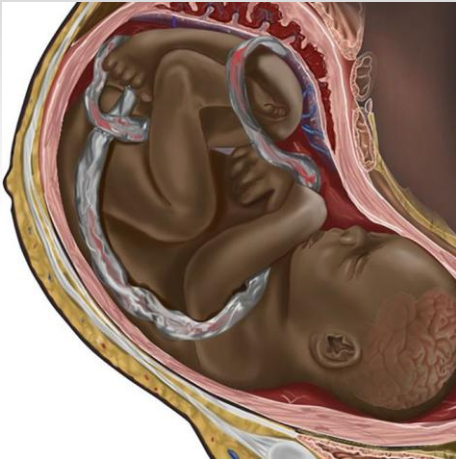


Anatomy Education in Central Europe: A Qualitative Analysis of Educators' Pedagogical Knowledge, Methods, Practices, and Challenges



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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

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.”*

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”*

Quotes

“We have both formative and summative assessments. These are usually various types of online quizzes which we say that they are obligatory in the sense that students must do the quiz. But then we are not strict about applying some certain grade. Here we just motivate them to do the quiz because we know that assessing your knowledge is usually a good way of improving engagement and learning.”

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



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

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.

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