

## **Creating and teaching an online anatomy & physiology course.**

### **ABSTRACT:**

**Anatomy & physiology is particularly difficult to teach on-line because students need to be shown so many things on anatomical models, and so many physiological processes need to be illustrated. The techniques employed to create such a course will be described and the degree of success will be illustrated using student evaluations.**

### **PROPOSAL:**

Conventional classroom teaching of anatomy and physiology relies heavily on the use of visual images and models to help students learn where structures are located and how they function together. Creating an online anatomy course presents a challenge to instructors in finding a way of delivering the visual images and demonstrations of function. In order to accommodate the high visual demand of the subject matter, it was necessary to explore available resources for images in the public domain that were available under fair use copyright standards. Suggestions and recommendations regarding the course creation, lessons learned from teaching the course, suggestions from an instructional design perspective, student ratings of the instructional tools and student reactions to the learning environment will be discussed.

. A variety of resources were used, including some from MERLOT and other educational anatomy websites. Since the course is designed for communication disorders majors, there was a need for a model larynx that would provide an animated demonstration of structures and function. That requirement, along with the need for delivery of multiple media types linked together by modules and lessons required substantial input from instructional design and media technology staff. This session will highlight the lessons learned from the creation and implementation of the course.