

2007 Presentations

Accrediting our Nutrition and Dietetics programme - the to go?

Fatimah A

Oral presentation, IMEC 2007, Kuala Lumpur, Malaysia

Are English Language requirements, valid and reliable entry criteria that determine expected academic performance in Phase 1 of medicine course at IMU?

Periera C, Doray S, Lee N, Perera J

Poster presentation, IMEC 2007, Kuala Lumpur, Malaysia

Assessing IMU communication skills training programme: tools and reliability

Yeap R, Beevi Z, Mohamadou G, Lukman H

Poster presentation, IMEC 2007, Kuala Lumpur, Malaysia

Assessing the Biomedical literacy and English Language skills of Malaysian Health Sciences students

Periera C, Budgell B

Poster presentation, IMEC 2007, Kuala Lumpur, Malaysia

Assessment of Outcome-based Curriculum

Pasupati TM, Chakravarthi S, Perera J

Poster presentation, IMEC 2007, Kuala Lumpur, Malaysia

Assessment tools: how strong are they?

Perera J, Juriah A, Thanikachalam P, Lee N

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Biology at pre-university level: does this provide an advantage to medical students

Ponnudurai G, Chen YS, Lee N, Hla YY, Achike FI

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Clinical skills preparedness of IMU students for Partner Medical Schools

Achike FL, Juriah A, Judson JP, Lee N, Hla YY, Chen YS

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Contribution of formal in-course assessment towards students' performance in End-of-Semester Examination

ER HM, Pook PCK, Raj VL, Wong PS, Yiap BC

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Correlation between English Language requirements and English Placement Test (EPT): Do We need an EPT?

Doray S, Perera J, Lee N, Perera C

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Course assessment in the haematology system: assessment of core knowledge and competence in the undergraduate medical course

Chakravarthi S, Thanikachalam P, Ambigabadi P, Bukhari NI
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Discrepancy in performance score: a comparison between two OSCE groups

Loh KY, Sivalingam N, Ramesh CJ
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Does medical students performance improve after an additional clinical year of training? A prospective comparison study between Semester 7 and 9 examinations

Loh KY, Sivalingam N, Ramesh CJ
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Evidence-in-action: how students can learn to use EBM during clinical encounter

Teng CL
Oral presentation, IMEC 2007, Kuala Lumpur, Malaysia

Feedback in medical school: student perceptions and expectations [Oral]

Perera J, Win K, Lee N, Perera J, Wijesuriya L
Oral presentation, IMEC 2007, Kuala Lumpur, Malaysia

How closely do In-course Assessments correlate with End-of-Semester Exams?

Gupta E, Chin SP, Supramaniam A, Lim BK, Loh R, Kew ST et al.
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IMU doctor-patient communication skills training programme: how successful is it?

Lukman H, Yeap R, Mohamadou G, Beevi Z
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IMU through students' eyes: the IMU-REEM [Poster]

Hla YY, Arokiasamy C, Fang K, Rohayati R
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In-course assessments: can it identify distinction-potential and borderline-fail students?

Chin SP, Gupta E, Supramaniam A, Lim BK, Loh R, Kew ST et al.
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In-service training needs required by staff nurses in state hospitals in Peninsular Malaysia

Lim PH
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Initiatives in e-Learning: The IMU experience

Judson JP, Mohan J, Maung M, Azman A, Lim KH
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Measurement of teaching excellence: mission impossible?!!

Hla YY, Judson JP, Fang K

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PBLs or lectures: does it matter?

Nagaraja HS, Perera J, Lee N

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PBL vs lectures: the age-old conflict from the lens of IMU students

Chen YS, Ponnudurai G, Hla YY, Achike FI, Garden A

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Perception of medical students on standard precautions in relation to HIV, HBV, HCV infections

Hande N, Kew ST, Song T, Juriah A

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Perceptions of pharmacy students on Problem-Based Learning (PBL)

Yeoh PN, Ong CE, Pook P, Ling JKY, Onishi H

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Providing feedback to students: practices and perceptions of teachers

Perera J, Win K, Lee N, Wijesuriya L

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Qualitative analysis of summative examination questions used in preclinical Phase of the medical school at the International Medical University

Perera J, Perera J, De Alwis R, Nagaraja HS, Ponnudurai G, Thanikachalam P

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Selecting medical students: the school academic performance or interviews?

Sharma S, Pillay S, Lee N, Perera J

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Self-directed learning: learning in learners' hands- the 2020 medical education [Oral]

Maung M, Zoraini Wati A, Katrina A

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Self-Evaluation of Professionalism Initiatives at The Cyberjaya University College of Medical Sciences

Yong Rafidah AR, Noor H, Mohamed AL, Asmadi AY

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Stress experienced by medical students: fact or fiction?

Pereira XV, Fok JS, Hong SS, Lim LW

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The answer has its reasons: a novel integrated Multiple Choice - Extended Matching Questions (MCQ-EMQ) format to promote in-depth learning

Wai N

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The effectiveness of the English course in improving students language proficeiciency

Periera C, Lee N

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The experimental approach: a preferred method to inculcate conceptual knowledge of doctor-patient communication

Lukman H, Yeap R, Beevi Z, Mohamadou G, De Alwis R, Wong P

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The impact of clinical training on students' performance at professional examination: comparative study

S. Sulaiha A, Sheila R, Zainurrashid Z, Sivalingam N

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The level of difficulty and discrimination index in the Type A Multiple Choice Questions of Summative Assessments in Foundation 1 course of The International Medical University

Kumar MN, Nagaraja HS, Ponnudrai G

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The mentor-mentee system: knowledge, practices and perceptions of mentors [Oral]

Perera J, Lee N, Doray S, Periera C, Somnath SD

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The mentor-mentee system: students' point of view [Oral]

Periera C, Perera J, Lee N, Doray S, Somnath SD

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Using bubble chart diagrams to implement the 8 IMU outcomes in assisting bedside teaching

Sivalingam N, Loh KY

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Written test in Nursing Curriculum: a preliminary analysis

Foong M, Siew WF, Low C, Perera J, Lee N

Oral presentation