

Abnormal blood results are often encountered in clinical practice and may signify the presence of an underlying serious hematological malignancy. A sound knowledge base in hematological malignancies is a must for the general practitioner to accurately identify and manage these conditions. I have often noted a disconnect in young students in correlating their knowledge from pathology and medicine to practical application for diagnosis of hematological disorders. These micromodules were designed with the intent of bridging this gap between theory and practice.

6 micromodules have been developed, the last of which is currently undergoing revision to have a completely interactive case based learning format. The first micromodule was launched successfully for the academic year 2016-2017 for 200+ final MBChB students as a mandatory requirement. The pre engagement material was developed on an animated story line and presented on the blackboard interface. Students were able to easily access the material, scroll through the thumbnails and study the different topics. A tutorial was then conducted for the students where the lecture material was briefly reviewed followed by interactive case discussions. This was followed by real life experiences and case based learning during bedside and workshops. This micromodule was received very well by the students and their feedback in questionnaire format is attached. The questionnaires were presented to all students rotating through the department between October 2016 and January 2017 and anonymous feedback was requested. Based on the success of this micromodule, the chairman and of the Department of Clinical Oncology suggested to move all lectures for final MBChB in oncology to e-learning and flipped classroom format. I have facilitated this process and it has been in effect since June 2016.

The common concern noted by the students was lack of enough time to review the pre engagement materials beforehand. Therefore we have started reviewing some of the core concepts in the tutorial before proceeding to the engagement materials. We have encountered some problems in quality of audio recordings and have had to modify these. We have also incorporated changes in the last micromodule to have a completely interactive micromodule full of case studies as the students had requested.

We plan to launch all the remaining micromodules to the incoming batch of final and 4<sup>th</sup> year medical students in 2017. We will further modify the material based on their additional comments. We hope to further expand and develop this endeavor to encompass learning all core concepts in hematological malignancies and solid tumours.