Volume II No. II February 2024

Africa Medical College Quarterly Newsletter

AMC Today

"Committed to academic excellence and cultural diversity "

Africa Medical College Is Going for an Advanced Form of Accreditation

Africa Medical College, in preparation for the newly introduced advanced form of Accreditation by FDRE Education and Training Authority (ETA), has just established a Self-Evaluation Committee responsible for gathering program-specific information on all programs and compiling self-evaluation reports (SED) through data collection tools (DCT), student satisfaction survey (SSS), observation and interviewing. To facilitate the process, the College, based on the 9 standards of ETA, estab-

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Self Evaluation Team in Action

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AMC Graduates 48 Medical Doctors at Grand Haile Hotel

Africa Medical College graduated 48 students (32 Female and 16 Male) in Medical Doctorate (MD) Degree for the six time at Haile Grand Hotel, Addis



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...Advanced Form of Accreditation

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lished three subcommittees; namely, Program Outcome, Educational Resources and Program Management, Curriculum, Learning, Teaching and Assessment, Students and Academic Staff and Research and Community Engagement and Continual Quality Improvement committees.
All committees, to this end, received a one-day training on how to undertake a self-evaluation by a team of experts from the Education and Training Authority (ETA).

The principal and subcommittees are composed of senior academic staff, department heads, a student representative, and a representative from the administration staff. The self-evaluation will commence with Medicine and other programs are set to follow suit.



Training on SED Preparation

AMC Graduates 48 Medical

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Ababa, on November 28, 2023. . The ceremony was attended by H.E. Dr. Werkye Tigabe, the guest of honor of the ceremony, a specialist in Pediatric Surgery and Head of the Academic Department at St Peter Hospital; Dr. Mekonnen Belay, the Vice President; the Dean of the College; academic and administrative staff; graduating students and their parents.

The guest of honor, having handed over degrees and certificates to graduates, passed his good wishes and encouraged them to do their level best to ethically discharge their duties using the knowledge, skills, and competencies they acquired through the years and support their country, families, and themselves.

Dr. Mekonnen, Vice President of the College, on his part, expressed his gratitude to all those who supported the College along the way in its endeavor to produce well-educated citizens and reminded graduates that they had been trained to serve humanity and they have to do it with complete humility and humbleness. He also wished them

AMC Graduates 48 Medical Doctors ...

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to achieve the pinnacle of success with a positive framework of mind through continuous reading and practice. He commended parents and guardians of students for supporting students through many vicissitudes.





Dr, Meron Tekle, Winner of the Gold Medal

AMC Conducts Its 2nd Annual In-house Research Seminar

AMC organized an Annual In-House Research Seminar for the second time to disseminate research findings from its scholars and those from other research and academic institutions and it held on February 9, 2024 at the College's Graduate Library.

The theme for the Seminar was "Prevention of Diseases



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...2nd Annual In-house Research Seminar

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"36% of researchers believe that solving political, social, economic or environmental problems is one of their most important roles."

(Petit, R. , 20 23)

and Health Promotion, Prevalence and Prevention of Non-Communicable Diseases and Patient Care". The Seminar gathered more than 27 academic staff, researchers, and students.

In his welcome remarks, Dr. Mekonnen Belay, the Vice Presidents of the College, thanked all participants for having responded positively to the invitation. He reminded that the purpose of AMC Annual In-House Research Seminar is to share research findings and formulate recommendations to inform policy making and disseminate the findings of research to the academic community. He also thanked Research and Community Service Office and Research and Publication Committee for their efforts to organize the Seminar. He also thanked the researchers' willingness to present their papers which added value to the conference content and helped to attract a wider audience.

On the occasion, three research papers entitled "Co-occurrence of and factors associated with health risk behaviors among adolescents: A multi-center study in sub-Saharan Africa, China, and India" (by Dr Yadeta Dessie), "New Electrochemical Method to Determine Tryptophan in Fruit Juices: Development and Validation" (by Mr. Assefa Takele) and "Breastfeeding Practices and Associated Factors among Mothers of Children Aged6 To 24 Months Attending Lemi Kura Sub-City Administration Woreda 2 Health Center Addis Ababa, Ethiopia, 2022" (by Ms. Marta Assefa a PhD candidate).

Participants deliberated on the research papers and forwarded comments on the basis of which, it is hoped, the presenters will improve the quality of their papers and resubmit them to be presented at the 2nd Annual Research Conference.

Research Corner

Why is research important for an educational institution?

Romane Petit JResearch Assistant at EHL Hospitality Business School ULY 09, 2023)

1. The role educational institutions play in addressing global problems and fostering innovation via research

"Science lies at the heart of solutions to important problems" and management scholars have a distinctive advantage in tackling significant societal issues. They can confront key obstacles related to individuals, behaviours, organizations, and institutions that frequently arise when addressing society-wide challenges. By overcoming these obstacles, they can help create a more inclusive society. According to a recent study, 36% of researchers believe that solving political, social, economic or environmental problems is one of their most important roles. The European Council Resolution describes European universities as being at the forefront of "Europe's drive to create a knowledge-based society and economy and improve its competitiveness.

As a result, educational institutions can make a significant contribution to the economy and society through research, more specifically on companies, cultural and social-health institutions, the authorities and civil society. For example, in 2020, the collaborative efforts of Oxford University and AstraZeneca resulted in the successful development of the Oxford/AstraZeneca Covid-19 Vaccine, offering widespread protection against the global pandemic. Similarly, researchers at University College London made significant strides in breast cancer treatment, showcasing a pioneering therapy that proved to be as effective as traditional approaches.

Addressing complex global challenges requires a comprehensive approach that encompasses effective policy-making. Consequently, it becomes imperative for policy changes to be grounded in rigorous fundamental research, as emphasized by Aurélie Boulos, Head of Faculty Affairs at EHL Hospitality Business School.

2. Educational institutions have an impact on knowledge sharing and dissemination via scientific partnerships

Developing cross-collaborations between universities and industries, and across different fields of expertise, is important to create accurate knowledge and understanding of the world phenomena. Interestingly, 43% of researchers surveyed prefer to involve people outside of their specific field in order to better shape their research. This is therefore not surprising to see that, according to statistics

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Why is research important ...

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from Horizon 2020, more than 1.5 million research collaborations have been created from more than 150 countries. The Covid-19 pandemic has **indeed** proven that "science has become a team activity", and that a strong partnership will only bring better solutions to the current world. Indeed, the complexity of this crisis has encouraged the collaboration of molecular biologists, epidemiologists, clinicians, social scientists, engineers, material scientists, among others.

Creating collaborations is one important thing, sharing new knowledge to the public is another, as a majority (63%) of researchers believe they contribute to "educating others". Indeed, 57% of Americans are more likely to believe in research if the data is publicly available. The pandemic also had an impact on knowledge sharing, with 78% of researchers surveyed agreeing that the pandemic increased the importance of science bodies and the need for researchers to explain research findings to the public.

3. **Research contributes to the growth and success of higher education institutions**

While the impact of educational institutions' research on society has been widely explored, it is worth remembering that research also has a strong impact on the institutions themselves. First, research has an impact on teaching that helps "the training of responsible and autonomous professionals, who take a reflective look at their practice and have acquired the ability to constantly develop their skills". However, the benefits are not only for the teachers but also for the students. Students who engage in research tend to have higher critical thinking and problem-solving skills.

Also, research plays a significant role in accreditations as well as the competitiveness of the university, which ultimately enables it to attract top talent in terms of both students and faculty. It has been shown that research productivity is positively correlated with institutional ranking and reputation.

The focus is now on finding ways to evaluate and compare the quality and effectiveness of university teaching, learning, and research. Over the past few years, there has been a gradual increase in techniques for assessing higher education activities and results, especially when it comes to university -based research. For example, university rankings have become ubiquitous across the globe. However, measuring research impact needs to go beyond numbers and understand its overall impact on society. As the world becomes more interconnected, there will be more and more global evaluations of research quality and performance.

Quality Assurance Corner

Competencies for Online Teaching

(Jan Herrington, University of Wollongong, Australia Ron Oliver, Edith Cowan University, Australia, 2006)

Teaching in an online environment involves far more than simply transferring teaching skills from the classroom. The successful facilitator will need to learn strategies for developing online 'antennae', for humanizing the electronic environment, and new ways to guide students to discuss, critique and reflect together as they engage in the construction of meaning.

Online teachers need the skills to blend communication technologies to foster a sense of community. More practically, online teachers also need strategies to deal with student frustrations caused by technology failure, and other technology-related problems such as viruses, unstable software and incompatibility problems (Bennett et al., 1999).

The eight roles are:

- ***The Process Facilitator****:* Concerned with facilitating the range of online activities that are supportive of student learning.
- ***The Advisor-Counsellor****:* Works with learners on an individual or private basis, offering advice or counselling to help them get the most out of their engagement with the course.
- **T*he Assessor****:* Concerned with providing grades, feedback, and validation of learners' work.
- ***The Researcher****:* Concerned with engagement in production of new knowledge of relevance to the content areas being taught.
- ***The Content-Facilitator****:* Concerned directly with facilitating the learner' growing understanding of course content.
- **T*he Technologist****:* Concerned with making, or helping to make technological choices that improve the environment available to learners.
- ***The Designer****:* Concerned with designing worthwhile online learning tasks.
- **T*he Manager-Administrator****:* Concerned with issues of learner registration, security, record keeping and so on. (Goodyear et al., 2001, p. 69)

For each of these roles, associated attributes were considered. For example, for the role of *Process Facilitator* six main tasks areas were identified:

- ***Welcoming*** (introducing, ice-breaking, helping learners articulate their expectations, familiarising learners with the environment and expected work practices, demonstrating the value of online activity)
- ***Establishing ground rules*** (maintaining rules, creating community, maintaining discourse)
- ***Creating community*** (maintaining discourse, creating community, providing positive feedback, ensuring safe environment, allocating roles, maintaining effective groups)
- ***Managing communication*** (sharing, listening, showing enthusiasm, establishing and maintaining motivation)

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Competencies for Online Teaching

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- ***Modelling social behaviour*** *Establishing own identity.* (Goodyear et al., 2001, p. 70)

Good teaching in conventional face-to-face settings would often readily transfer to the online equivalent. But online teaching requires many new competencies that classroom teachers have never needed in the past, and that the ways in which good teaching is expressed in conventional and online settings may be very different.

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