

## Danish University Colleges

### Blended learning in anatomy

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# Blended learning in anatomy

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## FROM HEAD TO HANDS

..."I definitely learn best in practice, but the theory on the videos is brilliant and helped me a lot. In my opinion the way the subjects are merged is very good! "...

STUDENT

..."The organizational change gives me a much better opportunity to differentiate the teaching and to guide the class when needed."...

LECTURER

..."The students are very active and engaged in working with the assignments in the classroom."...

EXTERNAL ASSESSOR,  
OBSERVER AND INTERVIEWER

## AIMS

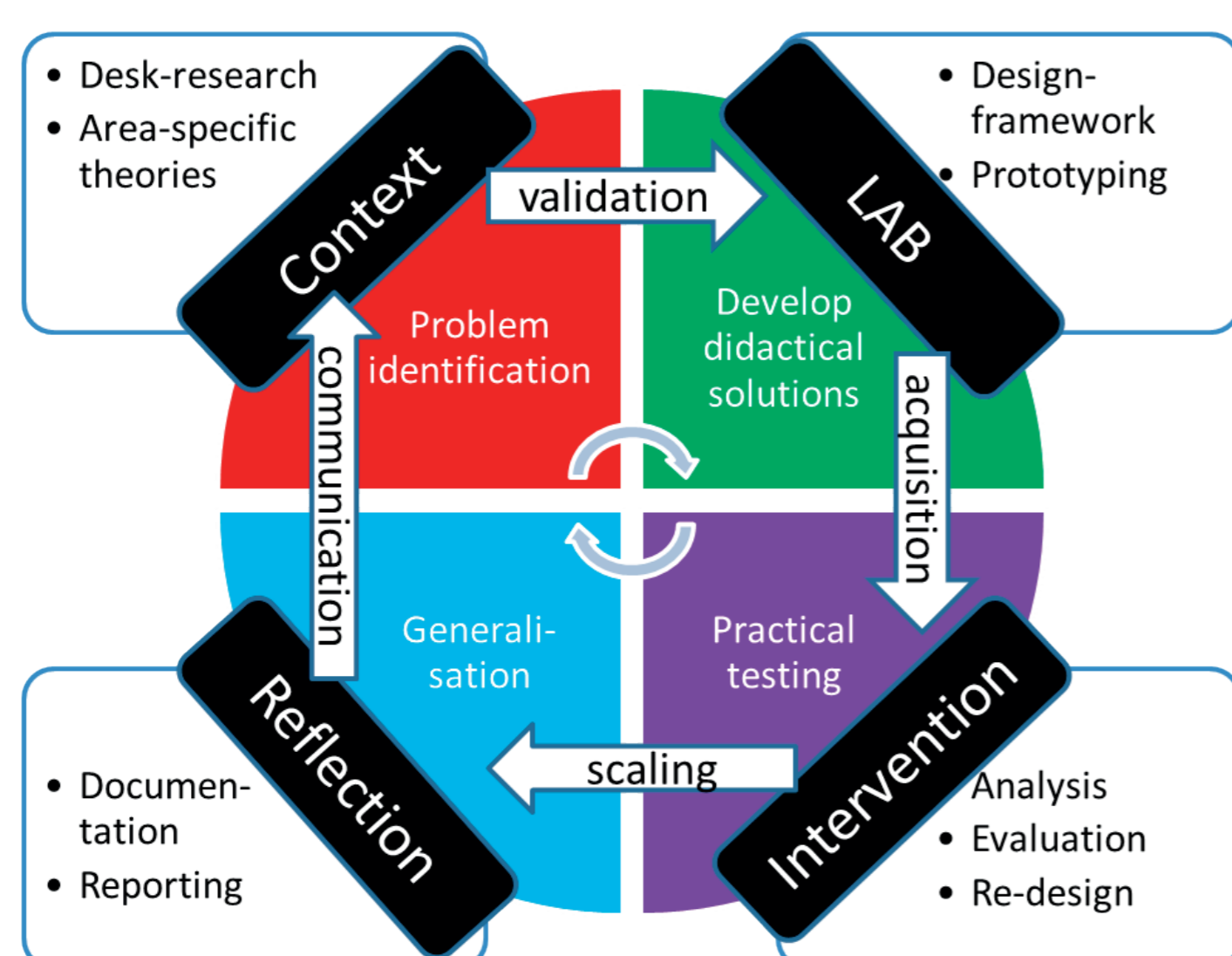
The aim of the project was to bridge the gap between theory and practice by working more collaboratively, both peer-to-peer and between student and lecturer.

Furthermore the aim was to create active learning environments.

## METHODS

The methodology of the project is Design-Based Research (DBR). The idea behind DBR is that new knowledge is generated through processes that simultaneously develop, test and improve a design, in this case, an educational design (1)

The main principles used in the project is **blended learning** and **flipped learning** (2).



## CONCLUSIONS

Based on the different evaluations, the conclusion are that the blended learning approach combined with the 'flipped classroom' is a very good way to learn and apply the anatomy, both for the students and lecturers.

## LITERATURE CITED:

- 1) Collins et al, 2004, Design Research: Theoretical and Methodological Issues. Journal of the Learning Sciences, 13(1), 15-42.
- 2) Bergmen J, Sams A, 2014, Flipped Learning, International Society for Technology in Education

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