

## Editorial

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Online learning is education that takes place over the Internet. It is often referred to as “e-learning” among other terms. However, online learning is just one type of “distance learning” - the umbrella term for any learning that takes place across distance and not in a traditional classroom. An online class is a course conducted over the Internet. They are generally conducted through a learning management system, in which students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructor. This descriptive type of cross-sectional study entitled “How were the Online Classes in Undergraduate Medical Teaching during COVID Pandemic? Students’ Views of a Non-Government Medical College in Bangladesh” was conducted by Dr. Mehrunnissa Khanom. It was conducted within 13th July to 20th July, 2020 on MBBS students of Chattagram International Medical College, a non-Government Medical College of Bangladesh, exploring students’ views on online classes. A total of 217 students participated in the study. Though majority of both pre-clinical and clinical students mentioned having appropriate device; there had been a wide range of variations in responses regarding their own internet connectivity. The most striking finding came out with the question if online class would be felt as a good substitute of ‘face-to-face’ class; it was ‘never’ response in more than 70% students in both pre-clinical and clinical groups.

Faculty development programme is essential for teachers development but existing faculty development activities in different institutions are not very effective. Study titled on Current Status of Faculty Development Events in Different Medical Institutions of Bangladesh by Dr. Wakil Ahmed was conducted to assess the current status of faculty development events in different medical institutions of Bangladesh. This cross sectional study was

carried out among 120 teachers working in medical colleges and institutes. Opinion of one hundred teachers working in preclinical, para clinical and clinical departments were collected by self administered semi structured questionnaire. Twenty (20) teachers were selected for in depth interview. Majority of teachers in both the groups in in-depth interview (80%) and in-structured questionnaires (99%) opined that a well organized faculty development program is a needed for medical teachers.

The Sustainable Development Goals (SDGs) are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs, set in 2015 by the United Nations General Assembly and intended to be achieved by the year 2030, are part of a UN Resolution called "The 2030 Agenda". The targets and indicators for the SDGs are included in the UN Resolution adopted by the General Assembly two years later on 6 July 2017. The 17 goals are broad and interdependent. Each of the SDGs has a list of targets which are measured with indicators. There are a total of 169 targets that specify the SDGs. Most of the SDGs have around 8-12 targets (or about 10 on average). Each of these targets has one to four indicators to measure progress toward reaching the targets. In total, there are 231 unique indicators to measure progress. Study titled “Aligning the contents of curriculum of undergraduate medical education in Bangladesh with health related targets of Sustainable Development Goals (SDG).” was conducted by “Brig Gen SMM Saleh Bhuiyan”. The study was to assess teachers’ views regarding the alignment of curriculum of undergraduate medical education in Bangladesh with the health related targets of Sustainable Development Goals. The study used standardized pre-tested instruments. Convenience sampling technique was employed to include four public and four private medical colleges, of which five were

located in Dhaka city and three were located outside Dhaka city. Data were collected from 123 faculty members by using self-administered semi-structured questionnaire and from 25 Key informants by using Interview schedule. Study revealed that among 123 medical teachers 84(68.3%) opined inadequacy of contents about neglected tropical diseases, 97(78.9%) about road traffic accidents, 103(83.7%) about narcotic drug abuse, 93(75.6%) about universal health coverage, 108(87.8%) about sexual health care services, 97(78.9%) about tobacco control and 116(94.3%) about early warning about national and global health risks. Study recommend to achieve the health related targets of SDG, the curriculum of undergraduate medical education should be reviewed with inclusion of relevant contents which will help students to achieve relevant competencies.

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. The educational environment is everything that happens within the classroom, departments, faculty, and institution both physically and psychologically. Educational environment is vital in determining the success or failure of any institute (Lizzio et al. 2002). This descriptive type of cross-sectional study on “Students’ perceptions on educational environment of selected dental colleges in Bangladesh” was conducted by Dr. Syeda Mahmuda Akhter with the aim to find out the students’ perceptions on educational environment of selected dental colleges in Bangladesh. Data collection was done with self-administered semi-structured questionnaire with two open questions using Dundee Ready Educational Environment Measurement (DREEM) inventory with some modification. There were five subscales of DREEM for students. Study results revealed that total DREEM score of students were 142. Mean score of students’ perceptions by subscale of DREEM were “students’ perception of their learning (34.95); students’

perception of their teachers (30.36); students’ academic self-perception (24.94); students’ perception of educational atmosphere (32.82) and students’ social self-perception (18.83). All these values indicated that the students’ perception were in the right & mostly positive direction.

Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviours, and skills that add to their range of learning experiences. This descriptive type of cross-sectional study on Quality of Teaching–Learning in Undergraduate Medical Education in Bangladesh - Views of Stakeholders was carried out by Brig Gen. Dr. Md Nizam Uddin in government and non-government medical colleges of Bangladesh to assess the quality of teaching-learning of undergraduate medical education. Convenience sampling technique was adopted. Two self - administered semi-structured questionnaires and one in-depth-interview schedule were utilized for the study. The study revealed that there was shortage of teaching staffs and infrastructure facilities. However numbers of hospital beds, indoor and outdoor patients were found to be sufficient. Study revealed that most of the students learned to take history, examine the patients; but had difficulties to make a provisional diagnosis. The clinical teaching in evening session was found to be neglected. Teachers could not ensure students’ learning of optimum skills and attitude.

#### **Executive Editor**

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