

Jointly transforming anatomy and physiology education: Person-centered learning for occupational therapy students



UNIVERSITY OF
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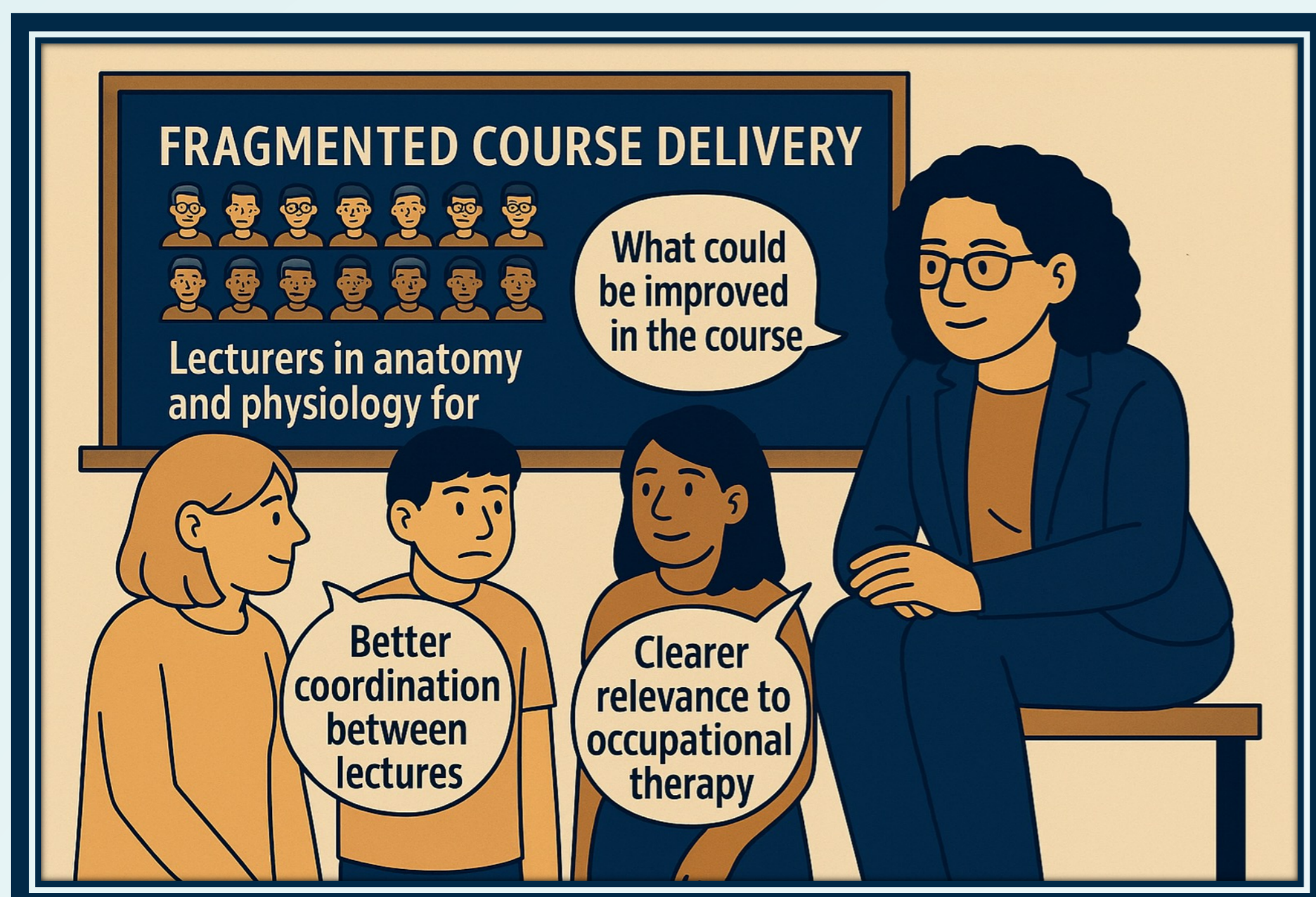
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Objectives

- To develop and describe a working method that fosters a student-faculty partnership in occupational therapy, involving the course leader and guest lecturers.

Pedagogical challenges

- Fragmented course delivery
- Unclear connections to occupational therapy

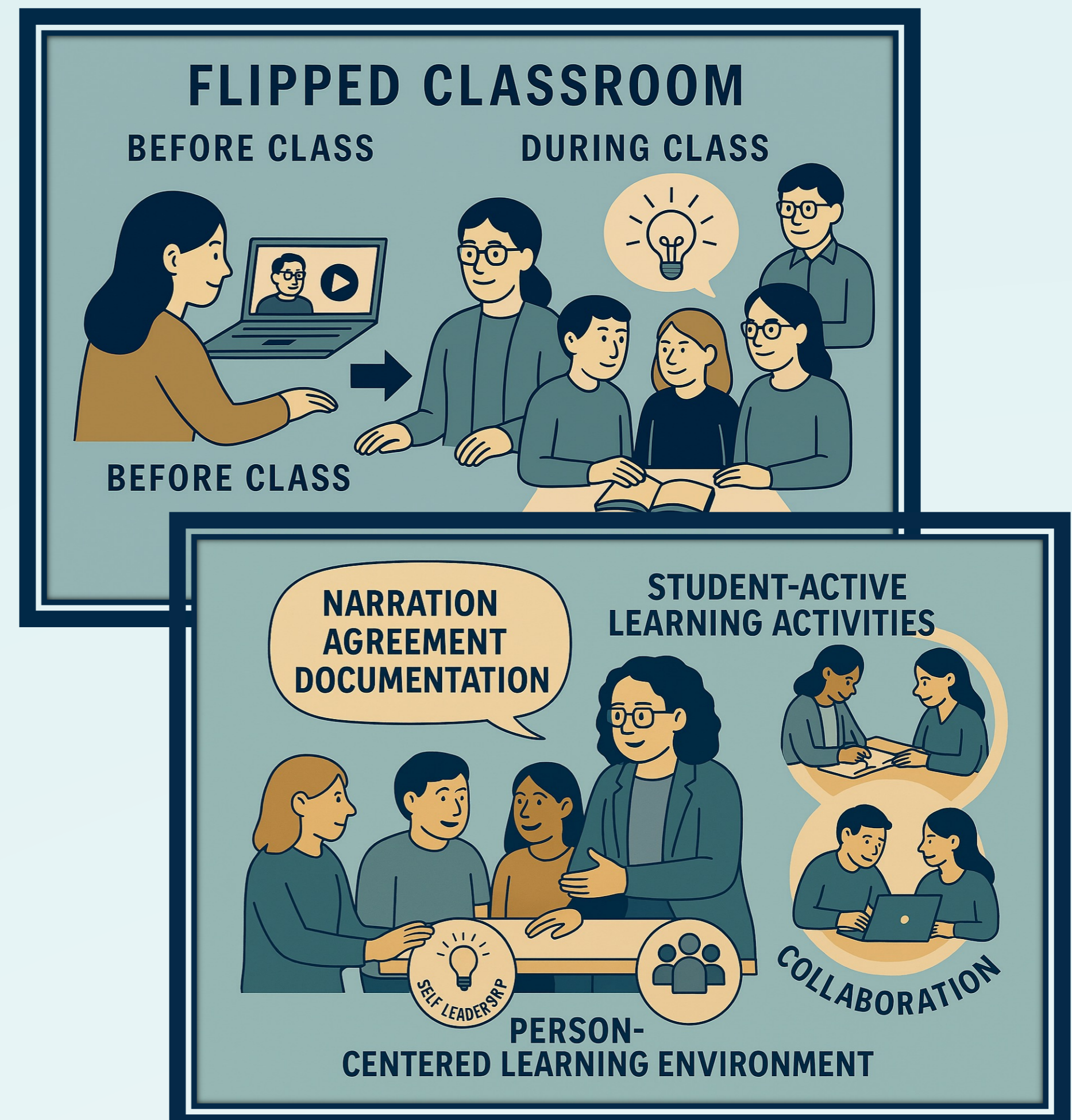


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Method

- Continuous formative evaluations with students and lecturers
- Identified need for better alignment within the course
- Students and guest lecturers proposed concrete improvement ideas
- Their input guided the development of the new working method

Results



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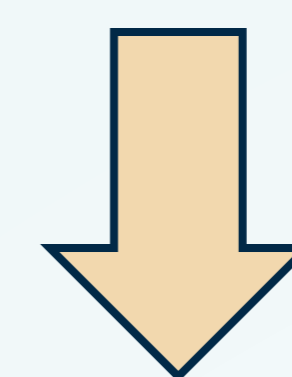
The working method was based on three key principles;

- Narration
- Agreement
- Documentation

It was introduced in the context of flipped-classroom

Implemented;

- Through a variety of student-active learning activities
- In face-to-face education
- Via the learning platform



Promoted students' self-leadership skills
Facilitated collaboration among students, lecturers, and the course leader within and across learning activities.

The developed working method

- Supports individual and group progression
- Reinforces equitable learning
- Optimizes the use of student and teacher resources



Individual work

- Formulating key takeaways
- Submitting seminar paper

Peer support

- Sharing key takeaway with peers
- Agreeing on and documenting 3 key takeaways

Teacher-student
dialogue

- Sharing documented key takeaways digitally
- Feedback from lecturer and course leader

What have we learned?

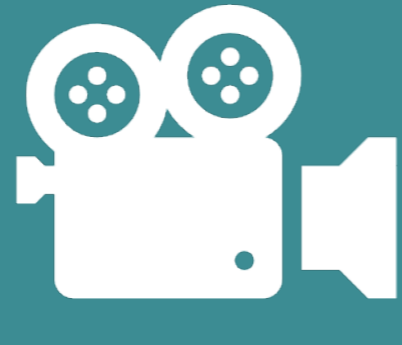
Confident

- ✓ Extremities
- ✓ Cells
- ✓ Tissues
- ✓ Basic an
position
- ✓ Directio
movem

Need to practice

- Planes/axes III
- Cell transport III
- Agonist/antagonist/synergist





Individual work

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Individual work



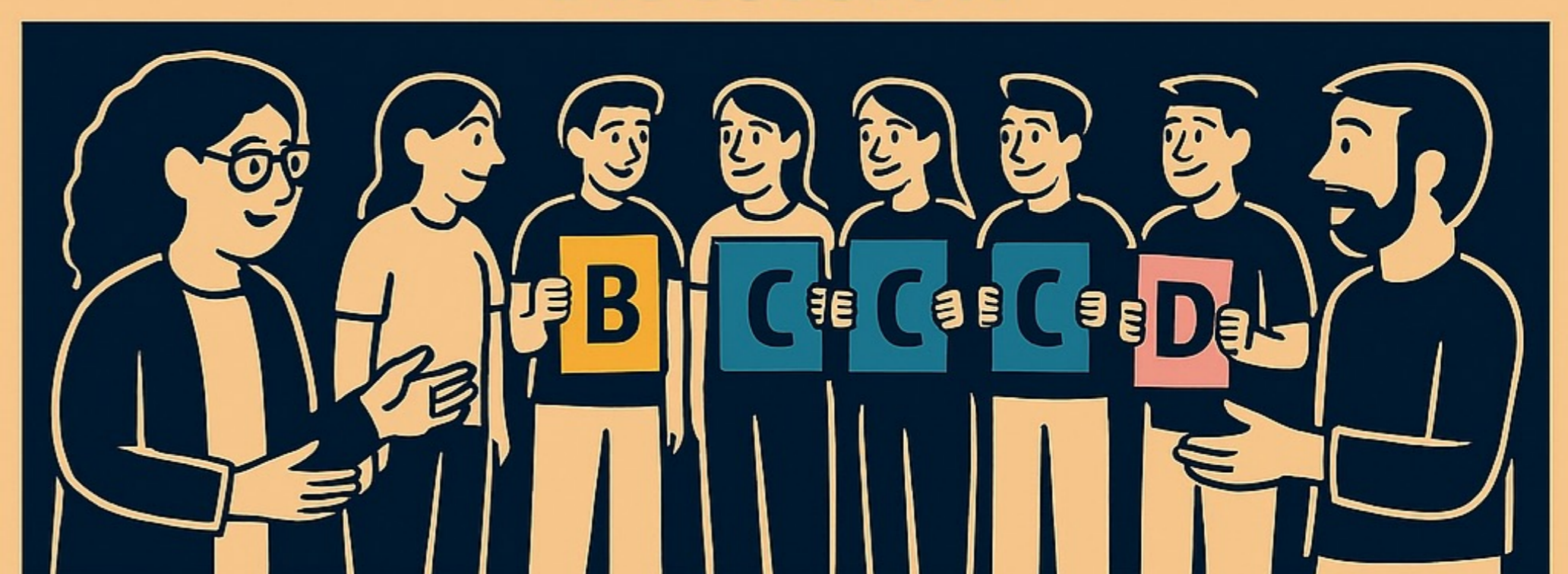
INDIVIDUAL QUIZ

Peer support



DISCUSSION

Teacher-student
dialogue



DIALOGUE AND FEEDBACK

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- Optimizes the use of student and teacher resources