Why the need for change?

Little has changed in the teaching of anatomy and physiology – however, our students are becoming increasingly diverse in terms of prior exposure to main concepts, and learning preferences AND there have been some recent technological advances that allow more realistic teaching anatomy and physiology to become more exciting. The challenge was to create a vibrant and relevant Anatomy and Physiology Curriculum that our students found engaging and easily accessible, and which promoted independent learning.

What did we do? – back to basics!

- Selected 2 first year topics
- Developed a series of learning modules
- Blend of generic & speech pathology specific resources
- Clear learning objectives, mapped to assessments
- Explicit expectations
- Scaffolded resources – for both meta-cognition as well as for content
- Multimodal content delivery
- Assessment for learning
- Student driven learning opportunities

As well as a backwards by design approach, the TPACK and SAMR frameworks were used to restructure our course redevelopment

Where next – improvements and refinements

The initial investment of time and resources this year has been huge! – however, next year will be easier and allow for some refinements:
- Improved production of video tutorials
- Develop further differentiated resources for students with low levels of previous exposure to relevant scientific concepts

We would also like to collect more formal measurements of learning – especially knowledge retention and transferability of content to different scenarios and other topics.

How did it go? Preliminary findings

So far, so good 😊

Based on Semester 1 student evaluations of teaching, final topic grades, timetable schedules and informal observations of lecturers, our approach resulted in:
- Increased student engagement
- Increased mean grades
- Decrease in face-to-face teaching time