

Editorial

Use of mnemonics can assist to learn anatomical information more quickly and native language always positively stimulates learning. The study “Comparative Effectiveness of Bangla and English Language Mnemonics in Short Term Memorization of Anatomical Information by Bengali Medical Undergraduate students” by **Dr. Najnin Akhter** was aimed to explore the effectiveness of Bangla and English language mnemonics in short time memorization. Study revealed that use of Bangla was found significantly more effective than English. Both Bangla and English language mnemonics were significantly more effective than control group where no mnemonics were used.

English is the predominant language in medical curriculum in the world, including in Bangladesh. Anatomy in English language used all over the world also in Bangladesh. The study on “Perception, Views, and Experiences of Bangladeshi Medical Undergraduates Regarding Difficulties in Understanding Anatomy in English” was conducted by **Dr. Md Imran Waheed** aimed to analyze Bangladeshi medical undergraduates' perceptions, experiences, and views regarding difficulties faced in understanding English-in-Anatomy. Study revealed that about one-third of these students faced difficulties in understanding the English of Anatomy textbooks. About 40-50% of undergraduate medical students faced either 'huge' or 'considerable' difficulty in understanding the meaning of words.

Workplace-based assessment (WBA) has become a cornerstone of competency-based medical education, shifting evaluation from artificial testing environments to authentic clinical settings. This review article on “Workplace-Based Assessment in Postgraduate Medical Education: A Narrative

Review of Tools, Validity, and Educational Impact” by **Dr Md. Rasel Ahmad** aims to evaluate the effectiveness of WBA tools in postgraduate medical education, with a focus on psychometric properties, feasibility, and role in enhancing clinical skills and professional development. Evidence indicates that WBA tools significantly improve procedural and clinical competencies through structured observation and immediate feedback. DOPS demonstrated marked skill progression, with mean scores increasing from 3.91 to 7.25. WBA is a valid, reliable, and educationally valuable approach when implemented longitudinally and supported by rater training and institutional commitment.

Inclusion of problem-based questions in the teaching and assessment of medical undergraduate students of Bangladesh is crucial for making a skillful physician in future. This study “A Qualitative Inquiry into Anatomy Teachers' Insights and Experiences with Problem-based Questions in medical Undergraduates Level of Bangladesh” was conducted by **Dr. Maruf Ibne Monowar** to analyze the perceptions, views and experiences of Anatomy teachers of Bangladesh regarding problem-based questions. Study revealed that the perceptions, views and experiences of the Anatomy teachers of Bangladesh regarding problem-based questions were unified in four (4) out of five (5) sets of criteria that problem-based questions had influential role on undergraduates' “thought process”, “identifying undergraduates' strengths and weaknesses”, “improving skill and clinical reasoning ability”, and “intensification of exam preparation”.

The Objective Structured Clinical Examination (OSCE) is a widely used method for assessing clinical competence, but its' validity and role in

modern medical education are increasingly debated. A thematic analysis was “Beyond the Station: A Critical Review of Technological Innovation, Validity, and the Evolving Role of the OSCE in Modern Medical Education” by **Dr Md. Immam Hossin** was conducted on peer-reviewed articles, systematic reviews, and consensus statements retrieved from databases. The review identifies three major themes. First, technology, including virtual OSCEs (vOSCEs), virtual reality, and digital scoring systems, is transforming assessment delivery and feedback, though vOSCEs face limitations in evaluating physical examination skills. Second, while OSCEs offer standardisation, concerns persist about their authenticity and construct validity. Third, the future of assessment lies in programmatic models, where the OSCE serves as one component, triangulated with workplace-based assessments like DOPS.

Global prevalence of childhood overweight and obesity increased in past 33 years. In Bangladesh, prevalence of childhood overweight and obesity increased five times in last two decades. This was a cross sectional survey on “Needs Assessment for Reducing Childhood Overweight and Obesity in a Selected School of Dhaka City” by **Dr. Mohammad Afzalur Rahman**. The proportion of overweight and obese children was 23% and 22% respectively. The proportion of overweight (24%vs 22%) and obese (25%vs 18%) children were higher among boys than girls (50%vs40%). The proportions of overweight and obese children were high among school children.

This analytical study on “Help Autism Rating Scale (HARS) Chart: A Validated and Reliable Tool for Autism Screening in Bangladesh” was conducted by **Dr. Saida Sharmin** on 300 children having autism spectrum disorders (ASDs) recruited from department of Paediatric Neurology. Study revealed

that the HARS has strong psychometric properties and is now readily available for clinical and research work in Bangladesh.

Case-based learning (CBL) could be a valuable tool as small group teaching method in Pharmacology at undergraduate level. Fostering of development of clinical reasoning, self-directed learning, critical thinking, problem-solving and decision-making skills are the major advantages of CBL, and all these leads to higher-level learning outcomes. Study on “Opinion and Feedback of Students and Faculty Regarding Case-Based Learning as Small Group Teaching in Pharmacology” was conducted by **Dr. Fatema Johora**. To evaluate the opinion and feedback of medical students and faculty regarding CBL as small group teaching in Pharmacology. Study revealed that most of the students strongly agreed that CBL improved their understanding of Pharmacology and learning skill along with the ability to apply basic sciences knowledge in clinical context.

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