



# AUPS EDUCATION FORUM: PHYSIOLOGY TEACHING AND LEARNING: PAST, PRESENT AND FUTURE 25<sup>TH</sup> NOVEMBER 2020

10:00-10:20	<b>KEYNOTE:</b> Professor Dee Silverthorn: Physiology Education post-COVID: a continuing role for virtual learning platforms
10:20-11:00	<b>SESSION ONE</b>
	<b>PAST:</b>
	Stories of chimeric birds, agitated cats and (Dr) Wolf(f)s to illustrate gastrointestinal physiology concepts and engage students (Beckett)
	Using a classic endocrinology paper to inspire students (Hodgson)
	<b>PRESENT:</b>
	Gamification to the next level (Leung et al)
	Employing augmented reality for the provision of stroke education (Moro et al)
	The Virtual Gut: what we can learn from real estate tours (Selwood & Poronnik)
	The informational interview: A useful tool for Human Biosciences students' career exploration and planning (Lexis et al)
11:00-11:20	BREAK
11:20-12:15	<b>SESSION TWO</b>
	COVID-INDUCED ONLINE DELIVERY
	A fundamental shift in the traditional mode of delivery of undergraduate physiology education in 2020 (Gaganis)
	Physiology educators' reflections on an abrupt transition to remote laboratories in response to the COVID-19 pandemic (Choate et al)
	Re-design of first year physiology labs for remote delivery (Rajaraman et al)
	Multi-platform integration for skills-based learning in an online practical environment (Fong & Hammond)
	A systematic review of virtual physiology laboratories: do they support student learning? (Zhan et al)
	Our Challenges and Triumphs with online peer assessment in a fully remote course (Cederholm et al)
	Adjusting curricula for the modern age: Can face-to-face live polling be transferred effectively to an online learning environment in physiology education? (Phelps et al)
	Empowering students for group work: an integrated program of in-class face-to-face (F2F) teaching and online environment (Fong)
	Highlighting the importance of face to face teaching in physiology following the return to campus after COVID- 19 lock down (Harrison)
12:15-12:30	BREAK
12:30 -1:00	<b>SESSION THREE</b>
	Encouraging staff reflection when implementing large scale innovations in physiology education (Carroll & Flecknoe)
	Acycle of improvement: multiple iterations of a foundational unit in the Pharmacy curriculum (Karunaratne & Exintaris)
	<b>FUTURE:</b>
	Theme-based modular learning of physiology during a global pandemic and into the future (Cameron)
	Achieving Consensus on the Core Concepts of Human Physiology in the Australian Context using the Delphi Protocol (Tangalakis et al)
	How to future-proof your teaching with use of UYP and other Lt contents (McKnight)
	END (Reflective workshop at 2 pm)