

## Development of a postgraduate study course in immune modulation: Results of the IMCert piloting, self-assessed competencies pre post, written assessment and research proposal assessment

Kujumdshiev, S.<sup>1</sup>, Sack, U.<sup>2</sup>, Farag, M.<sup>3</sup>, Lambert C.<sup>4</sup>, Soulimani, R.<sup>5</sup>, Efthimiadou, E.<sup>6</sup>, Working group<sup>7</sup>, Seddik, M.<sup>8</sup>, Hammad, R.<sup>9</sup> <sup>1</sup>Clinical Immunology, Medical Faculty, Leipzig University, Germany; DHGS German, University of Health and Sport, Berlin, Germany, <sup>2</sup>Clinical Immunology, Medical Faculty, Leipzig University, Germany, <sup>3</sup>Immunology Lab, Botany and Microbiology Department, Faculty of Science (for Boys) Al-Azhar University, Cairo, Egypt, <sup>4</sup>Clinical Immunology, St. Etienne University Hospital, France, <sup>5</sup>Neurotoxicology, Development and Bioactivity, University Lorraine, France, <sup>6</sup>Department of Chemistry, National and Kapodistrian University of Athens, Greece, <sup>7</sup>IMCert staff educators from Al-Azhar, Cairo, Ain-Shams, Damanhour and Aswan University, Egypt, <sup>8</sup>Vice president of Al-Azhar University for Postgraduate and Research, Al-Azhar University, Cairo, Egypt, <sup>9</sup>Clinical Pathology Department, Faculty of Medicine (for Girls), Al-

Azhar University, Cairo, Egypt





Faculty of Medicine

/ Universitätsklinikum Leipzig

Medizin ist unsere Berufung.

## Background

IMCert is an approved proposal in the "Capacity building in the field of higher education" Erasmus plus. The aim a postgraduate was develop study course to in cooperation between Egypt, France, Germany and Greece. Before implementation of all nine modules of the certificate we piloted three of them.



### Summary Of Work

44 participants from Egyptian universities (Al-Azhar, Cairo, Ain-Shams, Damanhour and Aswan University) attended the Al-Azhar University' modules. Nine medical. three 11 pharmaceutical and 24 natural sciences participants (18 males) were selected by questionnaire and expert interview from 1835 applicants.



included online parts physical practical lab cases, videos, and group Assessment written and research

proposal writing and presentation.

Teaching

presence,

and

parts,

To assess the process of the piloting we used questionnaires for participants and teachers. We asked the participants how competent they felt before and after each module (1 not competent at all to 10 very competent).

## Summary Of Results

In written assessment of the three modules 49 to 75 per cent were answered correctly by the participants.

Participants rated their competency in basic immunology with 6.97 (SD 2.4; mean  $\pm$  SD) before and 8.67 (SD 1.99) after the module. Molecular biology was rated 7 (SD 2.29) before and 8.57 (SD 1,95) afterwards.



# Four of five in teams produced research proposals were very mature.



Public health competency was rated 7.8 (SD 2.31) before and 8.11 (SD 2.19) after.

#### Research proposal competencies

## **Discussion and Conclusion**

Piloting newly developed curricula before implementing is very important. Participants' feedback was very good, praising teachers' expertise. Practical parts need more subgrouping and more teachers to optimize the hands-on learners' success.

Optimal teaching methods and assessments together with constructive alignment resulted in increasing participants' competencies.



Students of the pilot phase of IMCert

## Take-home Message

Implementation is starting in September 2023. We will be continuously evaluating and optimizing.



Staff educators of the pilot phase of IMCert



Co-funded by the Erasmus+ Programme Of the European Union



IMCert nune Modulation Certificate For Post aduate Students Enabled by Blended Learning

