any class.
3- Quiz of students after any 3-4 classes.
4- ask the student to be active and give small presentations any 2-3 classes. 5- give them the history of reall clinical cases and ask the students to discuss about their approach.



Monitoring

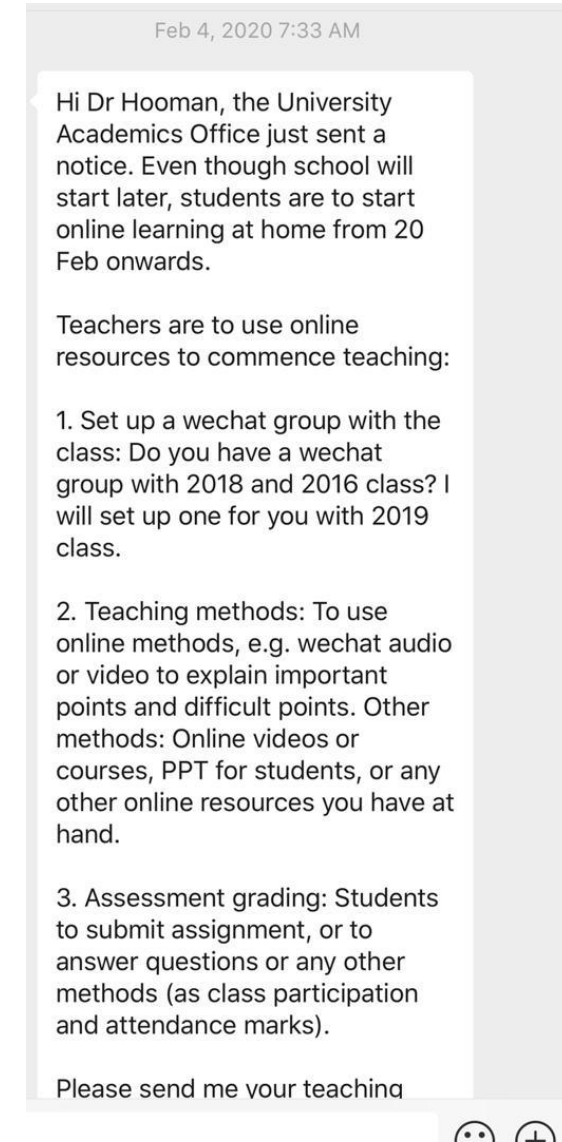
- Monitoring refers to both monitoring the **educator** as well as the **learner**.
- **As for the educators:**
 - Each “WeChat” group consists of the following members:
 - An educational representative from the school
 - Vice Dean for Educational Affairs of the school
 - An educational representative from the university
 - An observer



Sample instructions given by the educational representative of the school on how to deliver lessons in online environments

Main emphasize is on the:

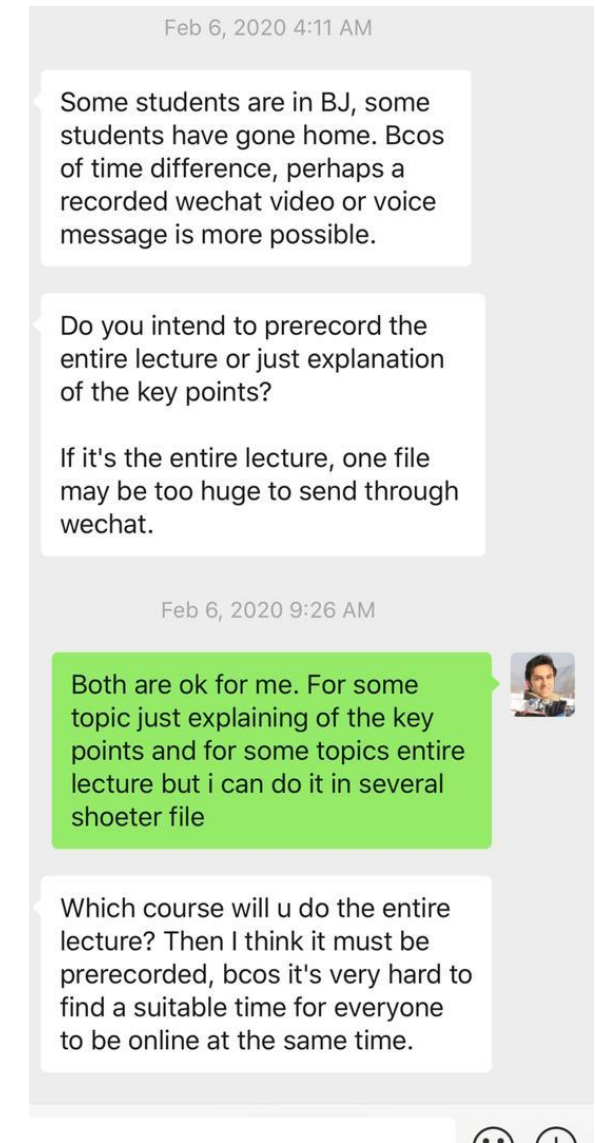
- Setting up a WeChat group
- Identifying the teaching methods
- Identifying the assessment grading



Sample instructions given by the educational representative of the school on how to deliver lessons in online environments

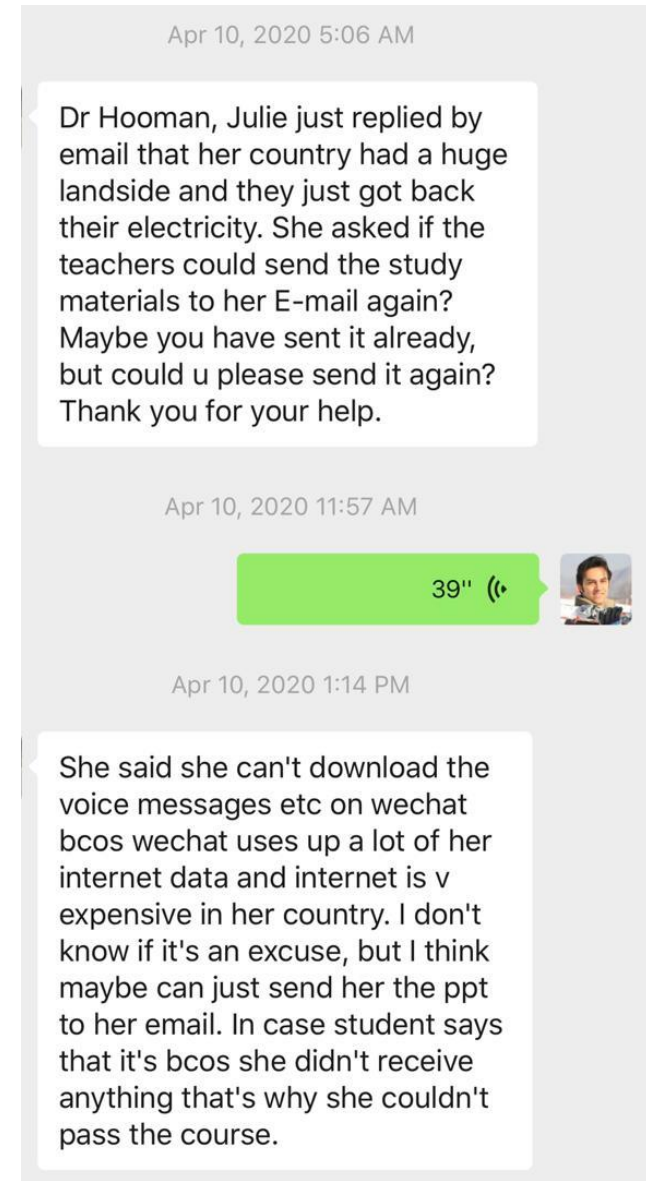
Discussing different issues such as:

- Various time zones of students
- Guidance on teaching methods



Sample instructions given by the educational representative of the school on how to deliver lessons in online environments

Discussing students issues such as their difficulty to access to high speed internet and identifying some other ways to provide educational material to this group of students.



Sample instructions given by the educational representative of the school on how to deliver lessons in online environments

Discussing providing access to text books and other study material for students

Dr Hooman, please reply me if you could return to sch as planned on 9 March?

Another thing, People's Medical Publishing House (PMPH) has agreed to share with BUCM their electronic resources.

Do you have any reference text whose publisher is PMPH? If yes, please let me know the title and author of the book by tomorrow 11am, BJ time. Thanks.

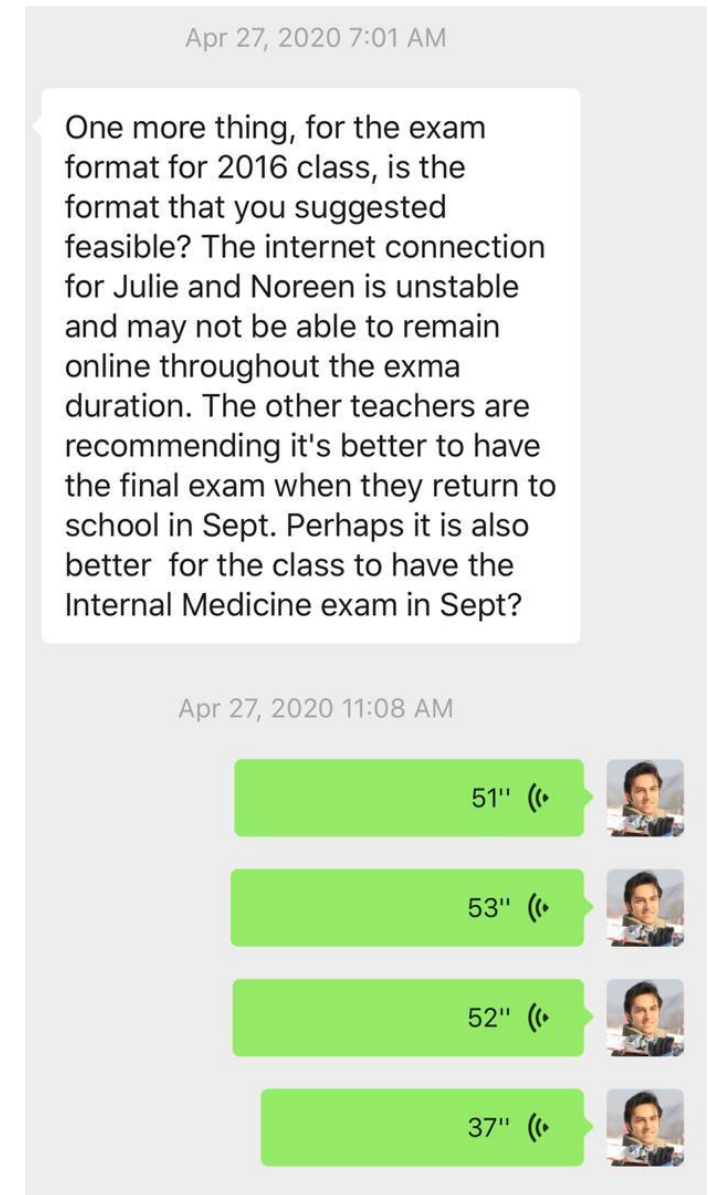
Feb 10, 2020 10:28 AM

Also, the school would like to clarify the concept of online learning.

It's not to request teachers to be online all the way. The school suggests teachers to use available resources (e.g online videos, even if it's taught by others. If nothing is available, teachers can prerecord a video e.g. 10mins), send the ppt and guide students to self learn. Teachers can give assignments to check on the students learning.

Sample instructions given by the educational representative of the school on how to deliver lessons in online environments

Discussing how to hold exams and making some modifications in the proposed proposal.



Monitoring (cont.)

- **As for the learners:**
 - Constant question and answer with students
 - Getting/ Receiving feedbacks to/ from students
 - Taking quiz and tests like what we do in traditional education
 - Assigning a considerable proportion of the final score to active presence during each online session
- * For instance, before the COVID-19 crisis, 10% of the final score was devoted to active presence in the class; but after the Coronavirus situation and providing distance learning, this increased to up 30%.

Conclusion & Remarks



Thank you

TEHRAN UNIVERSITY OF MEDICAL SCIENCES

A 3-Day Symposium Webinar on Internationalization of Higher Education During Coronavirus Crisis

May 18 - 20, 2020

12:00 PM (GMT); 4:30 PM (Tehran Local Time)

18th May:
Internationalization of Higher Education Policy Shift During/After Coronavirus Crisis

19th May:
E-Learning During Coronavirus Crisis

20th May:
Post-quarantine Challenges in Medical Sciences Education

- Panel of Educational Challenges in Medicine
- Panel of Educational Challenges in Dentistry
- Panel of Educational Challenges in Public Health and Other Medical Sciences

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