



Kinesthetic Learning Modalities' Approach in Understanding Concepts of Hypersensitivities Immunological Reactions.

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Abstract

It is now generally accepted that there are four learning modalities. Auditory learners learn best by listening so lecturing would be the way they would prefer to learn. Visual learners are those who prefer the printed word. They would learn best by reading or responding to the use of an overhead projector type of teaching. Tactile learners learn best by manipulating objects so they would prefer laboratory exercises. Kinesthetic (also known as whole body learners) prefer to learn through physical activities. This is the group of learners who would benefit most by this type of role-playing workshop. There are three basic modalities to process information to memory: visual (learning by seeing), auditory (learning by hearing), and kinesthetic (learning by doing). We tested role-playing modality at College of Pharmacy Chicago State University. This was done during spring semester where pharmacy year 1 students were taking Immunology as a didactic course. The students were divided into different small learning groups of 7–10 students in a class of 90 students and were made to role-play different types of hypersensitivity reactions. The role-playing acts were acted up in front of the whole class and also recorded. Asking Likert-type ordinary scale data analysis questions assessed the effectiveness of this modality and student learning. A statistically significant number of students found this immunology role-playing exercise as a fun and very beneficial activity. Students strongly agreed that this group-base role-

playing approach was very powerful in conceptual understanding of hypersensitivity reactions, which is a clinically important and significant immunology topic.

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We recommend

The incorporation of active learner centered strategies to support improved memory recall and classroom engagement within postgraduate education blended learning education frameworks
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Medical immunology for Gen Z
Abby L Geis et al., *J Immunol*, 2020

Scientific language communication within postgraduate Immunology education
Dianne Sika-Paotonu et al., *J Immunol*, 2017

Immunology Education for English Second Language learners within a Postgraduate Nursing Science program in New Zealand
Dianne Sika-Paotonu et al., *J Immunol*, 2018

Play your way to the finals: An immunology board game project to teach Immunology to undergraduate students.
Ashwini S. Kucknoor, *J Immunol*, 2018

Dental Screenings Prior to Induction Chemotherapy for Acute Myeloid Leukemia
Vicki Moore, *Hematology Advisor*, 2020

Starting Right: Using "Biophilia," Organism Cards, & Key Themes in Biology to Introduce Student-Centered Active-Learning Strategies at the Beginning of a Course
Kelsey Metzger et al., *The American Biology Teacher*, 2013

Psychotherapeutics for Chronic Pain Extends Beyond Cognitive Behavioral Therapy—Reply
M. Carrington Reid et al., *JAMA Internal Medicine*, 2018

Students Take on the Sea Lion Genome, Metagenomics
GenomeWeb, 2010

Seeing & Feeling How Enzymes Work Using Tangible Models
Kwok-chi (Victor) Lau et al., *The American Biology Teacher*, 2013

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