

WHICH CAME FIRST? – THE FACTS OR THE CONCEPTS

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ABSTRACT

Students often find it difficult to apply their basic science knowledge to overall concepts, or see the relevance of learning facts when they are learning in a practical or clinical setting. Students learn using different approaches. Some students learn basic facts and then fit them into the concepts. Others like to know the 'bigger picture' and then apply the relevant facts.

THE ISSUE

Outline the issue relevant to the conference theme that your session aims to address. This issue will look at whether we should be using teaching strategies that choose one over the other (i.e. facts first, concepts second or concepts first, facts second) or combine both these approaches? This covers both parts of the theme of the conference: Transforming practice: Inspiring Innovation.

THE APPROACH

Describe the approach being taken, or planned for the future. Briefly indicate previous work on which this strategy builds, either your own or others'.

Courses in the health sciences have used integrated teaching approaches such as problem-based learning and case-enhanced learning to assist students with applying basic science knowledge. Are there other strategies we could use to enhance students' ability to meaningfully apply their knowledge?

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