

Research Article

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Students' Perception On 'Peer Assisted Learning' In Designing of Poster & Charts in the Department of Anatomy – A Qualitative Analysis

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Abstract: Background: Poster presentations are interactive learning tools that promote curiosity, creativity, and integration of concepts. In Anatomy, which is a complex subject, these student-centered methods can help boost engagement and support deeper understanding through visualization and peer interaction. **Objective:** This study aimed to introduce poster presentations as a peer-assisted, student-led learning strategy in Anatomy. It also explored students' perceptions of how effective this method is, in encouraging active, collaborative, and self-directed learning. **Material & methods:** A qualitative, quasi-experimental educational study was conducted in, the Department of Anatomy at Barasat Government Medical College. Ninety-eight first-year MBBS students participated voluntarily and were divided into ten groups. Each group randomly received a specific topic in gross anatomy through a lottery system. Three members from each group presented posters, while the rest contributed by designing the poster, participating in discussions, and evaluations. The data was gathered using unstructured feedback questionnaires. The responses of the students were thereby analysed thematically, to identify common perceptions and learning outcomes. **Observations:** The students viewed the poster presentation activity as an effective measure in promoting active participation and deeper learning. It encouraged them to explore various resources, improved their conceptual clarity, and helped them develop communication and teamwork skills. The activity also inspired creativity and critical thinking among them, turning passive learning into a memorable & engaging experience. While a few students mentioned time constraints and initial hesitation, most of them found the activity enjoyable, interactive, and helpful for their academic and personal growth. **Conclusions:** Poster presentations turned out to be an effective peer-assisted, student-centered learning strategy in Anatomy. Incorporating this approach into the undergraduate medical curriculum can improve comprehension, retention, and collaborative learning while fostering essential skills like critical thinking and communication. **Keywords:** Poster Presentation, Peer Assisted Learning, Critical thinking, Collaborative learning, Self-Directed Learning, Anatomy.

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INTRODUCTION

Anatomy is a fundamental part of medical education, and acts as the basis for clinical understanding. Its vast content includes gross, microscopic, and developmental anatomy, often making it hard for students to understand and retain. Traditional teaching methods lead to passive learning, where students simply receive information instead of engaging with it.

To address these challenges, active learning strategies were used to promote students' engagement, critical thinking, and deeper understanding. Peer-assisted learning (PAL) is a student-centered approach where students help each other learn. In this study, we introduced poster presentations as a peer-assisted,

student-led learning strategy in Anatomy. This project aimed to overcome issues in traditional teaching methods and encourage deeper, and active learning [1].

The rationale for this project was: (a) **To Improve Engagement and Understanding:** By using a student-centered method like poster presentation, which can help enhance engagement and deepen their understanding through visualization and peer interaction in a complex subject like Anatomy. (b) **To Encourage Active Learning and Key Skills:** Active learning strategies are popular as they help in developing students' engagement, critical thinking, and deeper understanding. Poster presentations encompasses creativity, teamwork, and self-directed

inquiry. This project aimed to assess the effectiveness of this strategy in promoting active, collaborative, and self-directed learning. (c) **To Systematically Evaluate the Strategy in Indian Medical Education:** Although some studies have shown that, making charts and posters helps improve communication, understanding, and motivation, there is limited data on its systematic evaluation in Indian medical education. Thus, this project was necessary, in order to understand how Phase I MBBS students perceive this method. [2]

Objectives

The objectives of the study were:

1. To explore students' perceptions and experiences of poster presentations as part of peer-assisted learning in Anatomy.
2. To assess how poster-making and presentation contribute to understanding concepts, teamwork, communication, and creativity.
3. To evaluate how effective poster-based peer learning is in promoting active participation and self-directed learning.

METHODOLOGY

Study design:	Qualitative, quasi-experimental educational study
Study setting:	Department of Anatomy, Barasat Government Medical College, Dist. North 24 Parganas, West Bengal
Study duration:	Three months, from August to October 2025
Study Population:	Phase I MBBS Students undergoing the Anatomy curriculum
Sampling method:	No sampling; all students participated
Sample size:	98 students
Inclusion criteria:	Total enumeration of Phase I MBBS students
Exclusion criteria:	Absentee students (2); Those who did not consent (none)
Study tool:	Unstructured feedback questionnaires for collecting feedback
Tool validation:	The proforma was validated by experts in Medical Education, both inside and outside the institute (input from 30 faculty members was obtained).
Method of data collection:	The study followed a structured three-phase approach: planning, implementation, and evaluation. Phase I: Topic Selection and Group Formation – A panel of senior anatomy faculties selected ten core topics in gross and applied anatomy based on their clinical relevance. These topics ensured balanced coverage across important anatomical regions and systems. To begin with, the class representatives were assembled, and their role were explained to them. Then all the participants were divided into ten groups based on their roll numbers. Each group then chose a topic through a lottery system, which was conducted by the Class Representative, with faculty present. Every group then nominated three members for the poster presentation, while the remaining members worked on poster preparation, peer questioning, and discussion. Phase II: Poster Preparation and Presentation Students created the poster according to standardized guidelines, which they received from the department of Anatomy. Their posters included the following sections - Introduction, Main Content, Clinical Significance, and Summary. They used textbooks, Anatomy atlases, online resources, and peer-reviewed journals to gather information. The Faculty members of the department acted as facilitators, providing guidance while allowing the students, complete autonomy in organizing and designing their content. The Students then displayed their posters in the departmental hall on the presentation day. Each group presented in front of faculty evaluators and peers. A panel of senior anatomists evaluated them, based on their content accuracy, diagrams, conceptual clarity, and visual appeal of the posters, their teamwork, presentation skills, and their responses to the questions. [Fig 1,2] Phase III: Data Collection and Feedback – Three days after the event, all student participants were called to the lecture theatre. They were then asked to fill out an, Unstructured feedback questionnaires, which they submitted on the spot, to the investigator.
Plan of data analysis:	The students' responses were analysed thematically on the basis of - familiarization, coding, categorization, and theme generation. Two independent researchers performed



	manual coding to ensure its reliability; and discrepancies (if any), were resolved through discussion
Ethical consideration:	Approval from the relevant institutional authority was obtained before commencing the study. An informed consent was also collected from all participating students.



Fig 1: Students' posters displayed in the department

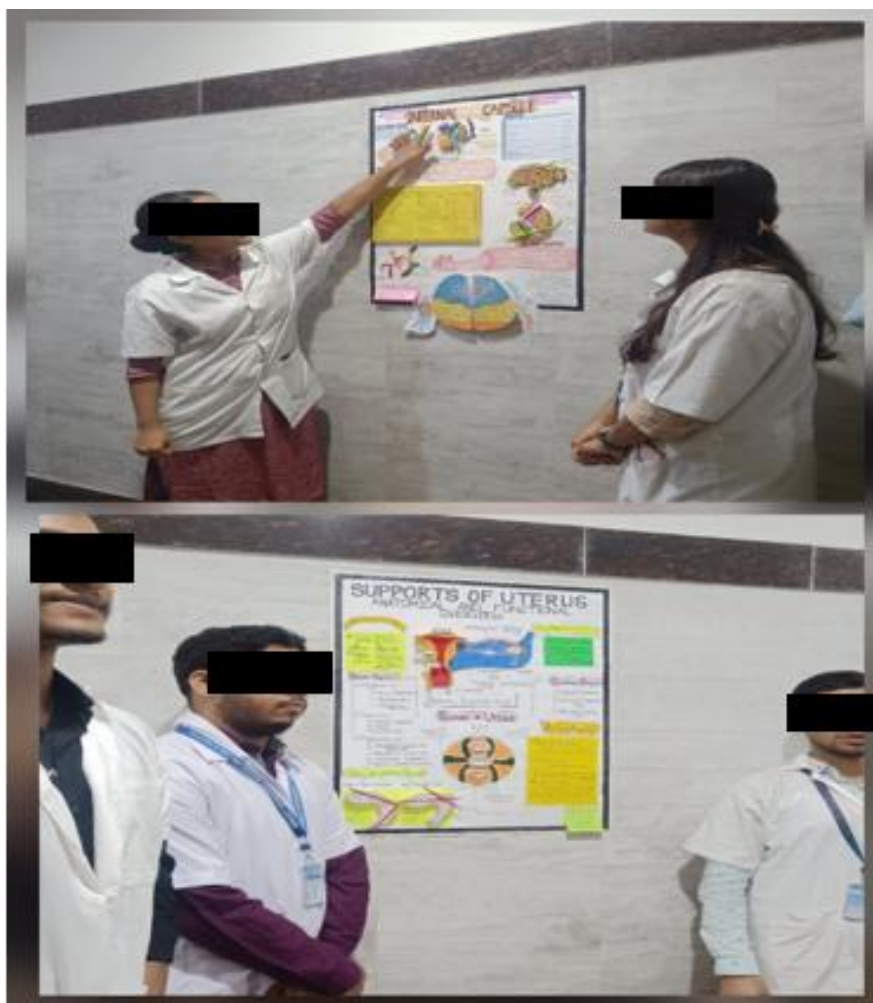


Fig 2: Students demonstrating their respective posters, in front of adjudicators (their consents were taken to share photographs)

RESULT ANALYSIS

The thematic analysis of student responses from unstructured feedback questionnaires showed an overwhelmingly positive response, to the poster presentation activity. The following major themes emphasized key learning outcomes and student experiences: [Table 1]

- (a) **Enhanced Self-Directed Learning** – The students actively explored textbooks, atlases, and digital resources, which aided significantly in improving their conceptual understanding of anatomical topics. The nature of the activity itself, encouraged self-discovery among them, pushing them to look beyond basic information and dive deeper into the subject. This approach transformed their learning process into a more independent, accountable study method.
- (b) **Teamwork and Collaboration** – The Group activities among themselves, effectively fostered communication, cooperation, and a sense of shared responsibility among peers. Collaborating on content, design, and presentation built strong interpersonal

relationships and ensured mutual accountability for the final product. Students valued their collective efforts, and found that the, teamwork enhanced both their understanding and the quality of their learning experience.

- (c) **Improved Communication Skills** – The students reported an increase in confidence, during public speaking, while presenting their posters to faculty and peers. Their need to correctly and adequately explain complex anatomical concepts, clearly boosted their overall presentation skills. Additionally, handling peer questions sharpened their ability to think clearly, and communicate effectively even under pressure.
- (d) **Creativity and Critical Thinking** – Poster designing and presenting, encouraged their innovation and analytical visualization. Students learned to synthesize complex information into a clear, visually appealing format, moving beyond simple memorization. This activity helped encourage a deeper level of critical thinking, as they themselves

analysed, selected, and organized relevant information, for effective communication.

- (e) **Leadership and Confidence** – The students also reported to have an improvement in their organizational skills, while managing various stages of poster preparation and presentation. Thereby aiding them to successfully execute the project, with relevant time management and content delegation; which in turn boosted their self-esteem and leadership skills. Most of the students found the activity highly enjoyable and beneficial, for their academic progress and personal development.

- (f) **Challenges** - A few participants did face challenges related to time management, especially while balancing the activity with their regular studies. Despite these isolated concerns, most of the students found the poster presentation activity engaging and helpful for their learning.

Overall, poster presentations was perceived as effective and enjoyable learning strategy that improved their academic understanding and aided in personal growth.

Table- 1. The table below signifies the qualitative analysis done of the questionnaire.

Statement	First order coding	theme
<i>How you covered your assignment in this group performance?</i>		
“I have read multiple books” “I took insights from Peers & Professor” “I have collected information from the internet” “I felt it was a strong team work” “There was a prominent division of work within team members that was decided by us” “I have practiced multiple coloured diagrams from anatomy Atlas”	Self-directed learning Participation in team work	Peer assisted learning
<i>How you searched literature, books, and journals, sought helps from teachers, seniors to make this poster?</i>		
“I read the Standard textbook & atlas” “I gathered Insights & suggestions from Professors” “I Searched Google & YouTube” “I requested Insights from my seniors” “Found information in E-books, journals from Internet” “I took Help from batch mates” “Took help of Wikipedia” “I compared multiple book in institutional library.”	Academic use of internet surfing Use of library	‘Self-helped’ learning
<i>How far such activity could enhance your creativity?</i>		
“It help me Think beyond my boundaries” “It Increased my creativity & experience” “It Boosted my interests & confidence” “It help me understand the Importance of Team work” “It taught me Leadership skill” “It Helped in critical thinking & analytical ability” “I Learned how to make wide spectra of concepts into concise & crisp one” “It Helped in being fluent during presentation” “Helped Eliminating my stage fear” “It Enhanced my communication skill” “I Learned Character building” “I felt more Confident & motivated” “It encouraged me for Further participation in other competition” “I learned how everyday items can be used as props for poster” “I learned to Appreciate & acknowledge others work”	Thinking out of the box Academic utilise of free time Interpersonal communication	Gain of communication skill & Time-management skill
<i>To you, how more effective is this "poster making" over the traditional lecture class, to grasp the knowledge of Anatomy?</i>		
“It Helped in remembering topic precisely” “It Improved my concept”		



• “Cultivated positive Self-growing thoughts” • “It was a Joyful experience” • “It aided in developed of a Thorough in-depth knowledge” • “Complex topic were made easy” • “The presentation helped me Develop interest on the subject” • “It aided in 3-D Visualization of the topic” • “It was an Active and self-directed learning” • “It decreased my time for Remembering the topic”	Participation in in-depth learning Learning by ‘doing’	‘Active’ learning
Whether you suggest such project activity of poster making makes you more confident on the topic than other? If so, why?		
• “I became More confident about this topic” • “It Increased my Bonding amongst friends” • “It was like an Active learning method, no forceful feeding” • “I Revised & Rehearsed for it” • “I developed Crystal clear concepts” • “I could Co-ordinate & consolidate the knowledge” • “I became a bit more Fluent with Communication in English • “I developed Hands-on Experience” • “It Boosted my confidence” • “It Cleared my doubts” • “I Felt breaking out of a shell” • “I learned to Present difficult topic on easy way” • “I could Co-ordinate between theory and practical” • “It helped me to Visualize the topic” • “I learned about Group activity”	In-depth learning Active-learning In-group learning	‘active’ learning
How confident you are to participate, coordinate and lead the team for the poster presentation activity?		
• “I can now Divide the work among team members” • “I learnt Precise and accurate poster making” • “I learnt about Leadership & co-ordination skill” • “It Increased my confidence” • “I learnt about Collective decision making” • “I Got bolder after stage performance” • “I Delivered without hesitation.”	Management of team-roles Fellow feeling	Achieved Leadership skill
Do you think such activity disrupts the regular classes? If so, why? If not, why		
“NO” “I was able to Maintain balance between regular and extra-curricular activities” “It was a gateway to Overcome monotonous lecture” “It ignited a Creative version of us” “I developed Clear concepts” “I Became more confident & gained knowledge” “It was Fun making poster” “It Boosted my confidence & teamwork” “It was Helpful and more interactive” “The Cross questions helped for preparing for MCQS” “YES” “I felt my Time was wasted, sleep was sacrificed, and I developed a backlog of study.”	Balanced participation in academics and co-curricular Minor time management challenges	Improved classroom engagement
What you have learnt through this project work to progress in your life & in your academics? (write briefly)		
• “I could Visualize concept more clearly” • “I Could Co-ordinate between theory and clinics” • “I could Express teamwork efficiently”		



• “I Developed lateral thinking” • “It was Interactive” • “It was Confidence building” • “I gained Experience to handle conflict of opinion” • “I developed Communication skill, leadership abilities” • “It was a Boost brain activity” • “I learnt Methodological mapping” • “I learnt how to speak in front of Public” • “It Removed my shyness, and my fear of speaking” • “It Enhanced Collective thinking” • “I Learnt how to do research on my own” • “I developed Creativity” • “I learnt the Art of delivering speech” • “I learnt Integration between related subject” • “It Clarified concept, cleared doubts” • “It Helped in breaking stage fear” • “I felt that Feedback from faculties enriched us.”	Breaking of communication barrier Confidence building Group-learning Gain of new skill	Gain of leadership skill Gain of taste of self-paced learning
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Interpretation - The poster-making activity emerged as a highly effective teaching tool. It helped students shift from passive to active and self-directed learning. This approach led to a thorough understanding and clear visualization of complex anatomical topics. Beyond academics, the project also significantly improved crucial non-cognitive skills like leadership, communication, and critical thinking. It also helped to increase student confidence in public speaking and teamwork. While the activity was generally seen as a positive change from traditional lectures, there was a minor concern about time management and study backlogs.

DISCUSSION

Why was this study conceived?

The purpose of this project was to encourage deeper, and more meaningful learning in Anatomy using student-centered teaching strategies. Poster presentations helped promote active participation, by supporting visualization, peer discussion, and the

integration of concepts. These elements are crucial in a complex subject like Anatomy. As an active learning strategy, it also aided in development of important skills like critical thinking, teamwork, creativity, and self-directed learning. Previous studies have also noted improvements, in communication skills, understanding, and motivation through poster-based learning. However, there was limited evidence of its evaluation within Indian medical education. This study thereby aimed to assess the very effectiveness of poster presentations in fostering active, collaborative, and self-directed learning among undergraduate medical students.

What was the objective?

The goal was to introduce poster presentations as a peer-assisted, student-led learning method in Anatomy. The study also aimed to explore students' views on its effectiveness in promoting active, collaborative, and self-directed learning.

Whether the objective was attained?

Sr. no.	Objective	Key Observations / Evidence from the Study	Whether Objective was Attained
1	To explore students' perceptions and experiences of poster presentation as a part of peer-assisted learning in Anatomy.	Thematic analysis of feedback showed overwhelmingly positive student views. Students found the activity engaging, enjoyable, and beneficial. Common themes included enhanced engagement, peer interaction, confidence building, and the enjoyment of learning (Table 1).	Yes – Attained
2	To assess how poster-making and presentation contribute to understanding, teamwork, communication, and creativity.	Students noted improved clarity, better visualization of complex anatomical topics, teamwork, communication skills, creativity, leadership, and confidence. Evidence included themes of self-directed learning, collaboration, creativity, critical thinking, and communication skill development (Table 1).	Yes – Attained



3	To evaluate how effective poster-based peer learning is in promoting participation and self-directed learning.	The activity encouraged students to search for resources, engage in peer discussions, rehearse content, and take responsibility for their learning. Students reported active participation, reduced passive learning, improved retention, and increased motivation, indicating successful promotion of active and self-directed learning.	Yes – Attained
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Were there previous studies by any authors? What were their findings?

Many authors have researched the effectiveness of poster presentations and other active learning methods in medical and health science education. Singh *et al.* found that engaging learning methods in Anatomy greatly boost student motivation, understanding, and retention [1].

Sahoo *et al.* also noted that, an integrated poster presentations could enhance teamwork, boost student confidence, and promote deeper learning among pre-medical students [2].

Similarly, Schön *et al.* found, that using poster presentations in gross anatomy teaching, improved scientific competence, communication skills, and student engagement [3].

Also, previous studies by Sisak and Wharrad *et al.* pointed out, that posters are effective visual aids, which simplify complex scientific ideas and encourage active participation from learners [5, 7].

Together, these studies support the idea that poster presentations are valuable teaching approaches for fostering active, student-focused learning in medical education.

Do the findings of this study support earlier studies?

The findings of this study strongly align with earlier research. Like previous studies, students reported improved in understanding, better visualization of anatomical structures, enhanced communication skills, teamwork, creativity, and greater confidence. The focus on peer interaction, self-directed learning, and active participation matches the findings of Sahoo *et al.* [2] and Schon *et al.*, [3] who highlighted, the value of collaborative and visual learning in Anatomy education. Additionally, the current findings support constructivist learning theory and Bloom's higher-order cognitive domains, as students actively analysed, synthesized, and presented information instead of passively receiving it.

Differences from Previous Studies and Possible Explanations

Some earlier studies noted logistical challenges, time issues, and varying student acceptance of poster-based learning activities. Sahoo *et al.* also documented concerns about workload and time management during integrated poster presentations [2].

Wharrad *et al.* noted practical difficulties in fitting poster activities into regular teaching schedules [7].

In contrast, this study showed overwhelmingly positive feedback from students with minimal resistance. This difference may be due to structured implementation, clear guidelines, and faculty support that encouraged students' autonomy without too much interference. Also, conducting the activity within a peer-assisted learning framework may have improved student acceptance and reduced anxiety, as suggested by Sahoo *et al.* [2].

Furthermore, the increasing alignment of undergraduate medical education in India with Competency-Based Medical Education (CBME)—which focuses on active, learner-centered strategies—could explain the positive student feedback seen in this study [9–20].

What were the strengths of this study?

A significant strength of this study is its qualitative design, which allowed for a detailed exploration of students' perceptions and experiences. Unstructured feedback questionnaire, gave students the freedom to share their thoughts, resulting in rich thematic data. Integrating the poster presentation into routine Anatomy teaching ensured, that it was relevant and practical. The study also filled an important gap by providing systematic evidence from an Indian medical education context, where such teaching strategies are often under-reported.

What were the limitations?

Despite its strengths, the study had its own limitations. Its qualitative nature, limited its application, beyond the study group. The lack of quantitative measures, such as pre- and post-intervention scores, restricted objective assessment of learning gains. Time-related concerns, reported by a few students indicated the need, for careful scheduling. Additionally, as the study was conducted at a single institution, its applicability could be limited.

What are the future directions?

Poster presentations have a strong potential, as an effective teaching tools in undergraduate medical education. Future studies could use mixed-methods designs, combining qualitative feedback with quantitative measures to assess academic performance and long-term retention. Expanding this strategy to other preclinical subjects, integrating it with model-making, digital posters, or interdisciplinary modules,



could further enhance learning. Longitudinal studies might also assess its impact on clinical reasoning and professional skill development. Incorporating student-centered, experiential learning activities within the CBME framework could significantly enrich medical education.

CONCLUSION

Poster presentations proved to be an effective, student-centered learning method in Anatomy. They improved students understanding, creativity, communication, and teamwork, transforming traditional learning into a participatory process. Adding such interactive methods to the undergraduate curriculum can encourage self-directed learning, long-term retention, and overall student development in the field of medical education.

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Contribution by authors:

Dr. Bhumika Bhawna - Planning of the project, framing of the tool, Data collection, Data analysis, writing the report, finalizing the write-up.

Dr. Dona Saha - Framing of the tool, Data collection, Data analysis, writing the report, finalizing the write-up.

Dr. Gopal Chandra Mondal - Overall supervision

Declaration: This project & its report, whole or as a part, has not been earlier submitted to any journal, not it has been presented anywhere earlier.

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Ethical Approval: Yes

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