Background: Massive open online courses (MOOC) is a web-based application to transform the whole world into a school environment. In this way, the quality of education could be raised without discrimination. In 2018, 66 Family Practitioners and trainees attended the “Improving Global Health: Focusing on Quality and Safety” program simultaneously. The goal was to benefit from visual and written education tools from different countries and different age groups. The aim of this study is to evaluate the benefits and/or educational needs after this MOOC.

Materials and Methods: Sixty-six family medicine practitioner and trainees were the universe of the study. Due to the international participants; the survey was conducted in English online to the group.

Results: Twenty-seven participants have answered the survey. Most of them were female (70.4%), young family physician (92.5%) and haven’t attended to any MOOC course before (65%). The age of the participants were min:31 years max:49 years. They do want to attend the upcoming MOOC courses. Only 2 of them didn’t have any opinion about the contribution of the MOOC courses to primary care services. They feel that group activity is much more beneficial because they wouldn’t be faster, more interested in or motivational. One of the half structured qualitative survey answers was “although I would enjoy a face to face work, this course is the opportunity to include countries that today are in crisis and it would be impossible to face the cost of education under another modality”.

Conclusions: Well defined and structured MOOC could be more beneficial with motivational group dynamics. This option qualifies the contribution of the MOOC courses to primary care services. They feel that they are more ready for their upcoming challenges.

Key words: quality, education, online courses, family medicine, quantitative

PP-018 APPLYING TEAM-BASED LEARNING FOR THE INTEGRATION OF BASIC MEDICAL DISCIPLINES ON TOPIC “THE CELL:” A PILOT EVALUATION

Gül Günner Akdoğan1, Melis Yandım Kartal1, Yasemin Seval Çelik1, Banu Denizlı1, Ali Burak Özsayra1, Sevinç İnan1, Hakan Abugsoglu2

1Division of Basic Medical Sciences, School of Medicine, Izmir University of Economics, Izmir, Turkey
2School of Medicine, Izmir University of Economics, Izmir, Turkey

Background: Team-based learning (TBL) is a structured method of small group learning that can be implemented for a variety of purposes. TBL has become widely applied in medical schools and its use is typically limited to certain courses or parts of courses. In our study, we applied the TBL for a different purpose: integrating and reviewing the main concepts about “the cell”, learned within a basic medical course. This presentation describes the experience on applying TBL at the end of the semester course, “Scientific Basis of Medicine”, dealing mainly with the cell and cellular activities as a pilot study. The course was held for the first year students of the School of Medicine of Izmir University of Economics, during the 2017-2018 fall semester. This medical school admitted its first students in 2017. The new undergraduate medical programme, developed collaboratively by faculty from the different fields of basic and clinical medical sciences involves interactive lecturing and other student centred activities within an e-learning ecosystem as its main learning and teaching strategy. One of the student-centred activities is the TBL.

Conclusions: Our investigation revealed that medical students tend to focus on usefulness of the topic and the professor giving it. Students have an interest in the subjects such as future of Medicine, communication, sign language and robotics etc. We believe free-choice elective courses are necessary, good for communication in small groups and topics with student interest need to be included in the programs. Keywords: Medical students, Undergraduate, Elective program, Elective choices, Student motives