



Erasmus+

LEANbody

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### **Feedback on general applicability and change of my views on topics of the project LEANbody**

The LEANbody project explores the anatomy teaching traditions of several Central European universities (Masaryk University, Brno, Czech Republic, University of Zagreb, Croatia and University of Pécs, Hungary) while drawing inspiration from the University of Cambridge, United Kingdom and the Karolinska Institute, Sweden. As a result of this project, a working group of leading anatomists from European medical schools will share their insights and findings about international quality standards in medical education and anatomy teaching traditions.

Personally, this project has led me to rethink several aspects of my teaching. I have become more aware of the importance of student mental health and have introduced innovations into our curriculum. This includes implementing detailed learning objectives for each class and ensuring that intended learning outcomes are aligned with final assessments. I also learned new terms and their meanings, such as “concerning alignments” and “glocal,” which have been very helpful.

One particularly valuable part of the project was learning how to properly formulate questions to maintain their intended meaning. This could be crucial for our anatomy classes while formulating quizzes for international groups of students. The emphasis on crafting questions correctly and evaluating them effectively has significantly improved my teaching methods.

The project also prompted me to reconsider ethical teaching practices, the role of continuous professional development, and strategies for maintaining a positive and productive classroom environment. This helped me to develop practical skills that I could implement in my own teaching environments.

One of the most important aspects of the project are the networking opportunities it provided. I highly appreciated this, as it facilitated the creation of a supportive community of educators. This community has allowed me to expand my horizons in education and teaching, and it will enable me to develop further my skills in both teaching and possibly research practices in education. All the outcomes of the project, possibility of implementing new strategies into the education process in our classes aligns with the needs of SDGR4 rules, which are at the same time a key focus of the program for improving the quality of education at MU, Czech Republic, until 2026.

The active participation in the project not only enriched my knowledge of teaching traditions and professionalism but also equipped me with practical tools to enhance my teaching practices. That underscored the importance of continuous learning and professional growth in the field of education.

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