



Pearson

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

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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. ”*

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