

A BLENDED LEARNING APPROACH TO MOTIVATION OF MEDICAL STUDENTS TAKING ANATOMY CLASS

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ABSTRACT

The present study aims to put forward environment oriented views, levels of satisfaction and perceptions of the students taking the anatomy class in the Faculty of Medicine in a blended learning environment where they can ask questions to the tutor together with cadaver dissection shootings and related 3-D images that they can use during the hours of independent study so that they can further benefit from the cadaver training. The participants of the present study is comprised of a randomized group out of 213 students of Semester II, who were selected from the students registered for the 2012-2013 Academic Year in Faculty of Medicine, Kocaeli University and divided into four groups for the anatomy laboratory class. The research method used is a quasi-experimental design, in which control and experimental groups were involved and pretest-posttest measurements were performed. The results of the study, based on the instructional materials motivation scale, show that a statistically significant difference in favor of the blended learning group was found. The results of the study also indicate that there is no statistically significant difference between the motivation levels of the students involved in the traditional environment, while there is a significant difference between the pretest-posttest results of the motivation scale of those involved in the blended learning environment. As a result, the motivation of the students was increased by ensuring the student-material and student-student interactions through the videos and animations; student-student and student-tutor interactions through the case study discussions.

Key Words: Blended learning, anatomy education, motivation, medical students.