The state of Qatar is recognized globally as having the world’s highest GDP per capita as well as the highest growth rate at 8.7 percent. While the bulk of the country’s wealth comes from the export of its most abundant natural resources, oil and gas, there is a national focus spurred by the country’s leaders to move towards a more “knowledge-based” society. Qatar University, the sole national institution for tertiary education, is taking the lead in preparing the national workforce of the future for a multitude of cutting-edge careers. The university’s goal is to become a leading teaching institution, while establishing a reputation as modern, technology-driven, and adhering to international standards of environment sustainability.

In 2006, the university launched the country’s first College of Pharmacy. Currently, the college has approximately 150 pre-pharmacy, 100 undergraduate, and another 20 students in the Doctor of Pharmacy and Master’s programs. The diverse student body represents a total of more than 20 countries, the majority being nationals of the Persian Gulf and Middle East region.

**BUILDING A PHARMACY PROGRAM FROM THE GROUND UP**

Established in 2006 by President Al-Misnad, Qatar University’s College of Pharmacy was created with a mission to train future pharmacists domestically. Up until that point, the majority of Qatar’s pharmacists were imported from outside of the country.

Meanwhile, Dr. Peter Jewesson, former Dean of the College of Pharmacy, was presented with a wide array of challenges when considering the best way to deliver pharmacy education while cultivating excellence in both teaching and learning. In addition to the obvious challenges of building a program from the ground up, some of the other issues he encountered included limited faculty and staff resources and how to best teach evidence-based decision making among students, many of whom were coming from regional universities with primarily lecture-based, one-way teaching. Teaching segregated classrooms and meeting learning outcomes to achieve official international accreditation through the sole accreditation agency in Canada were other issues for consideration.

“As an international program we needed to achieve that accreditation and to ensure that we were meeting the learning outcomes that Canada expected of the students. Lecture capture has helped us achieve our goals in this regard.”

-DR. PETER JEWESSON
FORMER DEAN
COLLEGE OF PHARMACY
Teaching English second language students was a key hurdle facing the new department. English is considered the academic language as well as the health care delivery language of choice in Qatar. Further complicating the issue was the use of nomenclature terminology, which is inherent to the profession of pharmacy.

According to Dr. Jewesson, the teaching of “pharmacy-ese” on top of English to a group of students whose native language is Arabic proved to be particularly challenging for the students. The College of Pharmacy needed tools to not only help deliver complex content in a language unfamiliar to students, but to also address its other outstanding challenges.

**USING LECTURE CAPTURE TO FOSTER CRITICAL THINKING AND SUPPORT TRANSPARENCY THROUGH PEER REVIEW**

Qatar University chose Echo360 as its lecture capture solution to provide pharmacy students with a means to review lectures in their current courses. It also uses the platform to provide students with access to all remaining courses in the undergraduate pharmacy curriculum, allowing them to preview concepts to be covered in future coursework.

The curriculum emphasizes critical thinking, focusing on fundamental concepts and how these concepts will be applied in the future, when students are making life and death decisions on behalf of patients. Lecture capture supports their learning by enabling them to revisit content and refresh where necessary. This is particularly helpful given the complexity of the curriculum compounded by the fact that it is delivered in a foreign language.

With responsibility for the education of students and the professional development of faculty, the College of Pharmacy stresses the importance of accountability and transparency within the department. In addition to the benefits it offers students, lecture capture allows faculty to review lectures to ensure that they are not delivering content that is redundant or in conflict with what is being delivered by colleagues. This practice furthers professional development and peer review, while at the same time, changes the dynamic between students and faculty. According to Dr. Jewesson, “Students are encouraged to respectfully challenge the professor if there is any discrepancy between the content delivered and the assessments undertaken…this is transparency and accountability in action.”

The College of Pharmacy has equipped five classrooms and two professional skills labs with Echo360 systems and considers it an essential component of its teaching and learning environment. All lectures delivered within the program are recorded per school mandate and then posted to the Blackboard course management site for password-protected availability to students and faculty.

**FAST FACTS**

- **Simplifying:** The ability to review lectures helped English as second language students master difficult vocabulary and language found in the pharmacy profession.
- **Fast Forward Learning:** Instructors use Echo360 to record lectures for current courses and publish future coursework to help students strengthen their foundation.
- **Sharpening Instructor’s Skills:** Instructors use recorded lectures for peer review and professional development, to ensure consistency of content and establish best practices.