PROJECT RESUME

Histology is an integral part of undergraduate medicine but students find it challenging due to the complexity of histological structures and improper use of microscopes. Students at Southampton have described histology teaching as uninteresting, lacking interaction and supplementary resources.

In 2015, histology education at Southampton was transformed, integrating it with gross anatomy to complement the spiralling curriculum and thus reinforce knowledge. ePracticals are completed before teaching sessions; this flipped approach ensures more effective use of classroom time. Interactive, clinically-oriented histology workshops promote active learning and instil relevance, whilst iPads are available for our diverse learners and used to provide instant feedback on student progress.

The objective of our study is to assess the effect of this new format on: 1) student perceptions of histology, 2) assessment results.

With emerging technologies and expanding curriculums, our findings could be useful to adopt in other disciplines wishing to incorporate blended and integrated learning.

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