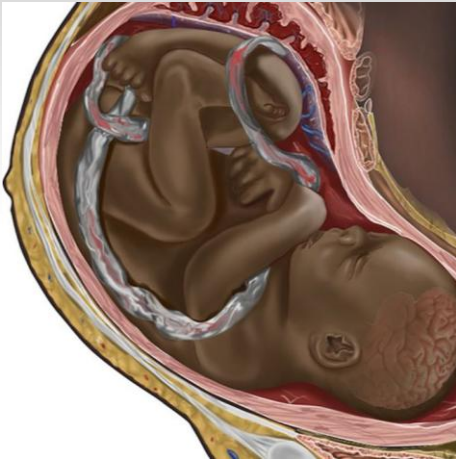


*Lean in Medical Education: Reaching for Quality Management Tools to Teach Human Anatomy Effectively in a Multicultural and Multilingual Learning Space – ERASMUS+ Project LEANBODY - 2021-1-HU01-KA220-HED-000027542*



## Anatomy through the lens of Agenda 2030

**Dr. Amani Eltayb** - [amani.eltayb@ki.se](mailto:amani.eltayb@ki.se)

Unit for Teaching and Learning

Department of Learning, Informatics, Management and  
Ethics / Karolinska Institutet



UNIVERSITY OF  
CAMBRIDGE



MUNI

# Overview of today's workshop

- Introduction and programme overview
- Follow up from previous meeting
- Results of interviews and Padlet
- Activities



# Interviews

- Qualitative research approach
- Target group: teachers teaching anatomy courses in Pecs, Zagreb and Masaryk universities.
- Explore pedagogical knowledge and teaching practices



## Preliminary Results

- Knowledge on constructive alignment was low
- Most of participants were aware of the intended learning outcomes however no formal regular revision, some universities define and present ILOs to students at the start of the courses others don't.
- Potential gaps as perceived by the teachers at the institutional, departmental and individual levels with regards to anatomy teaching

# Gaps

- No pedagogical training before teaching
- Time limitation and high workload
- Old rules and traditions
- High number of students and low number of teachers (quantity not quality)
- Level of English Language is low for international students
- Students' motivation is low
- Hierarchical system
- No consideration for diversity
- Resistance of some staff members to reforms



Source: Exploring your mind

# Common Themes

- No standardize teaching practices, it rely on teacher's style, motivation and routines/traditions that were created by previous educators
- Teaching and learning is affected by students' attitudes, expectations and motivations; high numbers of students; time limitations; teachers' style and motivations
- Summative assessment is the formal way of assessment, formative assessment depends on traditions and teachers' motivation/teaching style
- Rethinking the way of collecting feedback from students
- Curriculum update is needed however, hierarchical system within institutions causes communication barriers and interferes with curriculum updates/reforms

## Quotes

*"I help them, but I'm also strict, I don't lecture, I engage them in the lesson. There are always people who write in the **feedback that they don't like me calling them by name**, even though there are no consequences if they don't know the answer, I regularly get feedback from my students."*

*"I really like teaching, it motivates me, and the fact that I am teaching a subject that is undoubtedly important, the students take it seriously, so it is not a question of dealing with uninterested masses. **There is a lot of positive feedback, which keeps me motivated.**"*

## Quotes

“ Trust should be there, they can always ask me questions but I'm in control in a good sense as 'captain'. I also try to conduct the exercises in a more direct style. **With a lot of jokes.** I think it's much easier to teach this difficult subject in this way, because they relax a bit and feel more comfortable. Nevertheless, **I have some students whose voices I never hear for a year and a half,** and there are one or two of them in every group.”



# Values of teaching and learning

Do you recognise yourself?  
Do you recognise your teachers?  
How do these different value systems  
impact feedback?

Respect for lecturer authority  
Lecturer should not be  
questioned  
Motivation: pressure to excel  
Effacement and silence  
Group orientation to learning

Lecturer as mentor/facilitator  
Lecturer is open to challenge  
Motivation: desire for individual  
development  
Self-expression of ideas  
Personal growth and creativity

## A word about silence...



**International students  
want to take active part  
in classroom  
discussions!**

(Turner & Robson 2008; Gu et al. 2010; Marginson & Sawir 2011)



**Remaining silent =  
learned behaviour**

(Wilkinson & Olliver-Gray 2006)



**Articulate silence**

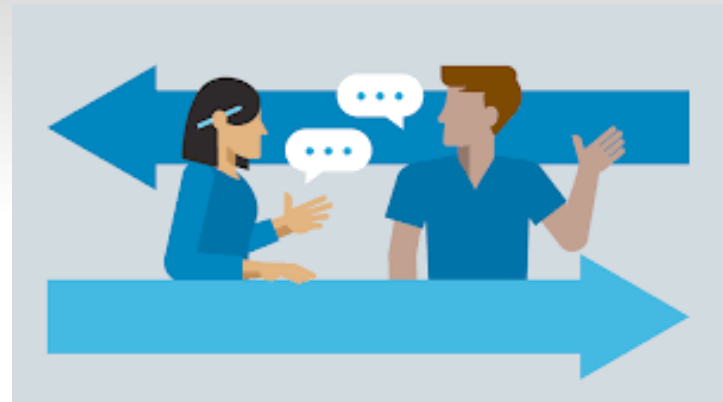
(Welikala, 2008)

## Quotes

*“Ten years ago, **we did a lot of mid-year tests and we got feedback** through that, but it didn't work, the results were poor and didn't correlate with the exam mark, so it wasn't clear to us, and it demanded a lot of work, so we stopped. **Now, there is no official mid-year assessment**, it's up to everyone how to get feedback. I used to try my own tests, now I ask questions 10 minutes before class or ask my demonstrators to go in 10 minutes early and ask questions. It works well.”*

## How to get feedback from a big group of students

- Poll (menti, kahoot socrative)
- Reflections (Padlet)
- Pair and share
- The Muddiest point
- One minute paper it will be helpful to add prompts where you define what you want to know exactly, like
  - Write down the 3 important things you have learned in today's lecture.
  - write down, what you understand about [*insert concept here*].
  - What was the most confusing point in today's class?



# For your students: How to provide feedback effectively

1. ALWAYS start with asking your peer about how they viewed their performance
2. Before giving feedback, remind yourself why you are doing it
3. Be timely, don't do it too late
4. Make it regular
5. Prepare your comments in advance
6. Be specific
7. Create a safe space, without interruptions
8. Use "I" statements
9. Limit your focus
10. Praise when praise is due!



## Quotes

*“I know ILOs, but it is not written down, the minimum requirements that you need to know is not defined. It's more of a tradition that the previous teacher or the teacher I studied with created. I think that I am aware of what the head of the institute and senior colleagues expect.”*

## Quotes

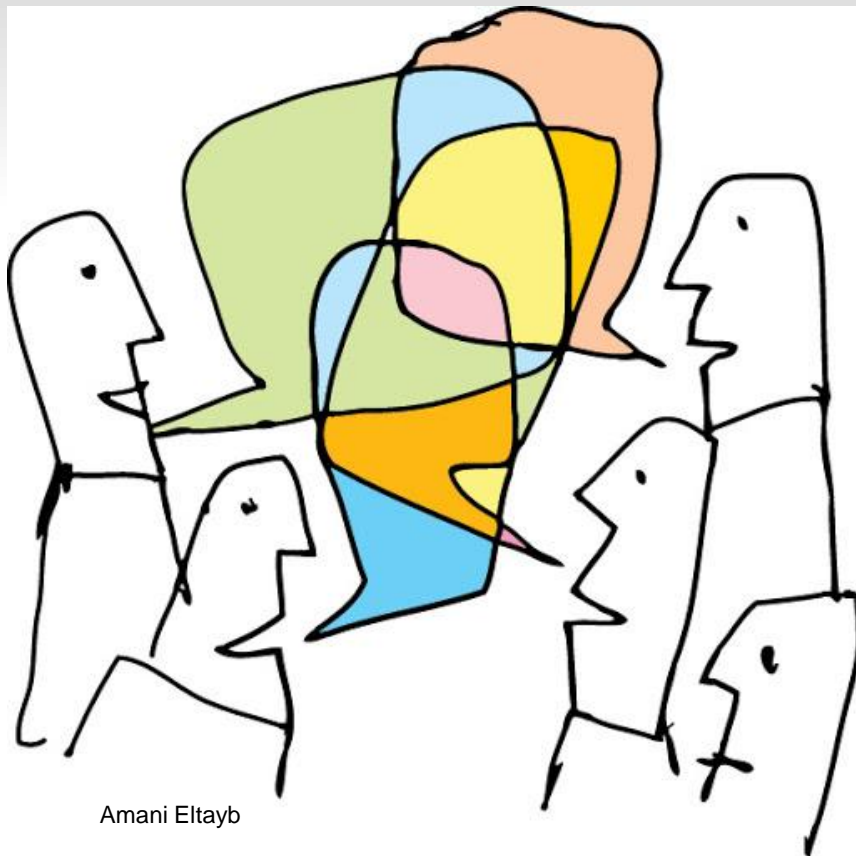
**“ILOs are defined before the course started and given to both students and teachers, before everything starts.** We usually did this in groups, but not in large groups, so there are at least twenty of us at the department and I think five or six of us were most involved in creating the ILOs. Everyone else, looked at the learning outcomes to suggest any improvements, but I think doing something like that with 20 people involved would be probably too much of a mess. Better to leave it for people when know how to construct the outcomes.”

## Quotes

*“ I think we teach a lot of things that don't make sense and irrelevant. **There is no standard by which this can be followed.** It would be nice if we could **update the curricula and take away materials that are completely outdated and have no use for students.** The problem is that a lot of people still think that quantity is more important than quality. We know that there are **teachers who are not willing to change much.** So, it would be good to standardise this somehow. And I don't know how that can be done. At university, pretty much anybody can do anything and there are no consequences”*



## Reforming/rethinking the curriculum



Amani Eltayb

- Refers to the creation of spaces and resources for a dialogue among all members of the education community on how to imagine and envision all cultures and knowledge systems in the curriculum. This is with respect to what is being taught and how it frames the world, all the time questioning from whose viewpoint the information is coming. (Keele University, 2021)

## Bologna process

*“The pedagogical consequences of the Bologna process are primarily about the **transfer from a teacher centred to a student centred and outcome focused view within higher education.** The overarching principle can in short terms be described as planning the course after what the students are supposed to know and know how to do after a completed course rather than as earlier from what a course is supposed to contain and give.”*

Adamson, Duhs och Ekecrantz, 2005

# UN Sustainable Development Goals

Transforming our world: the 2030 Agenda for Sustainable Development



Amani Eltayb



## ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

4 QUALITY  
EDUCATION



4.7 By 2030, ensure that **all learners** acquire the **knowledge** and **skills** needed to promote sustainable development, including, among others, through education for:

- sustainable development and sustainable lifestyles
- human rights
- gender equality
- promotion of a culture of peace and non-violence
- global citizenship
- appreciation of cultural diversity and of culture's contribution to sustainable development

# What is a safe/brave space for you?



## Ethnic

Cultural backgrounds of supervisors and students, values, expectations, attitudes, etc.

## Local

Examples, concepts, local and cultural communication conventions, etc.

## Academic

Supervision styles, beliefs and learner identities, use of humour, academic practices, power distance, plagiarism, etc.

## Disciplinary

Discourse conventions and nomenclatures, conceptual frameworks, interdisciplinarity, etc.

## Professional

Professionalism, professional behaviours, hierarchies between professions, exposure to different professions

## Let's practise cultural humility!



“a lifelong process of self-reflection and self-critique whereby the individual not only learns about another’s culture, but one starts with an examination of her/his own beliefs and cultural identities.”

The term was first coined in 1998 by healthcare professionals Melanie Tervalon and Jann Murray-García, who originally described cultural humility as a tool to educate physicians to work with culturally, ethnically, and racially diverse populations in the United States.

Becoming **culturally competent** and practicing **cultural humility** are ongoing processes that change in response to new situations, experiences and relationships. Cultural competence is a necessary foundation for cultural humility.

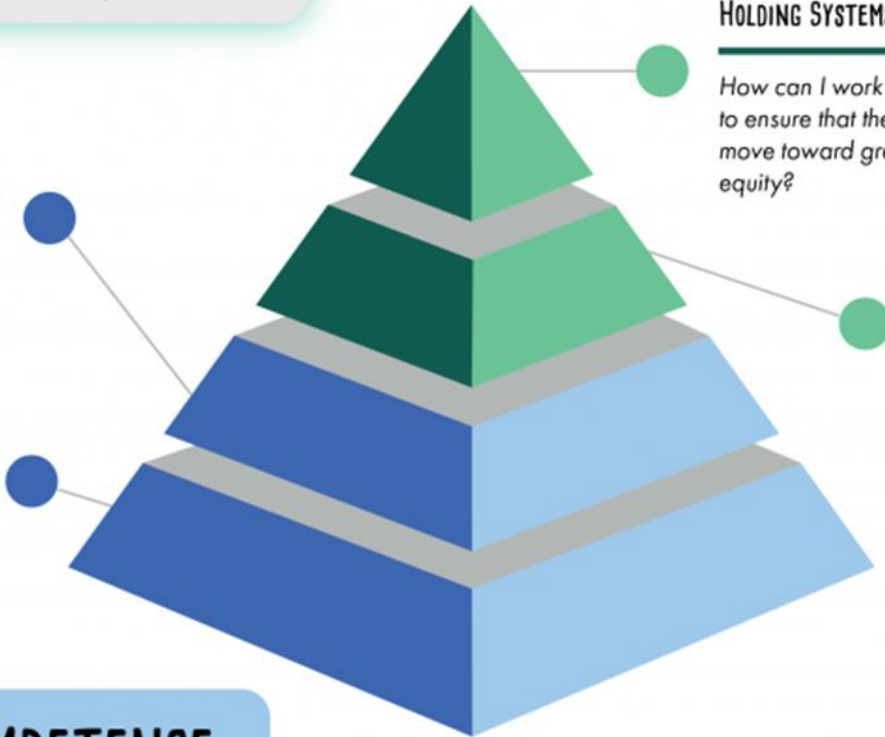
# CULTURAL HUMILITY

## GAINING CULTURAL KNOWLEDGE

What are other cultures like, and what strengths do they have?

## DEVELOPING CULTURAL SELF-AWARENESS

What is my culture, and how does it influence the ways I view and interact with others?



## HOLDING SYSTEMS ACCOUNTABLE

How can I work on an institutional level to ensure that the systems I'm part of move toward greater inclusion and equity?

## UNDERSTANDING AND REDRESSING POWER IMBALANCES

How can I use my understanding of my own and others' cultures to identify and work to disrupt inequitable systems?

# CULTURAL COMPETENCE



# House rules



We are here to discuss and reflect



Treat everyone with respect



Encourage courage as well as curiosity



Give yourself and everyone speaking space and listen

## Discussion: Student-centered

Teaching is approached from the perspective that students are co-creators of and bear responsibility for their own learning.

The teacher is a facilitator, a guide who supports the development of knowledge and competence



What does it mean? do you use it in your own work? How?



What does students as co-creators mean? Teacher as facilitator? Share examples!



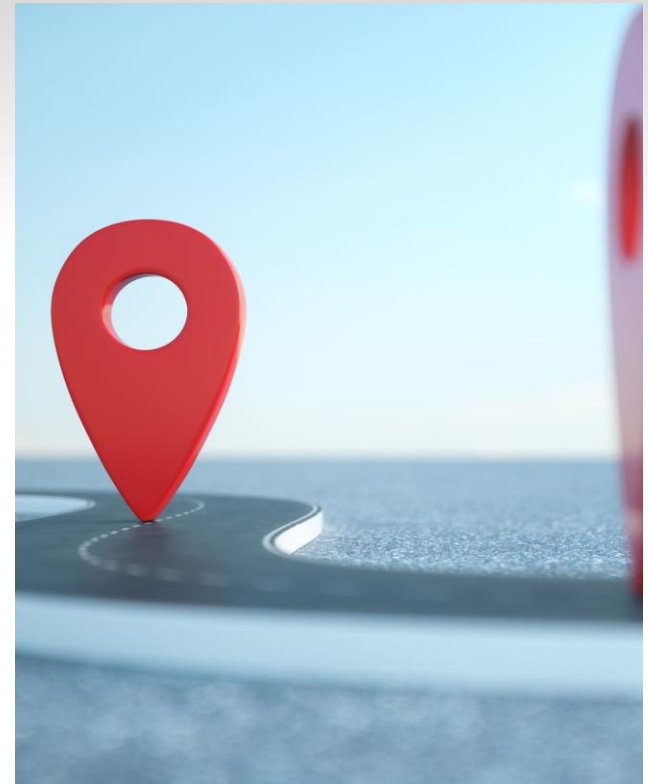
Is it reflected in the work at your university?

# KI's pedagogical policy

- **Student-centered:**
  - Teaching is approached from the perspective that students are co-creators of and bear responsibility for their own learning
  - The teacher is a facilitator, a guide who supports the development of knowledge and competence
- **Active learning:**
  - Learning is an active process – the student needs to process the content themselves in order to develop their knowledge.
- **Scholarship of teaching and learning**
  - Structure, activities, and processes that contribute include:
    - Systematic reflection – Individually and peer
    - Unit for Teaching and Learning's resources and activities
    - Faculty Board Grants for research and development
- **Psychological safety**
  - Essential to create the best possible conditions for learning and the scholarship of teaching and learning.
  - In a psychological safe environment, participants can present ideas, ask questions, share concerns, or admit mistakes without running the risk for being punished, ridiculed, or embarrassed.

## Conclusions

<https://ki.padlet.org/amanieltayb/edczlslklytllwr9>



1. Colonization, cadavers, and color: Considering **decolonization** of **anatomy** curricula. Finn GM, Danquah A, Matthan J. *Anat Rec* (Hoboken). 2022 Apr;305(4):938-951. doi: 10.1002/ar.24855. Epub 2022 Jan 5.
2. Biggs J., (2003). *Teaching for Quality Learning at University: what the student does.* Society for Research in to Higher Education. 2 ed, Open University Press, Philadelphia.
3. Ekecrantz S., Adamson L., Duhs R., (2005) *Bolognaprocessen vid SU. Att arbeta med betygskriterier - alternativ och exempel.* Universitetspedagogiskt centrum, Stockholms universitet.
4. Psacharopoulos, G., & Patrinos, H. (2018). Returns to investment in education: A decennial review of the global literature. *Education Economics*, 26(5), 445–458.
5. McMahon, W. W. (2010). The external benefits of education. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (3rd ed., pp. 260–271). Amsterdam: Elsevier
6. Groenez, S., Desmedt, E., & Nicaise, I. (2007). Participation in lifelong learning in the EU-15: The role of macro-level determinants. Paper presented at the European Conference for Education Research (ECER), held 19–21 September 2007 in Ghent, Belgium
7. Keele University. (2021). Decolonising the curriculum. <https://www.keele.ac.uk/equalitydiversity/equalityframeworksandactivities/decolonisingthecurriculum/Keele%20University%20DTC%20Staff%20Guide%20.pdf>
8. Psacharopoulos, G., & Patrinos, H. (2018). Returns to investment in education: A decennial review of the global literature. *Education Economics*, 26(5), 445–458.
9. McMahon, W. W. (2010). The external benefits of education. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International encyclopedia of education* (3rd ed., pp. 260–271). Amsterdam: Elsevier