

## Training Tomorrow's Scientists

## [ORAL PRESENTATION ABSTRACTS]

## OP-01

**ACADEMIC PRESENTER: A NEW STORYTELLING PRESENTATION SOFTWARE FOR ACADEMIC PURPOSES**

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**Background:** From the dawn of civilization, people have used folktales and stories to share information and knowledge. After the invention of printing in the 15th century, technology provided helpful yet complicated utilities to exchange ideas. In the present computerized world, the art of storytelling is becoming more influential through the unprecedented multimedia capabilities of computers. In this article, we introduce a state-of-the-art presentation software by which academicians can present nonlinear topics efficiently and sharpen their storytelling skills. In this study, we show how the proposed software can improve the scientific presentation style.

**Material-Methods:** We surveyed and collected data to measure the attractiveness of proposed utility among other alternatives. Then, we compared the results by using the Analytic Hierarchy Process (AHP) method. We also analyzed the performance of traditional and proposed methods by Methods Time Measurement (MTM-1) method.

**Results and Conclusion:** We presents a new presentation software that facilitates delivering non-linear topics, and it is freely available. Our new software, Academic Presenter, combines the potency of slide-based presentation and canvas-based presentation properties. As well as using the strengths of both approaches, we added other essential features to our software: Mind-map, handwriting and bookmarking. Results show that academicians from different areas prefer the proposed platform to others and they can augment the presentation skills by switching between two common presentation trends based on the level of details.

**Keywords:** Storytelling, Presentation Software, Academic Presentation Tool

## OP-02

**THE FIRST PHASE OF LIFELONG LEARNING ATTITUDE SCALE DEVELOPMENT FOR HIGHER EDUCATION STUDENTS IN HEALTH SCIENCES: DEVELOPMENT OF A SEMI-STRUCTURED INTERVIEW GUIDELINE TO CREATE APPROPRIATE ITEM POOL**

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**Background:** This study aims to present the development of a semi-structured interview tool to collect qualitative data and create an item pool which then will be used to develop a "Lifelong Learning" attitudes scale for medicine, dentistry, pharmacy and nursing students.

**Material-Methods:** A qualitative approach was used in the study. Theoretical and implementation framework of the interview tool is determined by literature search and gathered data were used to create interview questions. These questions were evaluated by two faculty members; one experienced on qualitative research and scale development and one teaching at the undergraduate and graduate level in health sciences. Interview tool was revised in the light of faculty members' feedback, and final version was developed after a pilot with a PhD candidate in the field of medical education.

**Results:** After literature review, six main topics have been identified for "Lifelong Learning" behaviors and characteristics: "Understands Knowledge Expands and Changes", "Enjoys Learning", "Engaging",

"Avails Self to Learning", "Asks Questions and Tracks Down Answers" and "Reflective." These topics were combined with ABC (Affect, Behavior & Cognition) model and an 18 item interview tool was developed. Faculty suggested on their feedback that: - interview questions should be rearranged from simple to complex, - leading questions should be avoided during the interview, - questions related to affect dimension should be used as probe questions and, - to make it easy to visualize and understand, main questions should be given as a printed material. Faculty also expressed that six main topics context could be used as predictors for all fields of health sciences. Pilot interviewed student commented that; giving prior information about the interview topic and, giving daily life examples instead of theoretical explanations would contribute more on the interview.

**Conclusion:** A semi-structured interview tool was developed based on the studies in the literature. To increase the validity of the tool, expert opinions and a pilot study was applied. It is concluded that this interview tool is a useful instrument to gather opinions about Lifelong Learning Attitudes in Health Sciences.

**Keywords:** Health Sciences, Lifelong learning, ABC Attitude Model, Qualitative Research

## OP-03

**ATTITUDES AND PRACTICE IN UNDERGRADUATE LABORATORY TEACHING: A DELEGATE SURVEY AT 2018 FEBS CONGRESS**

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University biochemistry courses typically include practical laboratory classes which provide opportunities for students to gain invaluable experience performing experimental procedures, taking measurements and analysing data. Despite being an integral component of science degrees for many decades, there continue to be challenges in helping students make the most of these learning opportunities. Understanding how to maximise the learning potential of lab practicals is an important goal as considerable time, effort and money is needed to support laboratory facilities and the skilled teaching staff and technicians that are needed to run them.

This paper presents a survey of delegates conducted at the 2018 Federation of European Biochemical Societies (FEBS) Congress, aimed at: (i) assessing the value that is placed on undergraduate laboratory practice by staff and students, (ii) identifying priority needs for enhancement, including practical skills, student engagement, independent thinking and safety awareness, and (iii) understanding the current use of learning technology in supporting laboratory education. Based on the results of the survey, a set of key challenges to be solved by departments delivering laboratories, including those relating to budgets, time, equipment, lab space and training are presented and discussed.

**Keywords:** Undergraduate laboratory teaching, learning technology, practical skills.