Engaging occupational therapy students with the human anatomy curriculum using the ‘flipped classroom’.

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Objectives

1. Explain the flipped classroom.
2. Present evidence of our experience of the flipped classroom.
3. Outline some plans for improving learning and teaching with the flipped classroom.
Anatomy at the University of Liverpool
Our students
The traditional lecture

Lecture in Edinburgh Medical School
Our solution: the flipped classroom
What we did: preparation

- Required viewing of video tutorials.
- Required reading ebook.
- Recommended further reading.
- Recommended further viewing.
What we did: in class

**Semester one:**
1. Examine and name bones.
2. Identify bone surface markings.
3. Identify origins and insertions of muscles.
4. Task analysis.

**Semester two:**
1. Drawing diagrams (eye muscles, brachial plexus, cranial nerves etc.).
2. Acting out patterns of peripheral nerve injury, practicing assessment skills etc.
3. Locating brain regions on 3d models.
4. Locating regions on CT brain scans.
Students’ feedback: positive

- ‘...the knowledge plus practical session helped my information retention’.
- ‘I learn facts better at home where I can make notes in my own space’.
- ‘...it has then enabled me to consolidate my learning’; ‘the things I learnt off the Camtasia all suddenly made sense when we did it in the practical’.
- ‘...loved the flipped classroom!’
Students’ feedback: negative

- ‘Information not relevant to assessment included a lot’.
- ‘...have the lecturers be more focussed (sic) on the assignment that we will be completing.’
- ‘Make it clear which content is relevant to the assessment’.
Outcomes: our comments

- Informal feedback very positive.
- Lower levels of ‘multitasking’ in class.
- More detailed answers given in the summative assessment.
- Slight drop in OSCE marks.
- MCQ results in improved.
Where we go now: authentic assessment

- Research clinical settings.
  - What do OTs need student to know?
  - What clinical assessments do they use?
- Align summative assessment and teaching.
  - Include surface palpation, drawing diagrams, labeling CT scans in the assessment.
- More use of formative assessment.
  - Regular quizzes in class.
Summary

- Flipped classroom promotes engagement with the anatomy curriculum.
- The summative assessment needs to be aligned with the teaching.
- The summative assessment needs to be authentic.
Bibliography


Bibliography


