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Reflections on the Erasmus+ LEANbody project (October 2021 to October 2024)

Joining the Erasmus+ LEANbody project, coordinated by Dr. András Nagy from the University of Pécs, Hungary, was a valuable opportunity for collaboration and the exchange of ideas and experiences. Over the three years of this project, I have witnessed the importance of collaboration between institutions with diverse contexts and cultures. This project allowed me to meet people from various cultural backgrounds, professions, values, and expertise, enriching my personal and professional growth. I have interacted with anatomists, educational developers, and other professionals from the University of Pécs, Cambridge University, Masaryk University, and the University of Zagreb.

This text reflects my personal experiences after visiting the institutions of Cambridge, Pécs, and Zagreb for workshops, symposiums, and conferences organized as part of the LEANbody project. I will also discuss some of the broader and ongoing outcomes that have emerged from these collaborative activities.

Positive experiences

During my visit to Cambridge with my colleagues from KI (Dr. Jennifer Valcke and the psychometric analyst Zoe Säflund), we attended several lectures organized by our collaborators at Cambridge University. These lectures, coordinated by Professor (Cecilia Brassat), provided valuable insights into how Cambridge University approaches anatomy teaching and student care.

The following day, my colleagues and I conducted a full-day teacher training workshop for LEANbody members who are anatomy teachers. The workshop focused on teaching through the lens of Agenda 2030 and applying student-centred teaching methods tailored to local contexts. We also presented preliminary results from interviews on their pedagogical knowledge and practices, which revealed a low understanding and lack of application of constructive alignment in their teaching. Additionally, we discussed how to formulate questions for student evaluations. These sessions led to fruitful discussions and exchanges of ideas. Inspired by our workshop, anatomists from Zagreb University later implemented our recommendations in their practices.

It was rewarding to apply my methodological skills in data analysis, assisting my colleagues in Brno to explore alternative ways to analyse data and use it for

publication. This inspiring collaboration also deepened my understanding of professionalism.

Building and maintaining strong personal relationships with the LEANbody team over an extended period, through regular online meetings, as well as in-person workshops and conferences, was invaluable for exchanging ideas and fostering long-term collaboration.

Perceived challenges

Many of the challenges in anatomy teaching have been thoroughly detailed as part of this project's outcomes, with proposed and tested solutions to address them. However, from my perspective, there is still much that requires intervention. As an educational developer, I have observed hierarchical challenges between teachers and professors. Traditional institutions pose significant barriers to achieving inclusive and equitable education.

We need to focus on changing anatomists' mindsets to better accommodate the global classroom and effectively manage multicultural and multilingual environments. It is evident that traditional institutions, often led by senior staff, can limit the innovative initiatives of junior staff, hindering alignment with global standards and accreditations such as the WMFE. Through my collaboration with colleagues from Central Europe, I observed that workload and time management are significant issues that need serious attention from these institutions. The communications, time management and planning were sometimes challenging in this project.

Additional beneficial outcomes

While the outcomes of the LEANbody project have been described in detail elsewhere, there have been additional beneficial outcomes which have arisen beyond the boundaries of the original proposal, but which would not have been possible without the relationships generated by the project as building relationships, cooperation and co create learning opportunities for each other's learning to name a few. For example:

1. I have arranged in collaboration with professor Björn Meister a visit to our colleagues from Zagreb University (Vedran Katavić and Ivan Banovac) to our anatomy department at Karolinska Institute to explore teaching facilities and routines as well as exchange experiences.
2. These colleagues hold an oral presentation about LEANbody Presentation (**Continuous assessment as a possible predictive tool in a constructively aligned Anatomy curriculum**) of an abstract by Vedran and Ivan during the KI Educational Congress 2024 - Exploring the Human Dimensions of Education educational congress 2024.

I would like to express my heartfelt gratitude to everyone who has worked tirelessly to bring the LEANbody project to life. The project's achievements extend beyond the tangible outcomes, encompassing invaluable intangible benefits such as deepened friendships and shared values that cannot be quantified. We also acknowledge the generous support of the Erasmus+ programme, without which the implementation of this project would not have been possible.

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