

ANATCELL 9565A: Introduction to Teaching and Learning in Anatomy

Department of Anatomy and Cell Biology
Schulich School of Medicine and Dentistry
Western University
Fall 2022

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Book a Meeting: <https://calendly.com/jyuen57/60min>

Class Meeting Schedule: Mondays 3:00pm – 5:00pm, September – December
Location: MSB 447 or online via Zoom
Course Website: <https://owl.uwo.ca/portal>

Instructors & Facilitators: Dr. Sarah McLean, Dr. Tyler Beveridge, Lisa Aikman (CTL) and the Senior Clinical Anatomy Students

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 expose students to a variety of teaching and active learning approaches.

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 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 the students' teaching practice is effective,

- 5) Develop 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 fundamentals of teaching and learning 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 four separate mini lectures (microteaches) and delivering the lectures to their instructor(s) and peers.

4. CLASS SCHEDULE & COURSE WEBPAGE

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

5. ASSIGNMENTS

Self-Evaluation of Participation, Collaboration and Feedback (5%; LO 3): Critical self-evaluation and assessment is an important part of achieving excellence as an educator. Students are asked to self-assess their performance as an active member of the class during the semester using the five core aspects of teamwork (Ohland et al. 2012; [Academy of Management Learning & Education](#))

Students should be prepared to defend/show evidence towards their self-evaluation. The course coordinator reserves the right to request a revision of the student's self-evaluation should inconsistency be observed.

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, anatomy, music, photography, art, history, etc.). Marks will be calculated using the facilitator's (50%) and peer's evaluation (50%), based on our class expectations (outlined in-class).

Lecture Observership (10%; LO 3 & 6): The students are to seek out and audit a lecture outside of the anatomical sciences (invitation letter provided on OWL) and write a review of the teaching in the form of a letter that could be included in the instructors teaching portfolio as a 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 & 6): A main component of a teaching dossier (portfolio) includes a well-thought out teaching philosophy. This document will often be revised as you gain experience and continue to reflect on your experiences. Thus, it is best to begin thinking about

and formulating your teaching philosophy early in the semester, as you begin your TAing responsibilities.

Develop of a Course Syllabus (10%) & OWL Site (5%; LO 1, 4-6): The course syllabus will be designed and intended to serve a population of graduate students studying human anatomy. 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 embryology course or 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 are asked to construct a project OWL site to gain experience working with Western's Learning Management System (Not everything needs to be populated, but all pages and navigation links should be present and align with the course syllabus).

6. 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://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf

7. 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.

8. RECOMMENDED WEBSITES & RESOURCES

Western Certificate in University Teaching and Learning:

<https://teaching.uwo.ca/programs/certificates/cuti.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>

COVID-19 Safe Practices:

<https://takecare.westernu.ca/>