



Mohamed H. Taha

+971502692745 | mtaha@sharjah.ac.ae | mohamedhassantaha@gmail.com

MBBS, PG Dip, MHPE, PhD, FAcadMEd, FAMEE

VALUE-OFFERED HIGHLIGHTS

Dr. Mohammad H. Taha is a distinguished figure in the field of Medical/Health Professions Education with over 15 years of expertise in educational research and practice. Holding a background as a physician and a certified medical educator, he has earned prestigious fellowships from institutions like the Academy of Medical Educators (UK) and the International Association for Medical Education (AMEE). Dr. Taha has obtained his doctoral and master's degrees in Health Professions Education from the University of Gezira, Sudan, and has contributed significantly to the development of medical education in various capacities.

Currently serving as an Assistant Professor of Medical Education at the University of Sharjah, Dr. Taha holds multiple leadership roles including Director of the Medical Education Center and Coordinator of the Master of Leadership in Health Professions Education program. He has played pivotal roles in curriculum development, faculty development, and accreditation processes in institutions across Sudan, Saudi Arabia, and the United Arab Emirates. Notably, he led the comprehensive curriculum reform at Qassim University, Saudi Arabia, and facilitated the transition to online learning during the COVID-19 pandemic.

Dr. Taha's contributions extend beyond academia, as he actively engages in international organizations such as AMEE and WHO, serving as a consultant and expert in curriculum development and competency framework design. He has authored numerous research articles, book chapters, and led various workshops and courses in medical education. Dr. Taha's dedication to advancing medical education and his extensive experience make him a respected figure both regionally and internationally in the field of Health Professions Education.

CORE PROFESSIONS

Medical Education Leadership | Curriculum Development | Faculty Development | Online Learning | Competency-Based Education | Assessment and Evaluation | Educational Technology Integration | Accreditation and Quality Assurance | Global Health Education

Google Scholar

<https://scholar.google.com/citations?user=IXhckw0AAAAJ&hl=en>

Scopus

<https://www.scopus.com/authid/detail.uri?authorId=57209588562#>

ORCID

<https://orcid.org/0000-0003-0808-5590>

ResearchGate

https://www.researchgate.net/profile/Mohamed_Taha49

Linked in

<https://www.linkedin.com/in/mohamed-h-taha-a74565aa/>



@Mohamed_hassant

Certificate Link:

<https://drive.google.com/drive/u/2/folders/1UqzIE51kBsF2msWrqcBJ4DQ43FIJ8hfV>



EDUCATION

December 2023	Fellowship of An International Association for Medical Education – AMEE
September 2022	Fellowship of Academy of Medical Educator (UK)
2015 - 2018	Faculty of Medicine, University of Gezira Sudan Doctor of Philosophy (PhD) – Health Professions Education
2012 - 2014	Faculty of Medicine, University of Gezira – Sudan Masters in Health Professions Education (MHPE)
2013	College of Graduate Medical Studies, University of Medical Sciences and Technology, Sudan Postgraduate Dip Research Methods and Biostatistics
June 2006	Faculty of Medicine, University of Gezira, Sudan MBBS

LANGUAGE

- Arabic
- English

CAREER MILESTONES

University of Sharjah

26/8/2019 – till date

Director of Medical Education Center:

- Conduct and analyze training needs assessments for faculty development.
- Develop plans and evaluate the effectiveness of faculty development initiatives.
- Enhance best practices in teaching through the development of manuals for faculty and students' assessment.
- Ensure quality assurance and wellbeing among faculty.
- Facilitate sharing experience sessions between faculty members.
- Promote interprofessional education and practice in medical and health sciences colleges through initiative and activity design.
- Promote the concept of social accountability and conduct self-assessment.
- Oversee the publication process of the Gazette in Health Professions Education, which includes articles related to promoting best practices.

Coordinator of the Master of Leadership in Health Professions Education:

Delivered Jointly between University of Sharjah and University of East Anglia:

- Oversee the delivery of the program.
- Review master modules.
- Provide academic advising to students in the master program.
- Teaching roles, students assessment, and students supervision.
- Coordinate collaboration with the University of East Anglia for teaching supervision and assessment of students.

Committees:

- Chair the Curriculum Committee and serve as a member of the Central University Committee.
- Facilitate in the Master Program of Leadership in Health Professions Education.
- Supervise master students in the Leadership in Health Professions Education program.
- Serve as a member of the Assessment Committee, Accreditation Committee, and Inter-professional Committee.

Other Teaching Roles:

PBL Facilitator:

- Facilitated discussions to promote critical thinking and collaborative learning.

Coordinator of Medical Education Course for Undergraduates:

- Organized and managed the delivery of the medical education course.
- Ensured alignment with curriculum objectives and assessment methods.

University of East Anglia (United Kingdom)

- Honorary Associate Professor of Medical Education, Norwich Medical School, UK 2022 – up to date

Qassim University (KSA)

25/8/2015 – 30/7/2019

➤ Coordinator of Curriculum Steering Committee:

- Conducted Curriculum Analysis exercises, Curriculum Evaluation,
- Mapping to align with the National Competencies framework (SaudiMEDs and NCAAE, coordinate curriculum review processes
- Facilitated communication with higher authorities, external consultants, and stakeholders.
- Managed data collection and drafted program specifications and course specifications in collaboration with the steering committee.

➤ Head of Faculty Development Unit:

- Conducted training needs assessments
- Developed and implemented training plans.
- Evaluated the effectiveness of training activities.

➤ Coordinator of Problem Case Scenarios Review Committee:

- Drafted high-quality case scenarios.
- Updated Problem-Based Learning (PBL) cases and reviewed them based on established rubrics.
- Developed and ensured the preparation of well-designed tutor guides.

- > **Member of Other Committees:**
 - Assessment Unit Committee
 - Central Exam Committee

> **Teaching Roles:**

PBL Facilitator:

- Facilitated discussions to promote critical thinking and collaborative learning.

Coordinator of Medical Education Course for Undergraduates:

- Organized and managed the delivery of the medical education course.
- Ensured alignment with curriculum objectives and assessment methods.

Public Health Institute (Sudan)

8/7/2012 – 8/7/2015

- Head of the Unit of Medical Education
- Head of Medical Unit; Head of Curriculum Committee; Deputy Chair of Curriculum Standing Committee; Deputy Academy Secretary; Academic Council Convener.

Academy of Health Sciences (Sudan)

5/7/2010– 5/7/2012

- Director of Education Development for Health Professions Centre - Academy of Health Sciences.

Accomplishments

United Arab Emirates:

- Served as Chair of the TUFH2023 Conference Organising Committee (<http://tufh2023.com>).
- The University of Sharjah developed a business plan for the PhD programme in medical education.
- Developed instruction manuals and student assessment guides.
- Shared leadership in the creation of the University of Sharjah's business plan for the PhD programme in health professions education.
- During COVID-19, oversaw the University of Sharjah's medical college's curriculum transition to online learning.
- Vigorously advocate for the University of Sharjah's medical college to be reaccredited.
- Managed the creation of the national competency framework (emirate-MEDs) for medical education at the undergraduate level.
- Led International Accreditation such as international accreditation of the master of leadership in Health professions Education by the academy of medical educators

Saudi Arabia:

- From 2017 to 2019, I oversaw and carried out the whole curriculum overhaul for Qassim University's medical school.
- Oversaw the 2017–2019 update of all Qassim University case studies pertaining to problem-based learning.

Sudan:

Supported the transformation of Sudanese medical school to online learning during covid-19

Medical education in covid-19 - 13th May 2020

<https://www.youtube.com/watch?v=XfKprZcnBUo>

Change management in medical/health professions education - 18th May 2020

<https://www.youtube.com/watch?v=gKlosch6zwE>

E-curricular design and development in health professions education in covid-19 & beyond - 1st June 2020

<https://www.youtube.com/watch?v=3WopKryZDo0>

E-engagement of learners in e-learning during covid-19: frameworks, techniques, and tools - 8th June 2020

<https://www.youtube.com/watch?v=eHtjKfeaAwI>

Conducting need assessment in health professions education for the new normal

https://www.youtube.com/watch?v=QAEin2b_HkI

- At the University of Gezira's Faculty of Medicine, a thorough periodic assessment of the curriculum was carried out in 2012.
- Directly contributed to the creation, development, and endorsement of Sudan's 2013 ongoing professional development (CPD) policy.
- In 2012, the PHC directorate of the Sudanese Ministry of Health developed thorough training materials for the PHC cadre.
- Oversaw the development and execution, from 2012 to 2014, of the Ministry of Health's PHC growth programme in Sudan.
- Made a significant contribution to the 2011 production of the CPD training centre accreditation handbook at the Sudanese Ministry of Health.
- From 2012 to 2013, thorough assessments of training facilities were carried out via site visits in order to obtain accreditation.
- At the Academy of Health Sciences for Paramedical Colleges, from 2010 to 2013, I was instrumental in directly designing, developing, and endorsing ten curricula that covered a variety of jobs, including surgical nurse scrub, village midwife, health visitor, anaesthesia technician, medical assistant, community health workers, statistics technician, pharmacy assistant, and health inspector.
- Between 2012 and 2015, he made a substantial contribution to the direct design, development, and endorsement of several curricula at the Public Health Institute, including the postgraduate diploma in leadership, the master of epidemiology, and the master of woman and child health.
- In 2012, actively collaborated with the Sudan Medical Council to directly design professionalism courses for undergraduate medical schools through consultative workshops with specialists from the World Federation for Medical Education (WFME).

Regionally:

- Led and participated actively in the consulting group at the International Academy of Public Health (iaph link) to directly build the competency framework for public health specialists.

Internationally:

- Acted as a catalyst for the creation of the Aspire Award of Excellence in Collaboration in Health Professions Education within the international taskforce. The taskforce's primary goal was to publicly acknowledge excellence in medical education. It was led by the president of the Association for Medical Education in Europe (AMEE): AMEE link.

EXPERIENCE IN CURRICULUM DEVELOPMENT

Undergraduate:

- Heading the Qassim University of Saudi Arabia's College of Medicine Curriculum Reform
- The curriculum for the Academy of Health Sciences' Bachelor of Sciences for Medical Laboratory programme was developed in 2012.
- Creation of the Academy of Health Sciences' Bachelor of Sciences nursing programme curriculum, 2011.
- Creation of the Academy of Health Sciences' Bachelor of Science in Midwifery programme curriculum. 2010

Postgraduate:

- Consulting with the World Health Organisation (WHO) on the development of infection control and prevention
- Working with Qassim University in Saudi Arabia to develop the Master of Sciences in Medical Education programme from 2017 to 2019.
- Collaborating with the World Health Organisation to create numerous health professional curriculum. 2015- Current
- The Master of Health Professions Education Curriculum was developed by Qassim University between 2016 and 2017. You may view the programme at <http://qumed.org/eng/index.php/17-college/show/23-mhpe-program.html>.
- In collaboration with KIT Royal Tropical Institute in the Netherlands, a postgraduate diploma in human resources for health curriculum was developed. In the year 2014
- The Master of Family Medicine programme was created in 2014 and is accredited by the Arab Board for Health Specialties for the Public Health Institute/Sudan Medical Specialisation Board (<https://smsb.gov.sd/en/> 2014).
- Constructing the Master of Health System and Management programme at the Public Health Institute in Sudan in collaboration with LIHS - Nuffield Centre for International Health and Development (<https://medicinehealth.leeds.ac.uk/>). the year 2013
- The Master of Public Health programme was developed in 2012 at the Open University of Malaysia (<https://www.oum.edu.my/>) in collaboration with the Public Health Institute and Sudan Medical Specialisation Board (<https://smsb.gov.sd/en/> Sudan).

Continuing Professional Development (CPD):

- Head of the task force to develop an in-service training package for a medical assistant – Sudan National CPD
- Head of the task force to develop an in-service training package for Community Health Workers – Sudan National CPD

CONSULTANCIES IN HEALTH PROFESSIONS EDUCATION

- Member of International Taskforce to develop ASPIRE award of Excellence in collaboration in Health Professions Education, The taskforce headed by the president of AMEE
- <https://www.amee.org/news/aspire-to-excellence-award>
- International consultant with WHO to the draft WHO Global Learning Strategy
- Consultancy in WHO regional office for regional project managed by the Eastern Mediterranean Public Health Network (EMPHNET) to develop Regional Competency Framework for Public Health Education
- Consultant at United Arab Emirates to Develop National Competencies framework for Medical schools
- Medical Education Reform post COVID-19 – College of Medicine, University of Gezira, Sudan 2020
- Consultant in Curriculum Development of Haldoor Medical University – Hargeisa - Republic of Somaliland February 2019 UpToDate
- World Health Organization WHO Taskforce 2015 Taskforce to Validated WFME Standards for Postgraduate Medical Education in two Sudanese postgraduate institutes (Blue Nile institute and Public Health Institute
- <http://www.phi.edu.sd/> - <http://bnnicd.uofg.edu.sd/EN/goals.aspx>
- Development of a curriculum of Rationale use of medicines for health Practitioners (2015) - World Health Organization WHO, Sudan Office
- Development of Manual for guidelines of management of common and emergencies for Sudanese Doctors working in pilgrim (Hajj) 2013

GRANTS, AWARDS

Grants (200.000 \$) from Global Fund and Gavi Alliance <https://www.gavi.org/>

- Evaluation of the Academy of health sciences and its role in the correction of skill-mix imbalance. 2012-2014
- Role: Principal Investigator

Grants (6.000 \$) – <https://srd.qu.edu.sa/> (5003-med-2018-1-14-S) during the academic year 1439 AH/ 2018 AD

- Assessing Social Accountability of college of Medicine Qassim University
- Role: Co-Investigator 2018 -2019
- Award is given to great contribution to faculty development in the college of Medicine Qassim University for the academic Year 2017 - 2018 given in staff rewards day.

CONFERENCE SPEAKER

- October 2023 A Practical Guide for Implementing Social Accountability Values in Day-to-Day Curriculum Activities
- September 2023 Developing Medical Curricula for Future Physicians: Addressing Contemporary Challenges and Exploring Novel Perspectives
- November 2022: Designing Medical Curricula for futures doctors: contemporary issues and future perspective.
- October 2023 - Factors that affect student engagement in online learning in health professions education, International Medical Education Malaysia
- August 2022 - What Makes Medical School Socially Accountable; Qualitative thematic analysis
- May 2022 - How to practically shift to Socially accountable medical school
- 10-12 April 2017 - 12th International Conference on Medical Education, Malaysia Kuala Lumpur
- 8-9 March 2017 - Oral Presentation; Second National Conference – Preparatory year Program in Saudi University; Evaluation of Communication Skills and Health professions Education Course in Preparatory Year at Qassim University, KSA.
- June 2016 - Second International Simulation Conference, KSA Riyadh
- 23-26 March 2007 - The Second International Conference in Medical Education
- 4-5 April 2007 - 2 Days Symposium on Evidence-Based Medicine; Knowledge and Practice
- June 2012 - Periodic Curriculum Review – College of Medicine – University of Gezira
- 13 March 2005 - Curriculum Development – Tambol College of Veterinary Medicine
- 17 September 2003 - Curriculum Development – Gadarif College of Medicine
- 2003 - Pilot Study of Accreditation of Medical Schools in Sudan

WORKSHOPS / COURSES ATTENDED

- **2022:** Systematic Review and Meta-analysis training workshop
- **2021:** Certified Reviewer Project – Commission of Academic Accreditation (CAA) United Arab Emirates
- **2019:** Teaching and supervising Postgraduate students' workshop, University of Sharjah
- **2019:** IT Orientation Day, workshop
- **2019:** How to get your paper published
- **2019:** Research Ethics and Applications Seminar
- **2019:** Research Data Management
- **2018:** Skills in spreadsheet and charts
- **2018:** Standards of good educational training presentations
- **2017:** 5 Days Instructor training course in Natural Learning Management System (4MAT), USA, About the Learning
- **2017:** SPSS Application in Scientific Research
- **2017:** 2-days Blackboard Learning Management System Level II - Deanship of E-learning and Distance Education – Qassim University
- **2017:** One-day Blackboard Learning Management System; Blackboard collaborate -Deanship of E-learning and Distance Education – Qassim University
- **2017:** 2-days Blackboard Learning Management System Level I - Deanship of E-learning and Distance Education – Qassim University
- **2016:** Two days courses Building an E-teaching course/basic level – Deanship of E-learning and Distance Education – Qassim University
- **2016:** Courses – Workshops College of Medicine – Qassim University
- **2016:** Digital Research Skills Workshop
- **2015:** Academic Guidance Training Workshop, College of Medicine – Qassim University
- **2015:** Electronic Survey Workshop
- **2015:** Course Specification & Course Report; Why, how to prepare, write and submit, College of Medicine- University of Qassim
- **2015:** 5-days training course on TOT "Skills of active learning & effective training" - University development deanship
- **2015:** 4-days course on Learning outcomes and quality of University teaching - University development deanship
- **2015:** 4-days training course on Natural Learning Cycle (4MAT)
- **2012:** Periodic Curriculum Review – College of Medicine – University of Gezira
- **2011:** 15-days Teaching and Learning – University of LEEDS - UK
- **2011:** Issues in Assessment, Curriculum Design, and Evaluation, University of Medical Sciences and Technology
- **2011:** Curriculum Development/Review & Teaching and Learning
- **2011:** Building Capacity for Accreditation Development and Sustainability, Sudan Medical Council

PUBLICATIONS

Books:

- 1) Gasmalla, H. E. E., Ibrahim, A. A. M., Wadi, M. M., & Taha, M. H. (Eds.). (2023). *Written Assessment in Medical Education*. Springer Nature.
- 2) <https://link.springer.com/book/10.1007/978-3-031-11752-7#toc>

Books Chapters:

- 1) Taha, M. H. (2023). *Constructed Response Items*. In *Written Assessment in Medical Education* (pp. 39-48). Cham: Springer International Publishing. https://link.springer.com/chapter/10.1007/978-3-031-11752-7_4
- 2) Abuzaid, M. M., Elshami, W., Issa, B., & Taha, M. H. (2022, March). *Effectiveness of HyFlex Simulation-Based Clinical Learning in Comparison to Traditional Learning in Undergraduate Clinical Education*. In *The Sharjah International Conference on Education in Post COVID-19* (pp. 191-203). Singapore: Springer Nature Singapore. https://link.springer.com/chapter/10.1007/978-981-99-1927-7_16

Published Articles:

- 1) Wadi, M., Shorbagi, A., Shorbagi, S., Taha, M. H., & Yusoff, M. S. B. (2024). *The impact of the Systematic Assessment for Resilience (SAR) framework on students' resilience, anxiety, depression, burnout, and academic-related stress: A quasi-experimental study*. *BMC Med Educ* 24, 506 (2024). <https://doi.org/10.1186/s12909-024-05444-9>
- 2) Abdalla, M. E., Taha, M. H., Onchonga, D., Magzoub, M. E., Au, H., O'Donnell, P., ... & Taylor, D. (2023). *Integrating the social determinants of health into curriculum: AMEE Guide No. 162*. *Medical Teacher*, 1-13. <https://www.tandfonline.com/doi/epdf/10.1080/0142159X.2023.2254920?needAccess=true&role=button>
- 3) Ghaly, M., Taha, M. H., Abdalla, M. E., & Hosny, S. (2023). *Assessment of the Compliance of Problem-Based Learning Case Scenarios with The Social Accountability Values in Undergraduate Medical Education Curriculum*. *Health Professions Education*, 9(3), 4. <https://hpe.researchcommons.org/journal/vol9/iss3/4/>
- 4) Wadi, M. M., Yusoff, M. S. B., Taha, M. H., Shorbagi, S., Nik Lah, N. A. Z., & Abdul Rahim, A. F. (2023). *The framework of Systematic Assessment for Resilience (SAR): development and validation*. *BMC Medical Education*, 23(1), 1-22. <https://bmcmmeduc.biomedcentral.com/articles/10.1186/s12909-023-04177-5>
- 5) Taha MH et al., Abdalla, M. E., Khalafalla, H. E., Wadi, M., Maryam Akbarilakeh. *The implementation of social accountability in medical schools in Eastern Mediterranean region: A scoping review*, <https://www.sciencedirect.com/science/article/pii/S1658361222001524?via%3Dihub>
- 6) Abdalla, M. E., Khalafalla, H. E., Wadi, M., & Taha, M. H. *Medical Schools' Efforts to Build Social Accountability Indicators and Determinants in the Eastern Mediterranean Region: A Scoping Review*. https://eduimed.usm.my/EIMJ20221404/EIMJ20221404_01.pdf
- 7) Taha, M. H., Abdalla, M. E., Wadi, M. M. S., & Khalafalla, Husameldin E, Akbarilakeh, M. (2023). *The implementation of social accountability in medical schools in Eastern Mediterranean region : A scoping review*. *Journal of Taibah University Medical Sciences*, 18(1), 84–97. <https://doi.org/10.1016/j.jtumed.2022.08.002>
- 8) Gasmalla, H. E. E., Mossa, A. H., Taha, M. H., Wadi, M. M., Shehzad, K., Abdalla, M. E., & Hadie, S. N. H. (2022). *Promoting More Future-Ready Anatomy Education after the Covid-19 Pandemic: A Scoping Review*. *Anatomical Sciences Education*. <https://anatomypubs.onlinelibrary.wiley.com/doi/abs/10.1002/ase.2227>

- 9) Abdalla, M. E., Taha, M. H., Mukhtar, W. N. O., & Elsanousi, M. (2022). Impact of Community-Based Medical Education on Graduate Performance: A Qualitative Study Using a Critical Incident Technique. *Health Professions Education*, 8(1), 38-44.
<https://hpe.researchcommons.org/journal/vol8/iss1/6/>
- 10) Abdalla ME; Taha, M. H; Wadi M; Khalafalla H. What makes a medical school socially accountable? A qualitative thematic review of the evaluation of social accountability of medical schools in the Eastern Mediterranean Region. *East Mediterr Health J.* 2022;28(5):381–389.
<https://pubmed.ncbi.nlm.nih.gov/35670442/>
- 11) Alsharif, M. H. K., Gasmalla, H. E. E., Almasaad, J. M., Muhammad, J. S., Elamin, A. Y., Alamro, A., Taha, M. H ... & Eladl, M. A. (2022). Online Anatomy Education in the COVID-19 Pandemic: Challenges and Suggested Practices as Per Student and Faculty Experiences in the Saudi Arabia and United Arab Emirates. *Education in Medicine Journal*, 14(2), 61-77.
https://eduimed.usm.my/EIMJ20221402/EIMJ20221402_05.pdf
- 12) Dash, N. R., Taha, M. H., Shorbagi, S., & Abdalla, M. E. (2022). Evaluation of the integration of social accountability values into medical education using a problem-based learning curriculum. *BMC Medical Education*, 22(1), 1-7.
<https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-022-03245-6>
- 13) Elshami, W., Taha, M. H., Abdalla, M. E., Abuzaid, M., Saravanan, C., & Al Kawas, S. (2022). Factors that affect student engagement in online learning in health professions education. *Nurse Education Today*, 105261.
<https://www.sciencedirect.com/science/article/pii/S0260691721005189>
- 14) Taha, M. H., Abdalla, M. E. H., Gaffar, A. M., & Ahmed, Y. (2022). Evaluation of an internal medicine residency curriculum from trainees' perspective: A qualitative study from a developing country. *Current Medical Issues*, 20(1), 10.
<https://www.cmjournal.org/article.asp?issn=0973-4651;year=2022;volume=20;issue=1;spage=10;epage=15;aulast=Taha>
- 15) Elshami, W., Taha, M. H., Abuzaid, M., Saravanan, C., Al Kawas, S., & Abdalla, M. E. (2021). Satisfaction with online learning in the new normal: perspective of students and faculty at medical and health sciences colleges. *Medical Education Online*, 26(1), 1920090.
<https://www.tandfonline.com/doi/full/10.1080/10872981.2021.1920090>
- 16) Abdalla, M. E., Dash, N. R., Shorbagi, S., & Taha, M. H. (2021). Development and validation of inventory tool to evaluate social accountability principles in case scenarios used in problem-based curriculum (Social accountability inventory for PBL). *Medical Education Online*, 26(1), 1847243.
<https://www.tandfonline.com/doi/pdf/10.1080/10872981.2020.1847243>
- 17) Elshami, W., Saravanan, C., Taha, M. H., Abdalla, M. E., Abuzaid, M., & Al Kawas, S. (2021). Bridging the Gap in Online Learning Anxiety Among Different Generations in Health Professions Education. *Sultan Qaboos University Medical Journal*, 21(4), 539.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8631220/>
- 18) Ragab, E. A., Dafallah, M. A., Salih, M. H., Osman, W. N., Osman, M., Miskeen, E., Taha, M. H & Ahmed, M. H. (2021). Stress and its correlates among medical students in six medical colleges: an attempt to understand the current situation. *Middle East Current Psychiatry*, 28(1), 1-10.
<https://link.springer.com/article/10.1186/s43045-021-00158-w>
- 19) Saravanan, C., Mahmoud, I., Elshami, W., & Taha, M. H. (2020). Knowledge, anxiety, fear, and psychological distress about COVID-19 among university students in the United Arab Emirates. *Frontiers in Psychiatry*, 1057.
<https://www.frontiersin.org/articles/10.3389/fpsy.2020.582189/full>
- 20) Alrebish, S. A., Taha, M. H., Ahmed, M. H., & Abdalla, M. E. (2020). Commitment towards a better future for medical education in Saudi Arabia: the efforts of the college of medicine at Qassim University to become socially accountable. *Medical Education Online*, 25(1), 1710328.
<https://www.tandfonline.com/doi/pdf/10.1080/10872981.2019.1710328>
- 21) Taha M.H, Abdalla M, Wadi M, Khalafalla H, 2020, 'Curriculum delivery in Medical Education during an emergency: A guide based on the responses to the COVID-19 pandemic ', *MedEdPublish*, 9, [1], 69,
<https://doi.org/10.15694/mep.2020.000069.1>
- 22) Taha, M. H., Abdalla, M. E. H., & Ahmed, Y. (2019). Does Curriculum Analysis in Clinical Residency Training Need to be Different?. *Journal of Medical Education and Curricular Development*, 6, 2382120519888639.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6896133/>
- 23) Ahmed, Yasar, Taha MH, Salma Alneel, and Abdelrahim M. Gaffar. "Evaluation of the learning environment and the perceived weakness of the curriculum: the student perspective." *International Journal of Research in Medical Sciences* 7, no. 1 (2019): 165.
<https://www.msjonline.org/index.php/ijrms/article/view/5640>
- 24) Ahmed, M. H., Abdalla, M. E., & Taha M. H. (2020). Why social accountability of medical schools in Sudan can lead to better primary healthcare and excellence in medical education?. *Journal of Family Medicine and Primary Care*, 9(8), 3820.
<https://www.ijfmpc.com/article.asp?issn=2249-4863;year=2020;volume=9;issue=8;spage=3820;epage=3825;aulast=Ahmed>
- 25) Taha M.H., Ahmed Y, Abdalla M.E. GA. Exploring factors affecting the quality of postgraduate medical education in sudan: residents perspective. *Int J Med Sci Res Pract @BULLE*. 2019;6(2):1–
http://www.ijmse.com/uploads/1/4/0/3/14032141/ijmse2019_6_2_7-15.pdf
- 26) Abdalla, M. E., & Taha, M. H. (2020). Improvement of the medical education situation in Sudan: Collegectomy is not the only management option. *Sudan Journal of Medical Sciences*, 15(1), 85-90.
<https://knepublishing.com/index.php/SJMS/article/view/6708>
- 27) Taha, M. H. (2019). Medical education in Sudan: a recommendation to adopt competency-based medical education curricula for improving practices (SudaniMEDs). *Sudan Journal of Medical Sciences*, 14(3), 126-131.
Available at: <https://knepublishing.com/index.php/SJMS/article/view/5212>
- 28) TAHA, M. H., Ahmed, Y., El Hassan, Y. A., ALI, N. A., & WADI, M. (2019). Internal Medicine Residents' perceptions of learning environment in postgraduate training In Sudan. *Future of Medical Education Journal*.
http://fmej.mums.ac.ir/article_13983.html

- 29) Ahmed, Yasar, Taha MH, Salma Al-Neel, and Abdelrahim M. Gaffar. "Students' perception of the learning environment and its relation to their study year and performance in Sudan." *Int J Med Educ* 9 (2018): 145-150.
- 30) Taha, M. H., Shehzad, K., Alamro, A. S., & Wadi, M. (2019). Internet Use and Addiction Among Medical Students in Qassim University, Saudi Arabia. *Sultan Qaboos University Medical Journal*, 19(2), e142–e147. doi:10.18295/squmj.2019.19.02.010
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6736271/>
- 31) Wadi M, Saleh M Nour-El-Din, Alamro AS, Taha MH. Assessment unit in medical education: structure and function. *Education in Medicine Journal*. 2020;12(3):31–38. <https://doi.org/10.21315/eimj2020.12.3.4>
https://eduimed.usm.my/EIMJ20201203/EIMJ20201203_04.pdf
- 32) Wadi M, Abdalla M, Khalafalla H, Taha M.H, 2020, 'The assessment clock: A model to prioritize the principles of the utility of assessment formula in emergency situations, such as the COVID-19 pandemic', *MedEdPublish*, 9, [1], 86,
<https://doi.org/10.15694/mep.2020.000086.1>
- 33) Dafallah, M.A., Ragab, E.A., Salih, M.H., Nuri, W., Osman, R.O.M., Osman, M., Taha, M.H. and Mohamed, H., Breaking bad news: Awareness and practice among Sudanese doctors.
<http://www.aimspress.com/fileOther/PDF/aimsph/publichealth-07-04-058.pdf>
- 34) Taha MH. Assessing patient satisfaction with Sudanese doctors. *J Adv Med Educ Prof*. 2019;7(2):105-106.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6475031/>
- 35) Alrebish, S. and Taha MH, 2017, March. Evaluation of Communication Skills and Health Profession Education Course in the Preparatory Year at Qassim University, Kingdom of Saudi Arabia. In *Proceedings of the Second National Conference for Prep Year in Saudi Universities*, AL-Imam Muhammad Ibn Saud University, Riyadh (pp. 8-9).
- 36) Alamro AS, Wadi M, Taha MH, Saleh M N-E-D. Effectiveness of the New Approach of Student- . *AUMJ*, 2018 March 1; 5(1): 19 – 26
https://www.researchgate.net/publication/335502040_Effective_of_the_new_approach_of_Students-Led_Seminars_in_a_Saudi_Medical_College_Students'_Perception

Journal Editorial Board Member:

- BMC Medical Education
<https://bmcmmededuc.biomedcentral.com/>
- PlosOne
<https://journals.plos.org/plosone/>
- Member of the Editorial Board of Health Professions Educator Journal (HPEJ)
<https://hpej.net/journals/medicaleducator/about/editorialTeam>
- NeuroPharmac Journal
<https://www.neuropharmac.com/editorial-board/>

Journal Reviewer:

- BMC Medical Education
<https://bmcmmededuc.biomedcentral.com/>
- Medical Education Online
<https://www.tandfonline.com/toc/zmeo20/current>
- Journal of Medical Education and Curricular Development
<https://journals.sagepub.com/home/mde>
- Advances in Medical Education and Practice
<https://www.dovepress.com/advances-in-medical-education-and-practice-journal>
- Journal of Taibah University Medical Sciences
<https://www.journals.elsevier.com/journal-of-taibah-university-medical-sciences>
- Majmaah Journal of Health Sciences
<https://www.mjhs-mu.org/>
- International Journal of Health Sciences
<https://www.ijhs.org.sa/index.php/journal>
- Education in Medicine Journal
<https://eduimed.usm.my/>
- Sudan Journal of Medical Sciences (SJMS)
<https://www.knepublishing.com/index.php/SJMS>

RESEARCH WORK

Supervision of students Research at undergraduate, postgraduate level Supervision of Master students

- Evaluating the integration of Social accountability principles and values in undergraduate Saudi Medical School
- Implementing Case-Based Learning in Emergency Severity Index Triage Education for Emergency Nurses; Action Research
- Enhancing Exclusive Breastfeeding via Educational Program for Hospital Staff; Action Research
- Introducing Breast-Feeding Program Among Nursing Staff; Action Research

- A plan of implementing a blended learning approach on nursing students
- learning electrocardiogram interpretation; Action Research Introduction of Case-Based Learning in education session for Medical Imaging Department (MID): Action Research
- Assessment of the role of motivation on academic achievement among dental students' university of Gezira, Sudan 2019-2020
- Factors that challenge distance learning among medical students during clerkship phase in the faculty of medicine, Gezira University, Sudan
- Evaluation of Radiology Teaching in an integrated Problem-based learning curriculum; A case of Faculty of Medicine University of Gezira

REFERENCES

Prof. Qutayba Hamid

Dean, College of Medicine, University of Sharjah, United Arab Emirates
 Email: qalheialy@sharjah.ac.ae

Dr. Mohamed EL Hassan Abdalla MBBS, MHPE, PhD

Associate Professor of Medical Education
 School of Medicine, University of Limerick, Limerick, Ireland
 Cellphone: +353874430494
 Email: melhassan.Elsayed@ul.ie

Prof. Mohi Eldin Magzoub MD, MSc, PhD, MFPHM

Professor and Chair Department of Medical Education
 College of Medicine and Health Sciences
 United Arab Emirates University
 PO BOX 17 666, Al Ain, United Arab Emirates
 Tel: +971 3 713 7148
 e-mail: mmagzoub@uaeu.ac.ae

Dr. Majed Wadi MBBS, MMed, PhD

Head of Medical Education Department
 College of Medicine, University of Qassim, Saudi Arabia
 Cellphone: +966550204893
 Email: majedwadi@qumed.edu.sa

Dr. Wail Nuri MBBS, MHPE, MD

Associated Professor of Otolaryngology and Medical Education
 Dean, Faculty of Medicine – Gezira University
 Email: wailnuri2000@yahoo.co.uk