

Creating and supporting transformation in physiology teaching

P. Poronnik, School of Medical Sciences, The University of Sydney, NSW 2006, Australia.

We are indeed living in interesting times. These are times in which we are witnessing the emergence of the first generation of true “digital natives”, who will arrive on our institutional doorsteps in a few short years. At the same time there is an explosion in affordable and user-friendly “technological affordances”. In terms of pedagogy itself, the findings from the learning sciences is providing us with much deeper insights into how students might engage in the learning experiences that we provide. This is a messy and challenging environment where buzz-words such as “innovation, wicked, disruption, creativity... etc” abound.

How do we make sense of all of this and more importantly, how do we incorporate this into our own teaching environments. Key issues are ways to navigate the new terrain and how we can best harness the collective wisdom and learn from each other.