



Pearson

“ We felt uncertainty in how we would manage to deliver meaningful teaching in an online environment. ”

Elise Randle-Barrett and Natalie Bennett,
Biomedicine Discovery Institute, Monash University



As with most universities, COVID-19 turned the classroom upside down for Anatomy & Physiology students at Monash University. This left lecturers Elise and Natalie with the challenge of converting a class that was taught almost completely face to face, to online delivery in a very small amount of time while also managing the uncertainty felt by their students and themselves.

Elise and Natalie have always used Mastering Anatomy & Physiology, so when mandatory university shutdowns began, they had a foundation to build their online delivery from, then, they worked with Pearson to further minimise disruption to learning through uncertain times.

How did Pearson help overcome this challenge?

The eBook was provided to all learners at no charge

Students that had not been able to purchase the printed text (*Human Anatomy and Physiology*, Marieb and Hoehn) on campus, were provided with the eBook free of charge, meaning they were not disadvantaged by not being able to access the printed learning materials.

Instructor Resources used to replace in-class activities

Pearson Instructor Resources such as the brain dissection videos, the “origin, insertion, innervations and action muscle” videos and some of the “animations in powerpoints” were used for their now-online practicals. This meant that Elise and Natalie didn’t have to make new online activities themselves, saving them a lot of time.

Mastering used for online assessment

The ability to tailor online formative (weekly, pre-tutorial quizzes) and summative (weekly homework quizzes) assessments to specific learning objectives was the greatest benefit of using Mastering during this time, as well as for regular classes.

Learning Catalytics used for online exam revision

To help students prepare for the final exam, Elise and Natalie delivered online revision via Zoom using Learning Catalytics and found it to be easier than classroom delivery!

Online ‘Study Area’ used to consolidate learning

55% of students used tools to promote and consolidate learning in the online Study Area, according to in-platform data (Moodle Activity Logs).

What was the result?

In a time where assessment could have plummeted, Elise and Natalie were pleased that “overall the assessment results are similar to last year.”

“ The students were appreciative of the eBook and those that used it found it very convenient. ”

Hear from more customers at
pearson.com.au/he-customer-stories

To learn more about the online learning solutions available to you, visit
pearson.com.au/educator/university/pearson-online-learning-services/