several studies have reported on the use of Moodle in the

teaching of pharmacology (2, 28), surgery (14), radiology (32),

dermatology (24), emergency medicine (31), and some firstand

second-year elective subjects (7, 21). These reports suggested

that the implementation of Moodle was generally well

accepted by the students as a supplement to traditional methods

of teaching and has made an effective contribution to the

teaching and learning process, including an improvement in

student grades (7). Although a number of studies have shared

their experiences on using customized web-based learning

activities in the teaching of first-year medical physiology

course (8, 9, 20), there is still a paucity of literature exploring

successful models of how physiology educators can integrate

readily available CMSs such as Moodle into their existing

curriculum