

Add strategies for how to help students learn about these organ systems

General strategies

- [Effective study strategies](#) that are well suited to anatomy and anatomical language (e.g., retrieval practice, spaced practice, etc.)
- Gamify learning of structures
- Guided explorations rather than long lists of terms
- Scaffolding structures. Start with big picture then layer in the smaller structures that are related
- Breaking down Latin and Greek root words throughout the semester
- Coming up with fun and personal ways of remembering structures
- Have an organizational approach to learning. Checkoff items, use memory methods, chunk the material
- Creating concept maps of the organ systems.
- ORder of presenting structures in lecture- do we start with easier topics to ease them into it, or start with hard ones so they have time to study?
- Use cards of all structures and have students organize them -could use magnets if you have chalkboards.
- Teaching dissection strategies/best practices (e.g., using landmarks, moving between scales/structures to “zoom out” and keep a focus on the bigger picture)

Learning about tissues before systems

- Large print format posters of tissues they can work on in groups
- “Unknowns” are given to them in print that are tricky images that they have to work through.
- Practice differentiating between tissues with similar appearances (e.g. adipose and simple squamous, dense regular connective tissue and smooth muscle)
- Interpret what it looks like to them (areolar looks like silly string and skittles, for example)
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Integumentary

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Skeletal

- Appendicular before axial
- Palpate, palpate, palpate

Muscular

- Appendicular before axial; using models; images; videos; hands-on practice on muscle models
- Use landmarks to ID structures confidently
- Palpate, palpate, palpate

Nervous

- Sheep brain dissection: have the human brain models out for them to continually refer to for comparison and have a video of a dissection that you can pause to help them all do it
- Use lots of images and videos for reference
- Need to include some function when teaching
- Use analogy: relate to communication system like network information flow
- Use chenille stems (formerly, pipe cleaners) to have them make the ANS

Endocrine

- Dichotomous key for histology

Cardiovascular

- Dissection
- Using Simulations
- Good physical models
- Teach ways to organize the information (concept maps)
- Scaffold information. Foundation first.

Lymphatic

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Immune

- Through a context of developing immunity during pandemic

Respiratory

- Use “lung in a bottle” model (balloons in bell jar)

Digestive

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Urinary

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Reproductive

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