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.

F2F lectures will occur in MSB 447. As required, 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), if given by Zoom, 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/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

COVID-19 Safe Practices:
https://takecare.westernu.ca/
Dear Fellow WesternU Faculty,

Please allow an introduction of myself; my name is Kem and I am a professor in the M.Sc Clinical Anatomy graduate program in the Department of Anatomy and Cell Biology. One of the mandates of our program is to train future anatomists in sound principles of pedagogy (i.e., how to teach based on how we learn, the benefits of active learning and how to incorporate it into teaching sessions, how to engage students and motivate them to want to learn).

You are being approached by one of our graduate students who is seeking an opportunity to observe your lecture as part of one of their course assignments (ANATCELL 9565A). The students have been asked to observe a lecture outside of their expertise in anatomy to focus on identifying and analyzing good teaching practices. The students will submit to me a summary of their observations in the form of a letter, similar to a format one might use to provide a peer review of teaching for an APE. The goal of the assignment is to expose students to different teaching styles in a discipline outside of their expertise, formulate a critique of their observation, and discuss how the identified techniques could be integrated into anatomy education. It is not the purpose of the assignment to provide you with an evaluation.

I hope you will agree to allow my student to audit your lecture. Let me assure you that the submitted assignment will not be shared with anyone else; however, if the student agrees, I would be happy to share it with you if you are interested.

Thank you for your consideration!

Sincerely,

Kem A Rogers | PhD
Professor
Department of Anatomy and Cell Biology
Schulich School of Medicine and Dentistry
Western University, London
HAS 027 | krogers@uwo.ca
(519) 661-3995
EVALUATION OF CLASSROOM TEACHING CHECKLIST  
(Modified from Temple University)

Did you notify the instructor of your presence and reason for attending this lecture?

Were you given permission to observe the following lecture?

Department & Faculty:
Evaluator:
Date of Observation:

QUESTIONS TO CONSIDER FOR YOUR REVIEW

PART I - Evaluation of Content Mastery
- Is the instructor confident with the subject matter?
- Does the instructor appear to be current and keep the content relevant?
- Is the purpose of the session evident?

PART II: Evaluation of Delivery and Teaching Methods
- Does the instructor use smooth transitions between ideas?
- Does the instructor emphasize major points with relevant examples?
- Is the presentation organized?
- Is the instructor enthusiastic about the subject?
- Is the instructor's delivery appropriately paced to meet the students' needs?
- Could the instructor be seen and heard throughout the classroom?
- Did the instructor maintain appropriate eye contact with the students?
- Were audiovisual aids/technology used effectively to augment the session?
- Did the instructor appropriately select and use instructional methods?
- Was the delivery of the class consistent with the types of learners in the class?
- Considering the type and size of the class, did the chosen methods of instruction maximize student participation in the learning process?

PART III: Teaching and Learning Environment
- Is the classroom atmosphere participatory?
- Does the instructor encourage questions?
- Is the instructor attentive to cues of boredom or confusion?
- Was the session thought provoking and stimulating?
- Was the environment conducive to critical thinking and student participation in learning?