

## **DME7101 Management of Diabetes and Complications**

### **ePBL Sessions**

#### **Introduction**

In this module, you have learnt about management of diabetes and its complications. In the DME7101 module, you will need to participate in two online PBL (ePBL) sessions.

The two ePBL sessions require you to discuss the management of a patient who is newly diagnosed with diabetes and also who has had diabetes for 10 years. These ePBL sessions will be assessed and the assessment will contribute to 40% of your marks (20% from each ePBL).

#### **What is the ePBL process?**

Problem-based learning (PBL) is a student centred pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in the trigger material. The PBL process does not only focus on problem solving with a defined solution, but it also allows for development of knowledge acquisition, enhanced group collaboration and communication in students.

For each ePBL session, you will go through a learning process that requires you to meet online twice as a group. Your student activities for each online meeting is identified below:

##### **First online discussion as a group**

1. Read and understand the problem stated in the trigger (the trigger is released at the beginning of the first online discussion)
2. Explore the issue – gather necessary information; learn new concepts, principles, and skills about the proposed topic
3. State what is known – students list what they already know about the scenario and list what areas they are lacking information
4. Define the issue – frame the problem in a context of what is already known and information the students expect to learn



##### **Individual research**

5. Research the knowledge – find resources and information that will help create a compelling argument
6. Investigate the solutions – list possible actions and solutions to the problem, formulate and test potential hypotheses



##### **Second online meeting as a group**

7. Present and support the chosen solutions- clearly state and support your conclusion with relevant information and evidence

### ***Role of the faculty***

At each online meeting as a group, there will be a faculty member who will play the role of a facilitator and guide. As a facilitator and a guide, the faculty member ensures that students engage in self-directed learning within the ePBL. The facilitator will be present during the online ePBL meetings, but not participative and step in only when needed or requested to by the team members.

The faculty member will also be assessing your discussion using the assessment rubric uploaded on eLearn portal.

### **When will the ePBL be conducted?**

#### **ePBL1: Patient with newly diagnosed T2DM**

<b>ePBL1A</b> <b>First online meeting <i>to discuss</i></b>  Date: 18 <sup>th</sup> March 2020 Time: 10.30 am-12.30 pm	<b>ePBL1B</b> <b>Second online meeting <i>to present</i></b>  Date: 8 <sup>th</sup> April 2020 Time: 10.30 am-12.30 pm
--	--

#### **ePBL2: Patient after 10 years with T2DM**

<b>ePBL2A</b> <b>First online meeting <i>to discuss</i></b>  Date: 29 <sup>th</sup> April 2020 Time: 10.30 am-12.30 pm	<b>ePBL2B</b> <b>Second online meeting <i>to present</i></b>  Date: 20 <sup>th</sup> May 2020 Time: 10.30 am-12.30 pm
--	---

### **How will the ePBL be conducted?**

The ePBL sessions will be held using Zoom. To use Zoom, you will need:

- A computer or a mobile phone
- Internet or data connection

### ***Accessing and using Zoom***

- ☐ This is the link that shows you how to join the zoom link.  
<https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting>
- ☐ and this is the link that shows you how to share the slide.  
<https://support.zoom.us/hc/en-us/articles/201362153-How-Do-I-Share-My-Screen->