

ANATCELL 9565A: Introduction to Teaching and Learning in Anatomy

Department of Anatomy & Cell Biology
Schulich School of Medicine & Dentistry
Western University
Fall 2024

CONTACT INFORMATION

Course Coordinator: Miss. Emily L. Dietrich, MSc (Clinical Anatomy), BMSc
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Office:
Office Hours: By appointment; please email edietri5@uwo.ca

CLASS DETAILS

Class Meeting Schedule:

Location:

Dr. Sarah McLean, Dr. Tyler Beveridge, Dr. Timothy Wilson, Lisa Aikman (CTL)

Course Website:

Instructors/Facilitators:

COURSE GOALS & RATIONALE

The goals of the course are:

1. To familiarize students with background knowledge relevant to teaching anatomy both in 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-level educators.

LEARNING OUTCOMES

Upon completion of this course, students will:

1. Practice writing clear and measurable learning outcomes,
2. Apply teaching and learning theories to practice in front of instructors and peers,
3. Generate, receive, and respond to constructive feedback from other students and faculty, both in written and oral formats,
4. Document teaching experiences in a teaching portfolio, with evidence to support how and why the students' teaching practice is effective,
5. Develop a novel course syllabus,
6. Explain the need to consider motivating factors and other needs of students when constructing the learning environment.

COURSE OVERVIEW

Course Description

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.

This design of this course uses synchronous (in-class) delivery. Students are encouraged to attend and participate in group discussions wherever possible. Recommended pre-readings will be provided through OWL Brightspace when applicable, and students are encouraged to come to class ready to discuss their content.

COURSE SCHEDULE

Date	Topic	Instructor
Mon Sept. 9 th	Course Overview and <i>What is Learning?</i>	ED
Mon Sept. 16 th	<i>BOPPPS and Perspectives on Teaching</i>	SM
Mon Sept. 23 rd	<i>Constructive Alignment</i>	SM
Mon Sept. 30 th	National Day of Truth & Reconciliation (non-instructional)	
Mon Oct. 7 th	Microteach I – Presentation Software	
Tues Oct. 8 th	<i>Providing Summative and Formative Feedback</i>	ED
Mon Oct. 14 th	Thanksgiving Day (non-instructional)	
Mon Oct. 21 st	Microteach II – Live Demonstration	
Mon Oct. 28 th	<i>Teaching Technologies</i>	TB, SM, ED
Mon Nov. 4 th	Teaching Technologies Demonstrations	
Mon Nov. 11 th	<i>Course Syllabus and LMS Site Design</i>	ED
Tues Nov. 12 th	<i>Teaching Philosophies, Teaching Dossiers & Academic CVs</i>	LA
Fri Nov. 15 th	Guided Reflection DUE	
Mon Nov. 18 th	Microteach III – Anatomical Demonstration	
Fri Nov. 22 nd	Teaching Philosophy DUE	
Mon Nov. 25 th	<i>What is a Career Portfolio?</i>	TW
Mon Dec. 2 nd	<i>Course Debrief and Teaching Philosophy Discussion</i>	ED
Fri Dec. 6 th	Course Syllabus and LMS Site DUE	

ED: Emily Dietrich. SM: Sarah McLean. TB: Tyler Beveridge. TW: Timothy Wilson. LA: Lisa Aikman

ASSESSMENT BREAKDOWN

Microteaches (20% each for a total of 60%; LO 1-3): A microteach is a small (10-minute) 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.). Grades will be made up of the facilitator's (50%) and peer's (50%) evaluations, based on expectations outlined in-class.

Teaching Philosophy (15%; LO 4 & 6): A teaching philosophy is “a written description of your values, goals, and beliefs regarding both teaching and learning”, which also incorporates evidence from your own teaching that demonstrates your effectiveness as an educator ([Western CTL](#)). This 1–2-page document is a main component of a teaching dossier/portfolio. This document will often be revised as you gain experience and continue to reflect on your experiences.
Specifications: 1-2-page, single-spaced, 12-pt font.

Course Syllabus (10%) & **LMS Site** (5%; LO 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 Design Project Rubric](#). Using this course as a structure, students will then construct a project OWL Brightspace site to gain experience working with Western's Learning Management System. 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 Brightspace site and the student's rationale for particular design choices will be written up along with screenshots. You may also consider adding the course coordinator to your OWL Brightspace site to demonstrate features that cannot be appropriately captured in screenshots. Alternatively, students can do a recorded walk-through of the site along with either verbal or written design rationales and share the video with the course instructor.

Reflection on 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. The course instructor does not need to be made privy to the content of the students' own critical reflection, rather students are asked to engage in a metacognitive exercise where they reflect on their reflections and submit this for evaluations. This exercise is assessed as a pass/fail; further instructions will be provided in-class.
Specifications: maximum of 4 pages, single-spaced, 12 pt. font

Teaching Technologies Demonstration (5%; LO 1-3): This demonstration, conducted in groups of 3-4, will allow students to apply knowledge gained in previous lectures to produce a teaching demonstration in-class using varying technologies (e.g., FRANK, Lightboard, etc.). Students will sign-up for a specific technology in their groups and will be expected to come to class prepared to generate a short (10-minute) demonstration on a non-anatomical topic to be shown to the class. These demonstrations are not expected to be perfect; rather, they are an opportunity for students to further interact with teaching technologies that interest them and that they may use in their future teaching. This exercise is assessed as a pass/fail. Groups will receive 1% for attendance, 2% for having an idea prepared and brought to class, 1% for individual effort, and 1% for collaboration with group members. Further instructions will be provided in-class.

COURSE POLICIES

Missed/Late Assignments

As adult learners, I expect that students in this course approach assignment deadlines with time management and prioritization skills, as they would with tasks in their future careers. That being said, I understand that there are a variety of reasons as to why a given deadline cannot be met. In any case, please reach out via email or stop by my office and we can have a conversation to reach an agreement that is mutually appropriate and respectful of the class. While I will work with you to find alternative arrangements, be aware that this flexibility may be limited by other real-world factors. For example, if you miss a microteach presentation, it is unreasonable to think that we will reschedule the whole class to recreate the missed day of presentations.

Therefore, I have a few guidelines for missed/late assignments: *(i)* students must initiate discussions for alternative arrangements as soon as is reasonably possible (and must be no later than 24 hours before the due date), *(ii)* all requests for alternative arrangements must be done via email, *(iii)* illegitimate cases are subject to a 20% deduction for each day late, and *(iv)* if we cannot come to a mutually agreeable plan for alternative arrangements, then it is escalated to the graduate affairs committee (GAC) to make a decision; what they determine is final.

Failure to abide by these guidelines will result in a grade of zero for the missed assignment.

Plagiarism

Students must write their evaluations independently. In group settings, 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 linked below.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for 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 Western University and Turnitin.com.

Attendance

For students to be successful in this course, attendance is strongly encouraged. Lectures will not be recorded; hence students will be expected to reach out to their peers if they miss a lecture. However, life sometimes gets in the way, and we encounter circumstances beyond our control. Open communication between students and the course coordinator is critical, thus if students should need to miss a lecture, they are encouraged to reach out to the course coordinator with a brief explanation of their circumstance and accommodations will be made if possible.

Communication

As mentioned previously, open communication is critical in a successful working environment. This communication should be respectful and timely; thus, I have a policy to respond with 48 hours during the working week. I cannot guarantee that I will have access to my email over the weekends, and as I strive to promote work-life balance, I reserve the right to 'log-off' during those times. I also encourage students to use their UWO email addresses when populating my inbox, so that nothing gets unintentionally marked as 'junk'. As always, students are encouraged to email me if they wish to schedule a meeting.

Mental Health

As an addition to Western's university-wide policies regarding mental health, I would like to plainly state that this course should be a welcoming, inclusive, and supportive environment for all. Each student, along with myself, has a role in creating this safe space, thus any blatant insensitivity towards another student's mental health will not be tolerated. Respect, empathy, and compassion are paramount, not just in this course but in all avenues of life. If students feel as if they are struggling, I aim to have a 'open-door/inbox' policy such that they are welcome to reach out if they need support for this course or otherwise. While I may not have all the answers, I will work to connect students with additional resources where appropriate.

SUPPORT SERVICES

The following links provide additional information about support services and other resources offered to students at Western University.

[Western Graduate and Postdoctoral Studies](#)

[Academic Support & Engagement](#)

[Student Health Services](#)

WESTERN ACADEMIC POLICIES

[Student Code of Conduct](#)

[Graduate Student Academic Appeals.](#)

[Western University Policy on Academic Accommodation for Students with Disabilities.](#)
[Accommodation for Religious Holidays.](#)
[Scholastic Discipline for Graduate Students.](#)

RECOMMENDED WEBSITES AND RESOURCES

[Western Certificate in University Teaching and Learning](#)
[Teaching Dossier](#)
[Teaching Philosophy](#)
[Learning Outcomes](#)
[Curriculum Resources](#)
[Feedback](#)
[Course Syllabus](#)