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UNIVERSITY OF PÉCS  
MEDICAL SCHOOL

LEANbody



Erasmus+



Co-funded by  
the European Union

ERASMUS+ Project LEANBODY - 2021-1-HU01-KA220-HED-000027542

# ERASMUS+ KA2 projects for improving the quality of English Language Medical Programs in Central Europe

Speaker: **Andras D. Nagy**, MD, PhD, Habil, associate professor of human anatomy,  
English Program Committee, University of Pécs Medical School, Hungary

# OUR VALUES:

## Quality Traditions in Medical Education



### A culture of **COGNITION**

We deliver HUGE amount of absolute and necessary TRUTHS about the **human body** and about **human behaviour**.

We are aiming at professional management of CONTENT delivery

# OUR VALUES:

## Quality Traditions in Medical Education



### A culture of **COMMUNICATION**

We have a great tradition in developing and measuring **IN-PERSON communication skills.**

We are aiming at professional management of **Learner Centered Pedagogy.**

# OUR VALUES:

## Quality Traditions in Medical Education

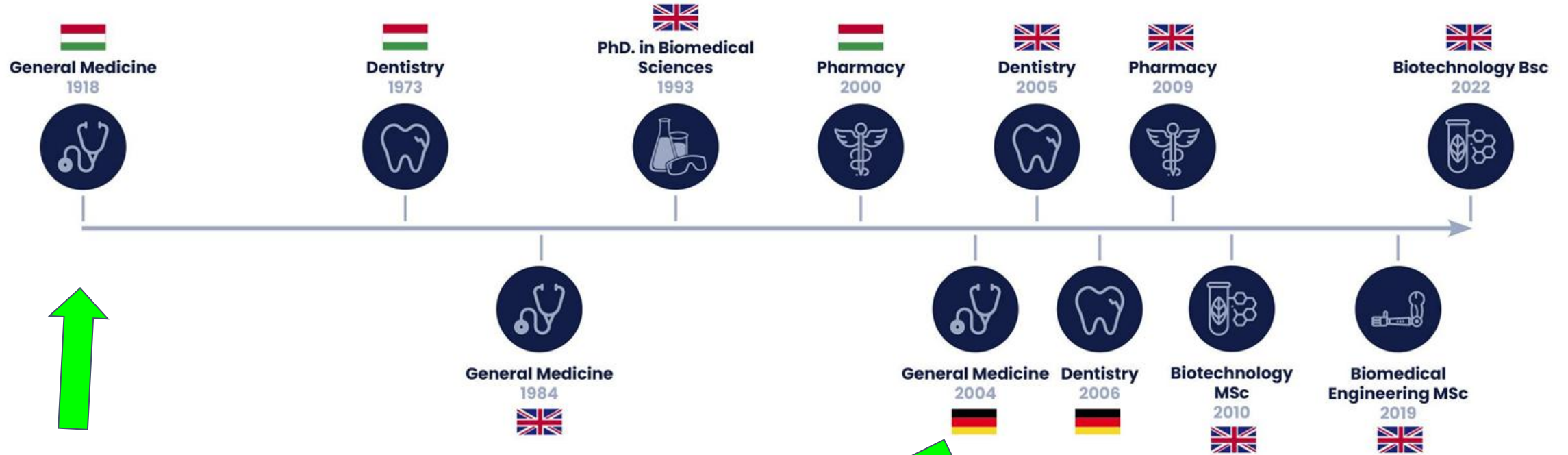


### A culture of CARE

We nurture **universal beliefs, wisdom, and virtues** about how to care for the SICK and for the VULNERABLE.

We are aiming at professional management of **ATTITUDE development**.

# Program launch of **Medical Education** in Pécs, Hungary



1918.  
Hungarian  
language

1984.  
English  
Language




2004.  
German  
language



# A typical Central European Medical School:




## *University of Pécs Medical School*

- 3959 students on 9 programs

	GENERAL MEDICINE	DENTISTRY	PHARMACY	BIOTECHNOLOGY	TOTAL
	1169	232	314	0	1715
	968	225	256	37	1486
	720	55	0	0	775



# Number of first year medical students in Pécs

	GENERAL MEDICINE	DENTISTRY	PHARMACY	BIOTECHNOLOGY MSc	BIOTECHNOLOGY BSc
	220	50	100	0	0
	180	60	80	20	48
	170	20	0	0	0

Further information: <http://felvi.aok.pte.hu/> | <http://admissions.medschool.pte.hu/> | <http://bewerbung.medizin.pte.hu/>



# OUR STRATEGY:

Align with Global Goals



We preserve both high quality and prestige of **CONTENT** delivery  
while  
we increase **engagement of ALL international students**  
in both **SKILLS** development and in **ATTITUDE** development.



# OUR PROFESSIONAL PARTNERS: Top European Universities



We provide professional **LEADERSHIP**

with

**University of Cambridge, UK**

LEANbody - Nagy András

**Karolinska Institute, Sweden**

**CLILMED**, LEANbody - Nagy András

**University of Vienna, Austria**

COHRICE - Kovács L. Gábor

**University of Porto, Portugal**

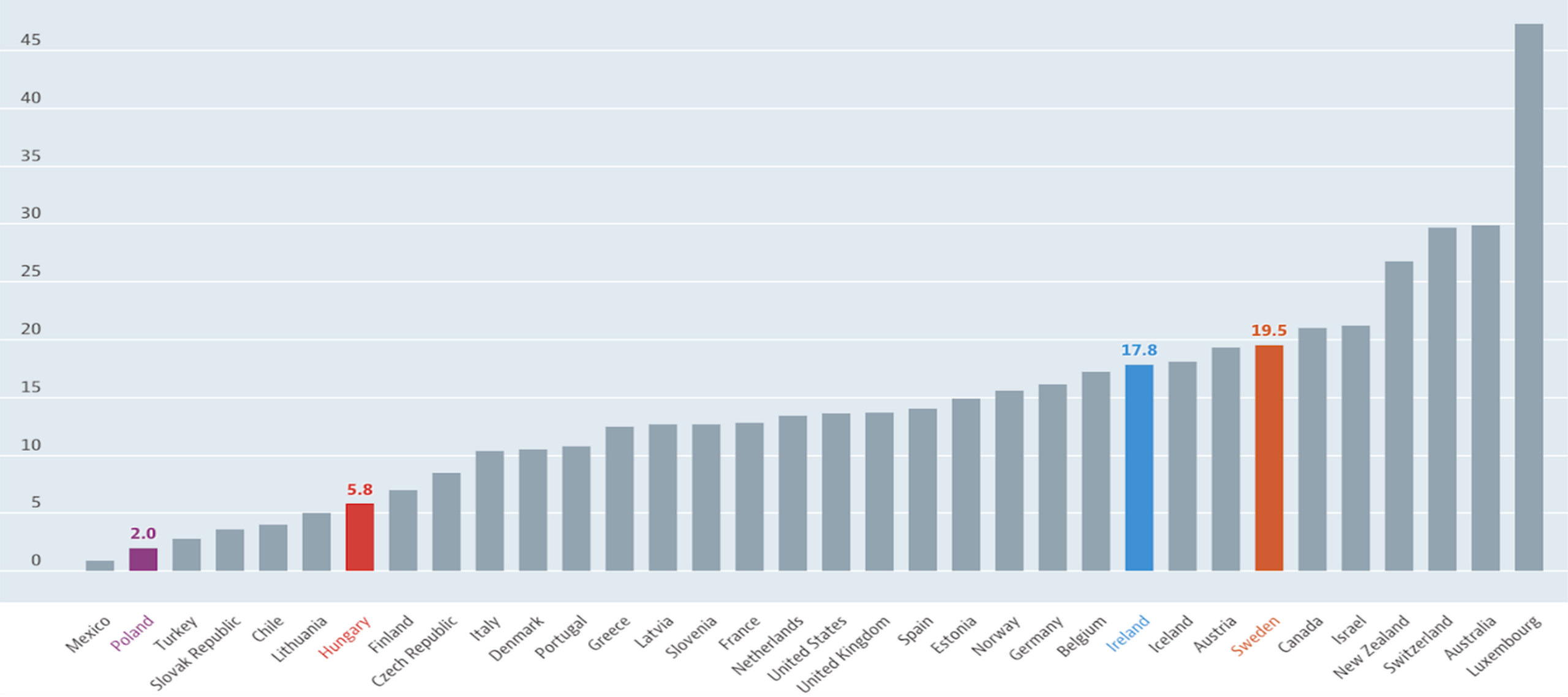
VIBE - Maróti Péter

within the framework of  
ERASMUS+ Strategic Partnerships in Higher Education

funded by the European Commission.

# Foreign-born population Total, % of population, 2017-2019

Source: OECD, International Migration Database

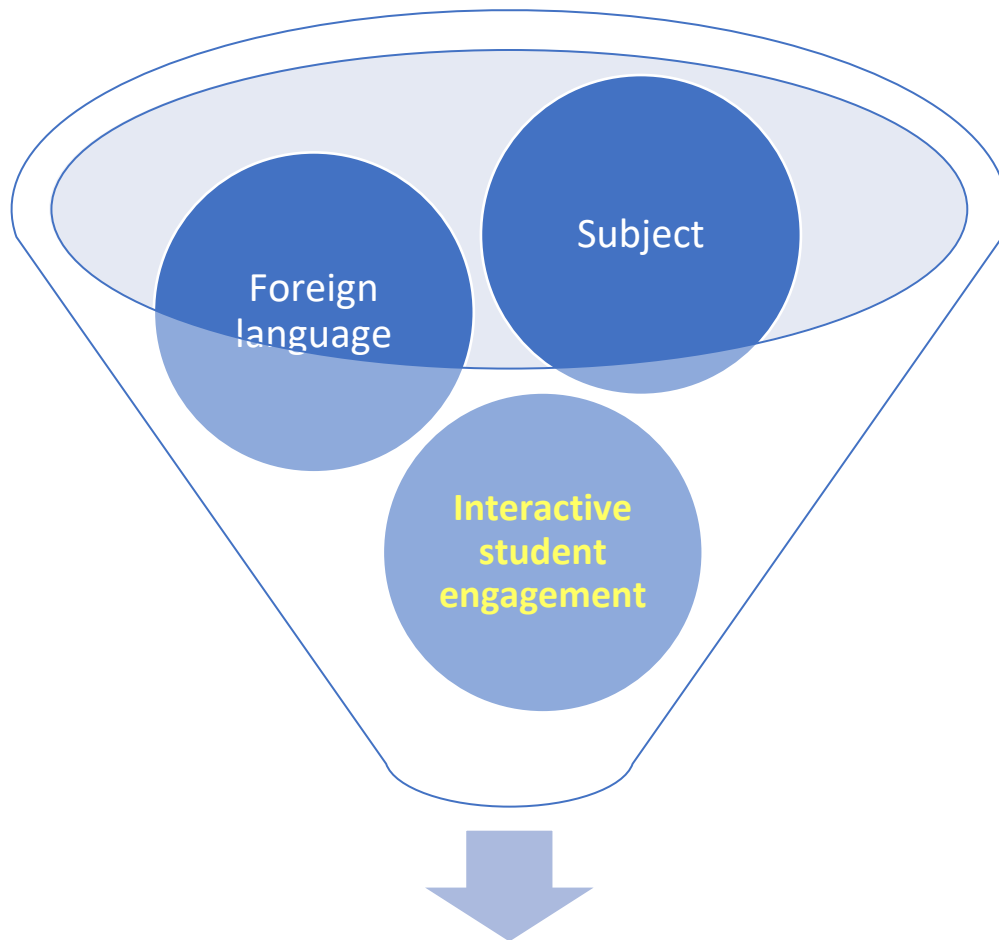




**TANULÁSI KULTÚRA**  
KONCEPCIÓ



**Erasmus+**



**CLIL**



PÉCSI TUDOMÁNYEGYETEM  
ÁLTALÁNOS ORVOSTUDOMÁNYI KAR



**POTE  
PILLARS**



TANULÁSI KULTÚRA  
KONCEPCIÓ



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## CLIL: Content and Language Integrated Learning

a teaching method in which students learn **specific subjects (=content)** in a **foreign language**, often in **multicultural** groups, resulting in the development of **linguistic and intercultural skills** in addition to the acquisition of the **specific subject**



PÉCSI TUDOMÁNYEGYETEM  
ÁLTALÁNOS ORVOSTUDOMÁNYI KAR



POTE  
PILLARS



**TANULÁSI KULTÚRA**  
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**AIM**

regular **teacher-student** and **student-student** interaction in class



**reducing** and eliminating **student passivity** in class



**development** of their **subject-specific knowledge** as well as their **communication, language, and intercultural competences**



PÉCSI TUDOMÁNYEGYETEM  
ÁLTALÁNOS ORVOSTUDOMÁNYI KAR



**POTE  
PILLARS**

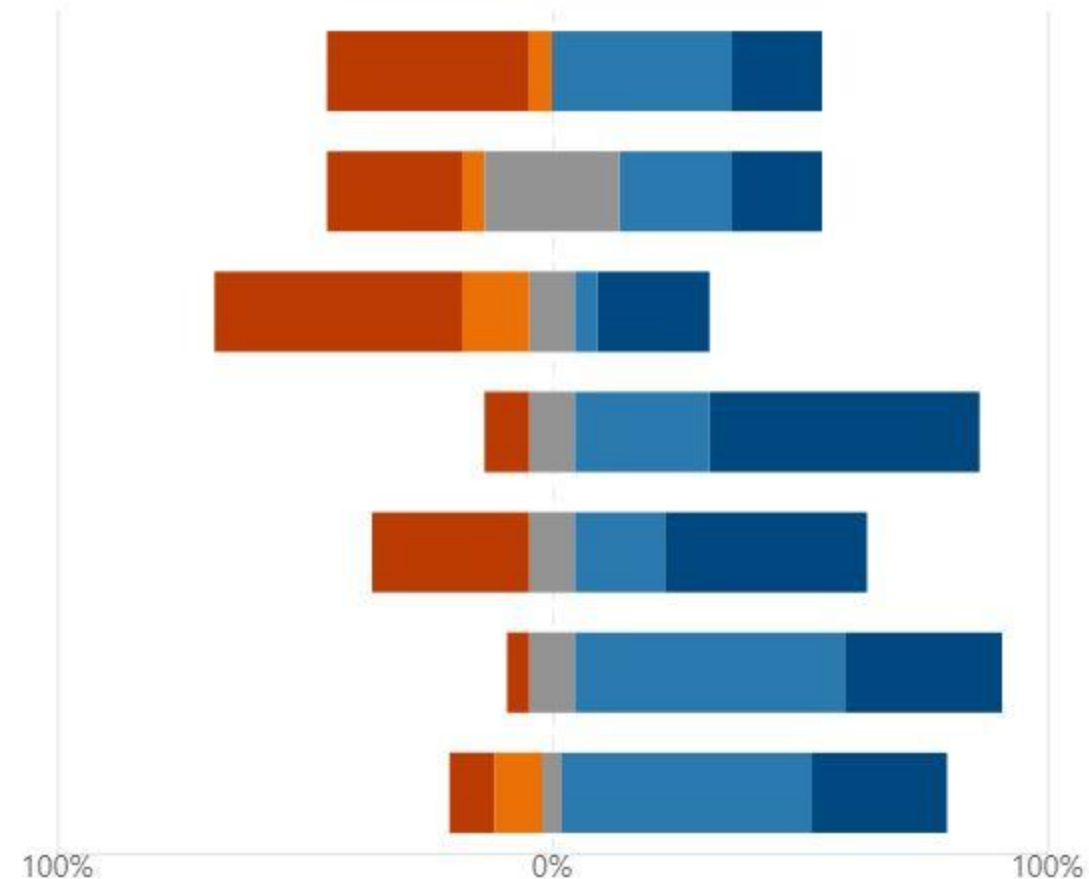
**Anatomists in Pécs** were surveyed about their experiences with modern pedagogical approaches during ONLINE TEACHING in COVID pandemic.

■ did NOT try   
 ■ didn't work   
 ■ was very problematic   
 ■ OK   
 ■ will continue during in person teaching

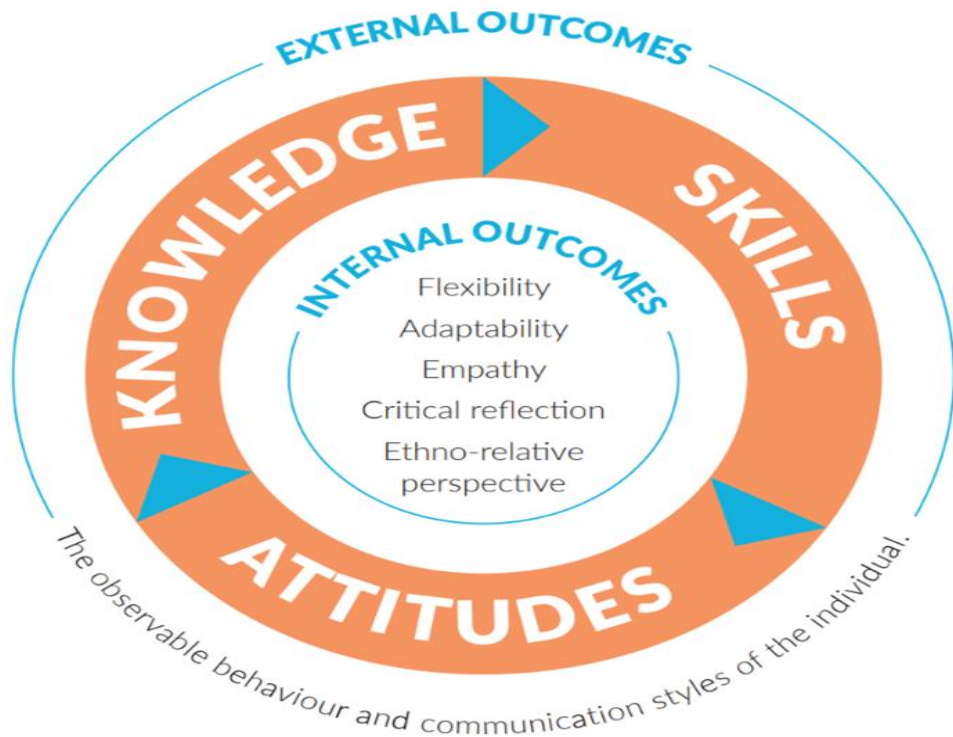
The survey showed that **interaction between academics and students** is *traditionally* very important in ANATOMY teaching in Pécs. Even under online conditions teachers have made impressive efforts to maintain and support interactivity.

The Anatomy Department has won the **'Best teaching department during COVID'** - prize of the Medical School University of Pécs

- cadaver demonstration videos
- online quizzes
- small group exercises - breakout rooms
- exam simulation of viva voce (oral) exams
- feedback, self reflection
- digital whiteboard drawings
- digital 2D-3D image demonstrations



# International Classroom - What sort of teacher competencies to measure?



CLILMED Definition of Competences



<https://forms.office.com/r/rHrvNCwKss>  
<https://clilmed.eu/results/intellectual-output-4/>



# Is it possible to measure professional attitudes, skills, knowledge in a **standardised** way?

Objectively and reliably?

**Within a regular content course** of a medical curriculum?

Which **contemporary pedagogical methods** can deliver this promise?



The meaning of star ratings in this survey are typically:



I am sure it *never* happens



I am not very sure if it *never* happens



I don't know/I can't decide the frequency



I am not very sure if it *always* happens



I am sure it *always* happens



# International Classroom - What sort of teacher competencies to measure?

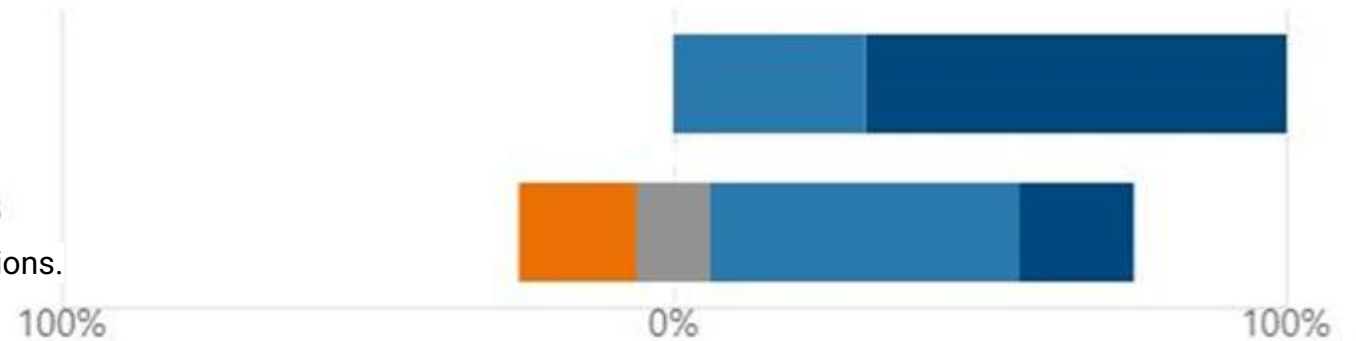
## 3. **Attitudes** - empathy and tolerance of ambiguity

[More Details](#)

■ never ■ rarely ■ sometimes ■ often ■ always

3.1. I am willing to pay attention when *any* of my students express their thoughts about their feelings... in ambiguous or challenging teaching situations.

3.2. I show it if I can share *any* of my students' feelings especially in ambiguous or challenging teaching situations.



# International Classroom - What sort of competencies to measure?

## 4. **Skills** - Interaction and multiple perspectives *in my classes*

[More Details](#)

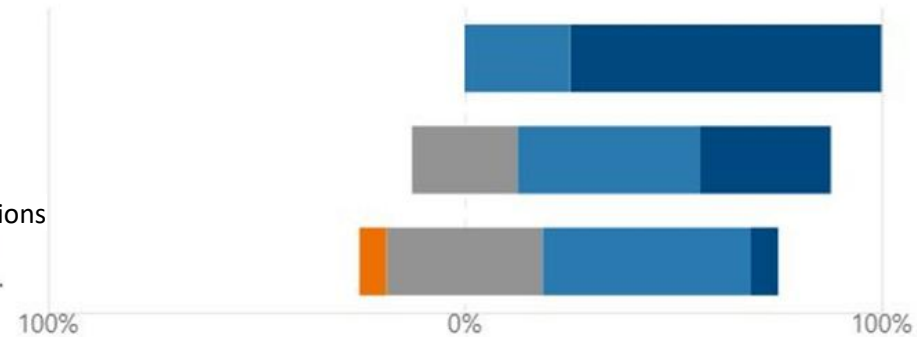
■ never ■ rarely ■ sometimes ■ often ■ always

4.1. I can listen attentively to *any* of my students.

4.2. I can maintain an atmosphere which encourages *all* of my students to express their thoughts and...

4.3. I can show multiple perspectives to my students and encourage them *all* to experiment with different... perspectives than theirs.

opinions



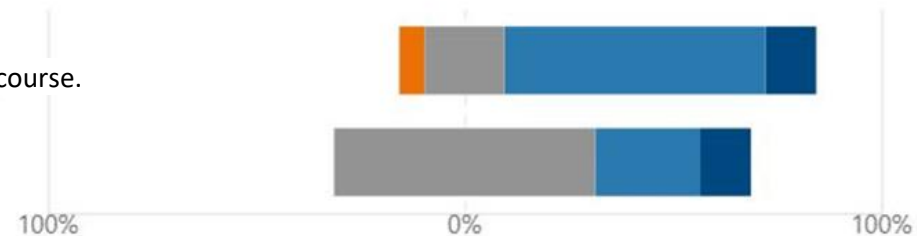
## 5. **Skills** - Problem solving and collaboration *in my classes*

[More Details](#)

■ never ■ rarely ■ sometimes ■ often ■ always

5.1. I can make *any* of my students *feel* confident when facing a problem to solve within the course.

5.2. I can offer different activities to encourage collaboration among the diverse *groups* of students.



# International Classroom - What sort of competencies to measure?

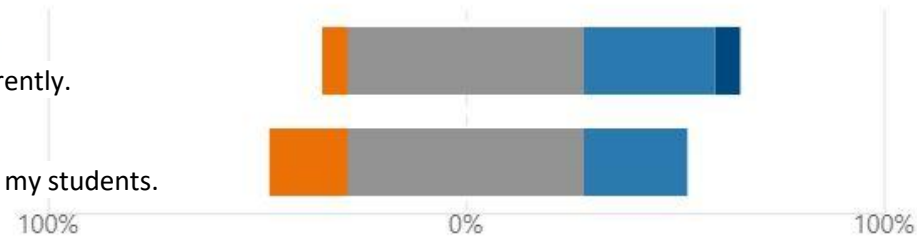
## 9. Knowledge - about students' social interactions

[More Details](#)

■ never ■ rarely ■ sometimes ■ often ■ always

9.1. I know the reasons why my students from diverse cultures may think, behave, and communicate... differently.

9.2. I know when it is appropriate to actively explore some reasons behind culturally different behaviors of my students.



## 10. Knowledge - about worldviews and belief systems

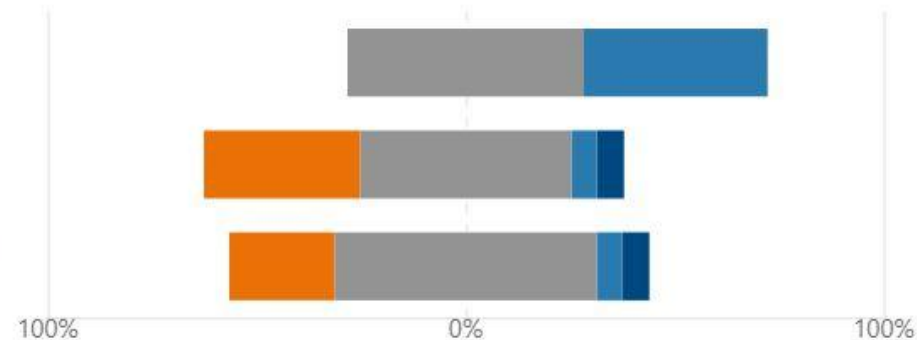
[More Details](#)

■ never ■ rarely ■ sometimes ■ often ■ always

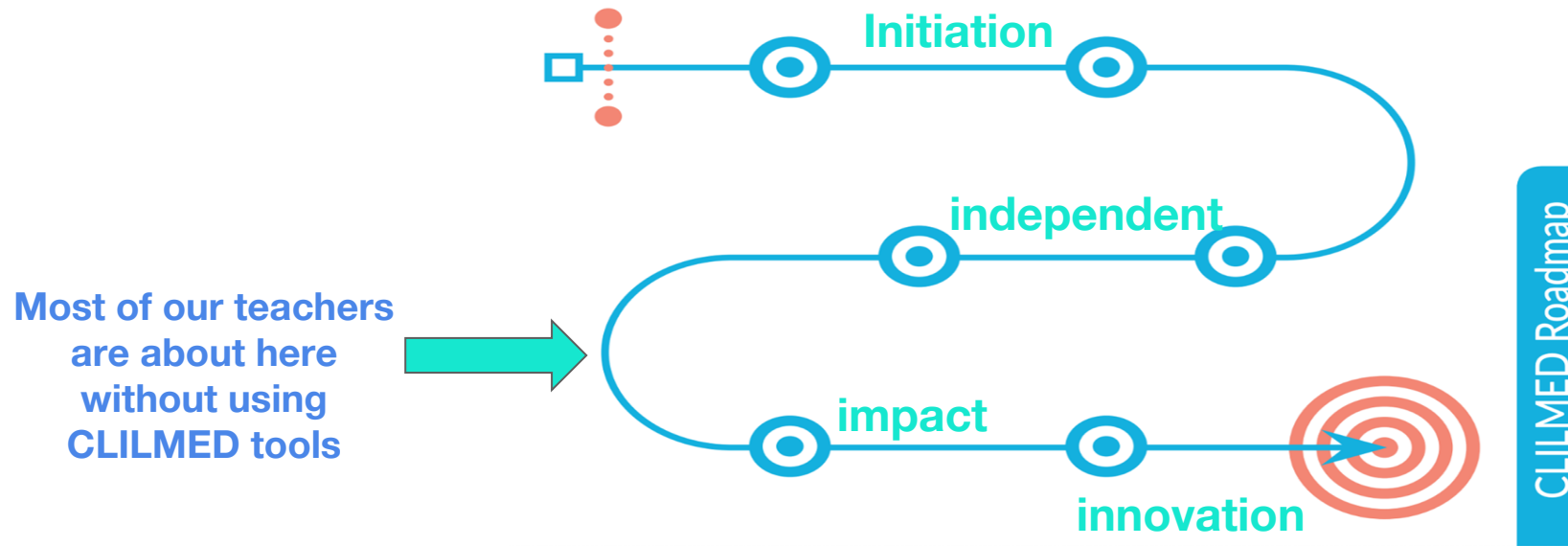
10.1. I know the differences in worldviews and belief systems relevant when interacting with my students.

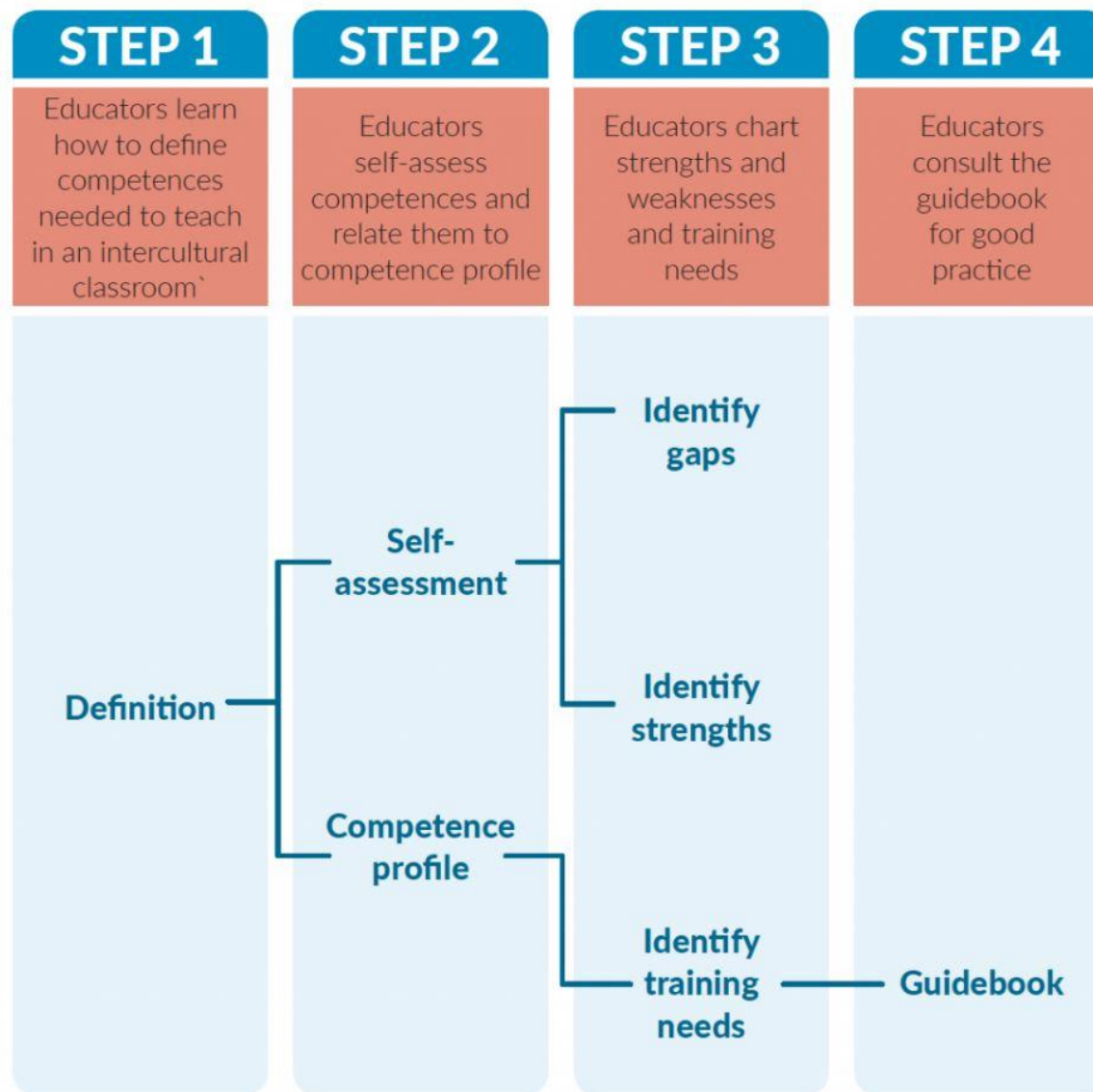
10.2. I know various teaching activities which help explore my students' worldviews and belief systems.

10.3. I know those bits of my course materials which can be enhanced so that students with diverse... worldviews and belief systems can engage and interact better.



# A roadmap for using CLILMED tools in professional development





10. **Knowledge** - about worldviews and belief systems \*

never      rarely      sometimes      often      always

10.1. I know those differences in worldviews and belief systems which are relevant when interacting with my students.

10.2. I know various teaching activities which help explore my students' worldviews and belief systems.

10.3. I know those bits of my course materials which can be enhanced so that students with diverse worldviews and belief systems can engage and interact better.



**I have bargained**  
(exchanged in a transaction)  
**royal decorations**  
(affiliations, prestige, pomp, achievements)  
**for the**  
**belt of humility**  
(zona humilitatis, dominican monks belt)  
**FOREVER.**



KIRÁLYI DISZT AZ ALÁZAT ÖVEVEL  
ÖRÖKRE ELCSERÉLTEM

## **Saint Elizabeth of Hungary**

1207 – 1231

princess of the [Kingdom of Hungary](#),

Elizabeth was married at 14,

and widowed at 20.

After her husband's death, she regained her dowry,

using the money to build a hospital where she herself served the sick.

She became a symbol of Christian charity after her death at 24,

and was [canonized](#) on 25 May 1235.

She is venerated as a [saint](#) by the [Catholic church globally](#).



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**VIBE** - Maróti Péter

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## Problem to solve:

Increased student numbers

globally in medical education

without proper **quality management**

of the learning process:

project focus is LEARNING ANATOMY





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**Sectoral priorities** of the project, key experts, connections to Pécs:

## No. 2.: Promoting Internationalisation

Problem to solve: **high dropout** rates in English language medical programs

Key expert: *Karolinska Stockholm* - medical educational developers

Connection with Pécs - Erasmus+ CLILMED project experts of  
“Internationalization at Home”

A. Nagy is the partner coordinator and partner expert from Pécs in CLILMED project



13:00-14:00	LUNCH	
14:00-15:00	<p>Discuss race and racism - "How do you create a safe space to improve quality learning?"</p> <p>"Your reflections on comparative anatomy discussions"</p> <p>"How can anatomy teaching promote diversity?"</p> <p>"Discuss what are stereotypes models?"</p>	Karolinska Institutet



Day 3 – 18.08.2022

Time	Topic	Responsible(s)
8:00-9:30	Closing of the training event – András Nagy – project tasks	University of Pécs





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What we have learnt so far from these ERASMUS projects:

Quality of teaching experience of academics is linked with

**knowledge of value systems/belief systems/worldviews** of both the *international students* and of the *local culture*.

Culture and cognition can not be separated : there are REASONS behind beliefs and worldviews. These reasons provide the frameworks of individual attitudes to life, death, suffering, altruism, empathy, etc. - key topics in MEDICAL education.





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