Using E-Learning And Blended Learning Principles In A Problem Based Learning Package To Contextualise Anatomy And Physiology

Original Citation


This version is available at http://eprints.hud.ac.uk/id/eprint/8084/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
Contextualising Learning – Interactive Problem Solving
Using E-Learning And Blended Learning Principles In A Problem Based Learning Package To Contextualise Anatomy And Physiology

The computer-based interactive multimedia learning package proposed here utilises a constructivistic theoretical framework with a high-degree of novice to expert competency to guide the learners’ cognition, using problem-based and interprofessional learning themes (PBL / IPL). Originally designed to present the subjects of anatomy and physiology, this tool would be of use to any tutor delivering subjects both within the classroom and in self-directed learning environments.

The initial section is about ensuring the student has a foundation of knowledge. It involves the student observing, for example, anatomical pictures or limited physiological animations; they then enter text in response to on-screen prompts to identify what they have just seen and immediately receive feedback to their responses. This low-level section can also be utilised as a revision tool for students struggling with higher sections.

The next, slightly more complex part introduces the PBL process and develops medium-level cognition, involving reflection on newly presented knowledge as well as adjusting current conceptions; this will involve providing opportunities for students to work alone with a scenario delivered through text, images, animation and/or video. The student will start with basic information and receive further content as they follow a directed sequence of questions. On completion they should be able to enter text for their responses. This low-level section can also be utilised as a revision tool for students struggling with higher sections.

The final, more complex part of the process will move the students to higher-order cognition, where they rehearse new knowledge and relate it to alternative systems and scenarios, to synthesise ideas and test their understanding. To promote interaction, which stimulates new thinking, students work in pairs or small groups, either in the classroom, or by discussion boards (synchronous/asynchronous). Once the students have used the package within their own professional sphere, it is not inconceivable that scenarios could be presented to multi-professional student groups; this will provide the opportunity to test the subject from an alternative professional perspective.

Stephen White and Karen Ousey
University of Huddersfield, UK
stephen.white@hud.ac.uk / karen.ousey@hud.ac.uk

Further information available from: