

ANATCELL 9565A: Introduction to Teaching and Learning in Anatomy

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

Refer to the Course Website for Details on Time, Location & Instructors: <https://owl.uwo.ca/portal>

1. COURSE GOALS & RATIONALE

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 an opportunity for students to develop, refine, and practice their teaching skills,
- 3) To provide a safe and supportive environment for students to give and receive constructive feedback related to developing their skills as educators,
- 4) To equip students with a working version of their teaching dossier and its constituent documents to take forward with them in their careers

This course has been intentionally designed to provide students with a variety of real-world experiences/tasks that are required of proficient university educators.

2. LEARNING OUTCOMES

In this course, students will learn to:

- 1) Write clear and measurable learning outcomes,
- 2) Apply teaching and learning theories in practice to create an engaging, equitable and inclusive learning environment,
- 3) Practice giving, receiving, and responding to constructive feedback to and from other students and faculty, both in written and oral formats,
- 4) Document teaching experiences in a teaching dossier, with evidence that explains how and why the students' teaching practice is effective,
- 5) Develop a course syllabus and associated course website,

3. COURSE FORMAT

Students will learn the fundamentals of teaching and learning including how to write learning outcomes and how to plan and deliver an effective lesson. Emphasis is placed on learning practical skills that can be immediately applied during teaching assistantships and guest lectures. Further, students will learn about the constituents of a teaching dossier and discuss strategies to foster their own unique teaching style and philosophy during this course and beyond.

To ensure continuity between the content of this course and the broader professional skill development fostered as part of the graduate degree program, some lessons pertaining to this course will be taught in a hybridized manner with the course ANATCELL 9566 (MSc Clinical Anatomy Stream), and ANATCELL 9555 (MSc Research Stream). See class schedule for details. It is expected that students integrate and

apply the content of these hybridized lessons to properly complete the assignments required of each course.

4. CLASS SCHEDULE & COURSE WEBPAGE

See [OWL](#) for class schedule, location, and relevant due dates. Any online sessions will be held using [Zoom](#) (links available through OWL) with the password “**9565**”. Lessons will not be recorded; however, the microteach presentations (see section *Assignments* below) will be recorded for post-analysis and personal reflection. All course readings and supplementary materials will be made available on OWL.

5. ASSIGNMENTS

Microteaches (15% each for a total of 60%; LO 1-3): A microteach is a small instructional segment. You can choose any topic that is considered scholarly (e.g., a topic from your previous degree, music, photography, art, history, etc.). Grades will be calculated using the facilitator’s (50%) and peers’ evaluation (50%). Evaluations are guided by class-created document outlining the collective expectations.

Reflection on the Guided Reflections (5%; LO 3 & 4): Self-evaluation and critical reflection are two distinct, yet important, skills of a proficient educator. Throughout this course, students will be asked to complete a series of guided reflections and self-evaluations. Given that true, deep reflection (as described by major theorists) requires honesty, and therefore vulnerability, true reflections are often incredibly personal documents. It is not anyone’s prerogative but your own to be privy to the content of your own critical reflection. Therefore, students are asked to instead engage in a metacognitive exercise where they reflect on their reflections, and submit this for evaluation.

Lecture Observership (10%; LO 3): The students are to seek out and audit a lecture outside of the anatomical sciences (a letter/email template is provided on OWL) and write a review of the teaching in the form of a letter that could be included in the instructors teaching dossier as an *unsolicited peer review*. During this observation, you are to observe the teaching practices used, and think about what made them effective, or ineffective. Also consider how these practices could be integrated or adapted to teach the anatomical sciences. Use the *Evaluation of Classroom Teaching Checklist* on OWL to guide your analysis.

Teaching Philosophy (10%; LO 4): A main component of a teaching dossier includes a well-thought-out teaching philosophy. This document will constantly be revised as you gain experience and continue to reflect on your experiences as an educator. Thus, it is recommended to draft/outline your teaching philosophy early in the semester, such that you may hone it throughout the term.

Develop of a Course Syllabus (8%) & OWL Site (7%; LO 1, 4, 5): The course syllabus will be designed and intended to serve a population of graduate students studying some facet of anatomical sciences. The topic of the course is open for you to pursue your interests; however, it cannot mimic an already existing course in the department. That said, your course may be developed to expand upon an already existing course (e.g., an advanced histology course would be appropriate). Topics may also expand into related disciplines, (e.g., ethics etc.). Grading will follow the [SGPS 9500 – Course Syllabus Rubric](#). Using this course as a structure, students will construct a course website using Western’s Learning Management System (OWL). The course website should be a ‘proof-of-principle’ mock-up with examples of each core component (e.g., if the course has multiple lesson pages of similar style, only one needs to be mocked up as a representation). Emphasis should be placed on (i) alignment with the course syllabus, and (ii) ease of use (from the learner’s perspective). A walkthrough of the OWL site and the student’s rationale for particular design choices will be written up along with screenshots. You may consider adding the course coordinator to your OWL site to demonstrate features that cannot be appropriately captured in screenshots.

6. POLICY ON MISSED/LATE ASSIGNMENTS

I expect that students treat this course and its due dates like they would responsibilities in the real-world. There are a multitude of reasons – legitimate or illegitimate - why you may not be able to complete an assignment in the given timeframe. In any case, just be normal and be human. Message me and let's sort something out that is mutually appropriate and respectful of the class. While I agree to work with you to find a suitable alternative arrangement (within reason), be aware, that my ability to be flexible is constrained by other real-world factors. For example, if you miss giving a presentation to the class, it is unreasonable to think we will reschedule the whole class to recreate the missed day for you. In some cases, this may mean you are unable to complete the assignment in its entirety and therefore may not be able to achieve 100%, even if everything submitted late was perfect. A few rules: (i) the student must initiate discussion for alternative arrangements as soon as reasonably possible (that said, this must be either before the due date or within 24hrs after the due date at the latest), (ii) alternative arrangements must be established within 48hrs after initiating contact, unless another timeline is granted by the instructor, (iii) all communication for alternative requests must be done by email, (iv) illegitimate cases are subject to a 20% deduction, and (v) if we cannot come to a mutually agreeable plan, then it is escalated to the graduate affairs committee (GAC) to make a decision; what they determine is final. Failure to abide by these rules will result in a grade of zero for the missed assignment.

7. POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE

There are aspects of this course that will demonstrate effective ways to leverage artificial intelligence (AI) in the educational setting. The use of AI is not prohibited when completing assignments, as long as: (i) it is openly acknowledged, (ii) all reasonable efforts are made to ensure its ethical use, and (iii) students maintain their academic integrity.

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.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

9. RECOMMENDED WEBSITES & RESOURCES

Western Certificate in University Teaching and Learning:

<https://teaching.uwo.ca/programs/certificates/cutl.html>

Teaching Dossier:

<https://teaching.uwo.ca/awardsdossiers/teachingdossiers.html>

Teaching Philosophy:

<https://teaching.uwo.ca/awardsdossiers/teachingphilosophy.html>

Learning Outcomes:

<https://teaching.uwo.ca/curriculum/coursedesign/learning-outcomes.html>

Curriculum Resources:

<https://teaching.uwo.ca/curriculum/index.html>

Feedback:

<https://teaching.uwo.ca/awardsdossiers/teaching-feedback.html>

Course Syllabus:

<https://teaching.uwo.ca/curriculum/coursedesign/syllabus.html>