

Identifying the Mindset of Deaf Benildean Students in Learning Anatomy and Physiology

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Abstract : Learning anatomy and physiology among Deaf Non-Science major students is a challenge. They have this mindset that Anatomy and Physiology are difficult and very technical. In this study, nine (9) deaf students who are business majors were considered. Non-conventional teaching strategies and classroom activities were employed such as cooperative learning, virtual lab, Facebook live, big sky, blood typing, mind mapping, reflections, etc. Of all the activities; the deaf students ranked cooperative learning as the best learning activity. This is where they played doctors. They measured the pulse rate, heart rate and blood pressure of their partner classmate. In terms of mindset, 2 out of 9 students have a growth mindset with some fixed ideas while 7 have a fixed mindset with some growth ideas. All the students passed the course. Three out of nine students got a grade of 90% and above. The teacher was evaluated by the deaf students as very satisfactory with a mean score of 3.54. This means that the learner-centered practices in the classroom are manifested to a great extent.

Keywords : deaf students, learning anatomy and physiology, teaching strategies, learner-entered practices

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