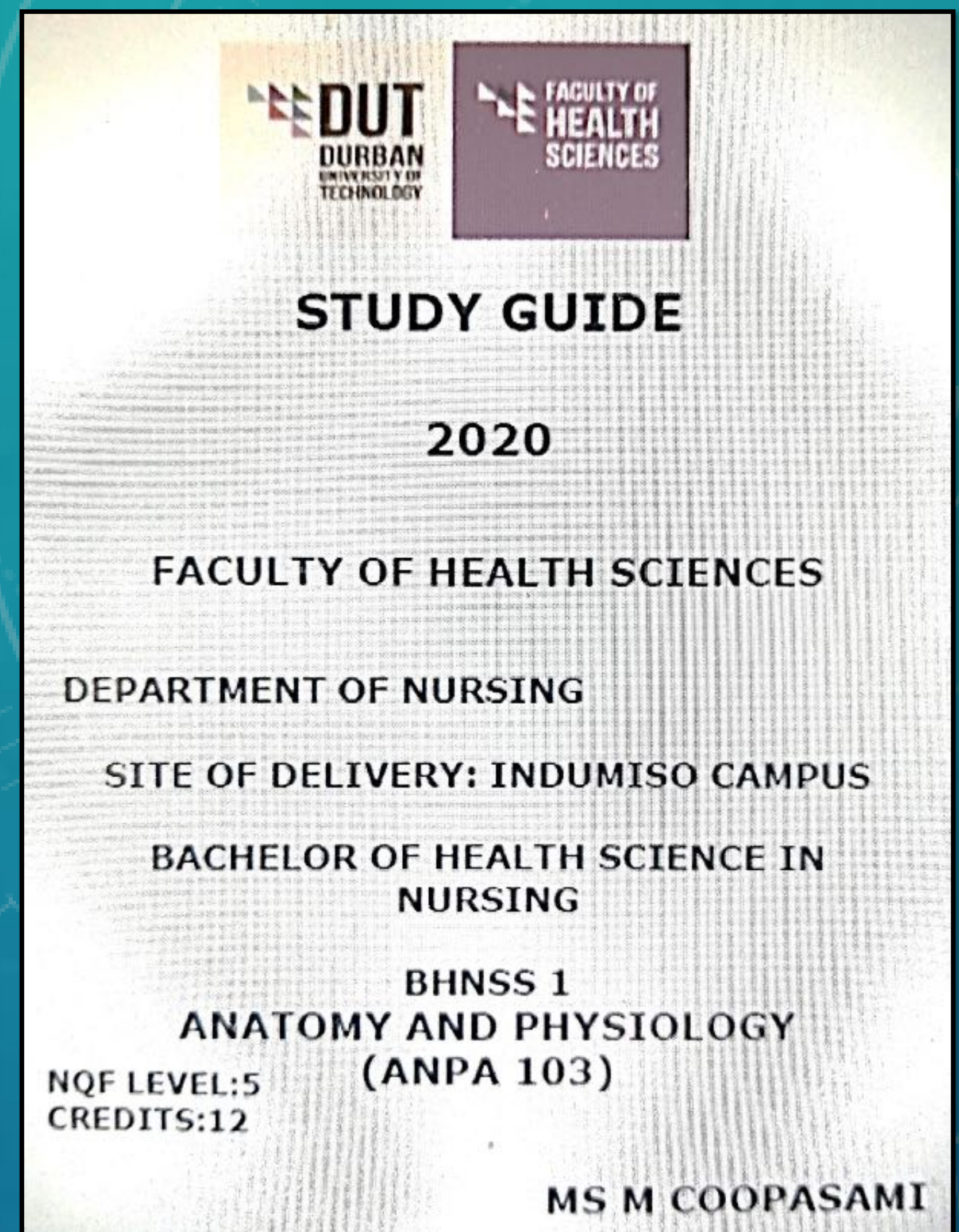


Marilynne Coopasami
Email: marilynnc@dut.ac.za
Revd Dr Delysia Timm
Email: timmdelysia@gmail.com

A group of students
presenting a
PowerPoint lecture

Caring, Nurturing, Motivating
learner/s to improve their
learning by taking
ownership of their studies-
passionate
Student centeredness

I am currently a PhD student who is
engaging for the first time using Living
Educational Theory as my Methodology.



**Class of 2019
Anatomy and Physiology
Lesson**

My Values

A critical self- reflection of
the relationship of my
practice to the
enhancement of at-risk
academic performance.

Context

Research
Question?

Objectives



I teach anatomy and physiology to
undergraduate nurses at the department
of nursing at the Durban University of
Technology.
Anatomy and physiology (AP) is subject
that is currently taught to undergraduate
nursing students in their first and second
year of studying. This subject is content
heavy and has been taught in a traditional
didactic way, which is more passive in
nature. The DUT Faculty of Health
Sciences (FoHS) has determined that a
subject with a < 85% pass rate is an 'at-
risk' subject. Within this context, the FoHS
has prioritised the early identification of
at-risk students, based upon their first
test, and the implementation of strategies
to improve engagement, progress and
success.

1. To critically self-reflect on my current perceptions, expectations and practice of teaching, with specific reference to the teaching of A&P
2. To evaluate perceptions, expectations and academic performance of first-year nursing students, with specific reference to A&P
3. To Implement and evaluate the impact of iterative modifications of attitude and teaching practice on the enhancement of the academic performance of at-risk first-year nursing students enrolled in A&P

How do I improve my practice as an
anatomy and physiology lecturer to
enhance at- risk students improve
academic performance?

Living-posters homepage access from
<https://actionresearch.net/>