9565 Introduction to Teaching and Learning in Anatomy

Department of Anatomy and Cell Biology
Schulich School of Medicine and Dentistry
Western University

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Class Meeting Schedule: 9:00 am – 12:00 pm, Monday, Sept 12 – Nov 28, 2016
Course Website: https://owl.uwo.ca/portal

Course Instructors: Karyn Olsen, Oleksiy Zaika, Sonya Van Nuland, Lauren Allen, Maddie Norris, Tyler Beveridge, Sarah McLean and senior Clinical Anatomy students and Clinical anatomy faculty

Syllabus Designer: Dr. Ngan Nguyen

1. COURSE GOALS

The goals of the course are:

(1) To familiarize students with background knowledge relevant to teaching anatomy in both classroom and laboratory settings,
(2) To provide the opportunity for students to refine, further develop, and practice their teaching skills,
(3) To provide a safe and supportive environment for students to give and receive constructive feedback.

2. LEARNING OUTCOMES

In this course, students will have the opportunity to:

(1) Write clear and measurable learning outcomes,
(2) Apply teaching and learning theories to practice in front of instructors and peers,
(3) Practice giving, receiving, and responding to constructive feedback to and from other students and faculty, both in written and oral formats,
(4) Begin to document teaching experiences in a teaching portfolio, with evidence that explains how and why students’ teaching practice is effective,
(5) Practice the skills involved in creating a course syllabus
(6) Explain the need to consider motivating factors and other needs of students when constructing the learning environment.
3. COURSE FORMAT

Students will learn the basics of teaching and learning from upper year students in the Clinical Anatomy program, including how to write learning outcomes and how to plan and deliver a lecture. Students will have the opportunity to share their perception about effective teaching and learning strategies through classroom and group sessions. Students will practice their teaching skills by preparing three separate mini lectures and delivering the lectures to their instructor(s) and peers.

4. COURSE WEBPAGE

All course readings and supplementary materials will be provided in class or made available electronically through the Sakai site for this course: https://owl.uwo.ca/portal

5. COURSE REQUIREMENTS

All students are expected to do the following:

1. Attend and be punctual for all class sessions,
2. Participate actively in classroom discussion,
3. Complete all micro teaching sessions,
4. Develop and submit a teaching philosophy and a course syllabus

6. GRADING

Attendance, punctuality, and in-class discussion (3.6% for each of the 11 sessions for a total of 40%): Participation marks will be based on the quality (not quantity) of students’ contributions to the dialogue about teaching and learning in anatomy.

Two microteaching sessions (10% each for a total of 20%): Marks will be based on microteaching instructor(s) and peer evaluation of the following criteria:

- Incorporation of teaching and learning theories into practice
- Adherence of content to learning objectives
- Classroom presence – interaction with students; voice; enthusiasm
- Organization – Well sequenced; include set, body, closure; kept to time limit
- Preparation – Evidence of planning; material well-organized
- Effectiveness – Clearly explained; good pace; good language model

Assignments (10% each for a total of 40%)

- Student Reflection on Microteach session – Due Nov 7, 2016
- Teaching philosophy – Due Nov 14, 2016
- Course syllabus – Due Nov 21, 2016
7. WESTERN MEDICAL ACCOMMODATION POLICY (Medical Notes):

In May, 2008, The University of Western Ontario’s Senate approved a new medical note policy, which affects all students. The following is an outline of that policy. For more detailed information and forms, please visit the Student Services site, and for further policy information please read the Medical Accommodations Policy.

Documentation from Family Physicians and Walk-In Clinics: A Western Student Medical Certificate (SMC)* is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC* can be downloaded under the Medical Documentation heading on the Student Services site. Hard copies are available from the student’s home Faculty Academic Counseling Service.

Documentation from Student Health Services: Students obtaining documentation from Student Health Services should sign a “release of information.” This form authorizes Student Health Services to provide information to the student’s home Faculty. Release of information forms are available from, and can be arranged through, the student’s home Faculty Academic Counseling Service. Documentation from Hospital Urgent Care Centre or Emergency Departments: Students should request that an SMC* be filled out. Students may bring this form with them, or request alternative Emergency Department documentation. Documentation should be secured at the time of the initial visit to the Emergency Department. Where it is not possible for a student to have an SMC* completed by the attending physician, the student must request documentation sufficient to demonstrate that his/her ability to meet his/her academic responsibilities was seriously affected.

*To print or see an example of the Western Student Medical Certificate (SMC) please visit https://studentservices.uwo.ca/secure/index.cfm and click on ‘Student Medical Certificate.pdf’.

8. PLAGIARISM

Students must write their essays, tests, assignments, and quizzes independently. In the group setting, as described above, you are expected to participate otherwise you are committing plagiarism by allowing your name to appear on the work turned in. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the current Academic Calendar).

Plagiarism Checking: The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their written work in electronic form for plagiarism checking.
## 9. CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topic</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 12 9:30</td>
<td>Course overview (9:00 – 9:30)</td>
<td>Marjorie</td>
</tr>
<tr>
<td>9:30 – 11:30 M447</td>
<td>Perspectives on teaching (discussion panel – 9:30 -11:30)</td>
<td>PhD Students, CA Faculty Facilitator: Tyler</td>
</tr>
<tr>
<td>Sept 19 9:30</td>
<td>Writing Good Learning outcomes</td>
<td>Maddie</td>
</tr>
<tr>
<td>9:30 – 1130 M447</td>
<td>Structure of a teaching session: BOPPPS</td>
<td>Sarah</td>
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<tr>
<td>Sept 26 9:30</td>
<td>Tips on inspiring active learning</td>
<td>Sarah McLean</td>
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<tr>
<td>9:30 – 1130 M447</td>
<td>Providing feedback (9:30 – 10:30)</td>
<td>Sarah McLean</td>
</tr>
<tr>
<td>Oct 3 9:30</td>
<td>Laboratory teaching in anatomy (discussion panel – 10:30 – 11:30)</td>
<td>Year 2 MSc Students</td>
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<tr>
<td>9:30 – 1230 M447</td>
<td>Microteaching session I (with presentation software)</td>
<td>Facilitators: Sonya Van Nuland, Maddie, MJ</td>
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<tr>
<td>Oct 17 9:30</td>
<td>Microteaching session II (without presentation software)</td>
<td>Facilitators: Oleksiy, Sarah/MJ, Lauren</td>
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<tr>
<td>9:30 – 1200 M447</td>
<td>Teaching dossier (including teaching philosophy statement)</td>
<td>Karyn Olsen</td>
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<tr>
<td>Nov 7 9:00</td>
<td>Course syllabus</td>
<td>Karyn Olsen</td>
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<tr>
<td>9:00 – 12:00 M447</td>
<td>Online teaching</td>
<td>Maddie and Lauren Any lecture on campus other than clinical anatomy</td>
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<tr>
<td>Nov 14 9:30</td>
<td>Why we do what we do as educators and who will your students be?</td>
<td>Marjorie</td>
</tr>
<tr>
<td>9:30 -10:30 M447</td>
<td>Discussion on Observership critique</td>
<td>Marjorie</td>
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9. RECOMMENDED WEBSITES

**Western Certificate in University Teaching and Learning:**
http://www.uwo.ca/tsc/graduate_student_programs/western_certificate/

**Teaching Dossier:**
http://www.uwo.ca/tsc/resources/selected_teaching_topics/teaching_dossiers/index.html

**Learning Outcomes/Outcomes:**
http://www.uwo.ca/tsc/resources/selected_teaching_topics/curriculum_course_design/learning_outcomes.html

**Instructional Aids:**
http://www.uwo.ca/tsc/resources/resources_graduate_students/ta_handbook/giving_information/instructional_aids.html

**Feedback:**
http://www.uwo.ca/tsc/resources/resources_graduate_students/ta_handbook/giving_effective_feedback/

**Course Syllabus:**
http://www.uwo.ca/tsc/graduate_student_programs/western_certificate/preparing_course_outline.html

**Classroom diversity:**
http://www.cmu.edu/teaching/trynew/checklist-studentdiversity.html
http://isites.harvard.edu/icb/icb.do?keyword=k1985&pageid=icb.page29699
http://www.ryerson.ca/lt/resources/inclusiveclass/