

TRANSFORM ANATOMICAL INSTRUCTION

Incorporate interactive technology into human anatomy courses and support student discovery with *Gale Interactive: Human Anatomy*. This powerful, web-based resource—which includes 4,300 anatomical structures and more than 13,500 landmarks—provides a level of engagement not possible with traditional instruction, videos, or real-world cadaver dissection. Students can visualize essential concepts and interact with the human body, boosting engagement, comprehension, and retention of complex concepts. *Gale Interactive: Human Anatomy* can make a significant impact wherever and whenever your students are immersed in anatomical studies.



CLASSROOM

- Tour new regions of the body live with your students
- Present an integrated recap of a multi-system region
- Reveal anatomical relationships by zooming in and out, rotating, and separating anatomical structures from the body
- Provide custom narration by hiding on-screen text
- Save time by viewing and analyzing artistic renderings, rather than flat images, from different angles



LABORATORY

- Provide dissection support through interactive activities in tablet-equipped labs¹
- Project key models on lab monitors for just-in-time instruction on dissection topics²
- Assign interactive activities for pre-lab prep and support student preference for artistically rendered visuals versus dissection videos³
- Use pre-built activities for station-based labs, especially for regions where dissection has mixed results



AT-HOME STUDY

- Assign guided activities and self-assessments that help students focus and avoid getting lost
- Provide access to all students through subscription-based service
- Assign activities that cover the basics on new regions of anatomy, freeing up class time for more advanced work
- Rebuild your curriculum using a flipped classroom approach to increase student performance of analysis-level problems⁴

1. Anat Sci Educ. 2016 Jul 8;9(4):367-77. Dose- and time-dependent benefits of iPad technology in an undergraduate human anatomy course. Raney MA.

2. Clin Anat. 2014 Apr;27(3):313-20. Complementing anatomy education using three-dimensional anatomy mobile software applications on tablet computers. Lewis TL, Burnett B, Tunstall RG, Abrahams PH.

3. Anat Sci Educ. 2018 Jul;11(4):385-396. Application of flipped classroom pedagogy to the human gross anatomy laboratory: Student preferences and learning outcomes. Fleagle TR, Borcherding NC, Harris J, Hoffmann DS.

4. Anat Sci Educ. 2017 Mar;10(2):170-175. Measuring the impact of the flipped anatomy classroom: The importance of categorizing an assessment by Bloom's taxonomy. Morton DA, Colbert-Getz JM.

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