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# Crynoldebau / abstracts

Dissection in Biology Teaching: Catering for All

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Lecturers in zoology and biology cater for a widening social and moral demographic. An element of our teaching includes animal dissection and traditionally students have been assessed on their scientific drawing of their dissected specimen. However, this approach has its limitations. For example whilst the skills developed in dissecting and drawing are important for trainee zoologist, today’s students aspire to a broad spectrum of careers, including conservation, animal management, teaching etc. for which dissection and drawing are no longer essential skills but for which keen observation, accurate record keeping and a deep understanding of animal physiology are invaluable. Furthermore, many students have ethical concerns regarding dissection that must be respected. In an attempt to modernize our teaching of anatomy and physiology, I used video capture of a dissection coupled with on-line Blackboard quizzes. This strategy enabled students with strong objections to dissection to engage with assignments equally with their peers. All students were required to make careful records, notes and observations on their dissection (or video) and utilize these in the quiz, thus developing skills applicable to a number of vocations. Feedback was timely and relevant and marking loads for large classes reduced. Additionally, students were able to revise their work using the on-line materials, sustaining the practical experience beyond the time-tabled session. Student feedback on this approach has been excellent and it has since been adapted rolled out over several modules. This teaching and assessment is likely relevant to diverse subjects and students with a variety of needs.