

Redesigning an Undergraduate Anatomy Course (Weak example)

I teach anatomy to undergraduate health science students. Over recent years I have been responsible for coordinating and delivering the course. I wanted to improve the student learning experience and update the curriculum to better meet student needs. To achieve this, I redesigned the course, developed new learning resources, delivered workshops, updated the learning management system (LMS), and introduced new assessments.

The redesign process involved reviewing all course materials and identifying areas for improvement. I updated lecture content and developed additional online resources to support student learning. I also created new learning activities and organised face-to-face workshops to help students engage with anatomical concepts. The LMS was reorganised so that resources were easier to locate and students could access materials more efficiently.

I introduced several new assessments as part of the redesign. These assessments were intended to provide students with additional opportunities to demonstrate their knowledge and receive feedback. The assessments were aligned with the learning outcomes and covered key concepts taught in the course.

Throughout the semester I delivered the redesigned course and monitored student engagement. Students attended workshops and accessed the online resources. The LMS updates appeared to make navigation easier and students were able to locate content more effectively than previously. The new assessments were completed successfully by students and contributed to overall course grades.

Student responses to the changes were positive. Informal feedback suggested that students appreciated the updated resources and enjoyed the workshops. Several students commented that the course was well organised and that the materials were useful. I was pleased with these responses and felt that the redesign had improved the overall student experience.

The experience of redesigning the course was valuable for me as an educator. It allowed me to develop new resources and implement changes that I believed would enhance learning. Through this process I gained experience in curriculum design, assessment development and student support. I also learned more about using the LMS effectively.

Overall, I believe the redesign was successful. Students responded positively to the changes and the course was delivered effectively. The introduction of new resources, workshops and assessments contributed to the quality of the course. In the future, I will continue to update resources and make improvements where necessary. I would also like to explore additional technologies that may further enhance anatomy teaching and learning.

Enhancing Learning and Engagement Through the Redesign of an Undergraduate Anatomy Course (Strong example)

As course coordinator for a first-year undergraduate anatomy course, I became increasingly concerned about patterns emerging in student feedback, assessment performance, and classroom interactions. Although students generally attended classes, many struggled to integrate anatomical knowledge across body systems and reported feeling overwhelmed by the volume of content. Several students described the course as requiring memorisation rather than meaningful understanding.

Reflecting on these concerns, I recognised that while the curriculum was content-rich, it did not consistently support students in developing conceptual connections or confidence in applying knowledge. This prompted me to redesign the course with the aim of improving engagement, supporting deeper learning, and providing more structured opportunities for feedback.

The redesign involved several interconnected initiatives. First, I developed a suite of learning resources including guided study materials, interactive activities, and weekly concept summaries to help students focus on key anatomical relationships. Second, I restructured the LMS to provide a clearer learning pathway, organising resources by topic and aligning them explicitly with learning outcomes and assessments. Third, I introduced interactive workshops that encouraged students to work collaboratively on clinical and anatomical problems rather than relying solely on didactic teaching. Finally, I redesigned assessments to incorporate lower-stakes formative tasks alongside summative assessment, allowing students to receive feedback earlier in the semester.

My decisions were informed by both student feedback and my own observations of recurring learning difficulties. Rather than simply providing more content, I aimed to improve how students engaged with existing content and how they monitored their own learning progress.

Evidence suggested that the redesign had a positive impact. Student evaluation comments frequently highlighted the clarity of the LMS structure, the usefulness of the workshops, and the value of receiving formative feedback before major assessments. Students reported feeling more confident in identifying learning priorities and preparing for examinations. In addition, engagement data showed high utilisation of the newly developed resources throughout the semester.

However, the most significant learning for me emerged through critical reflection on the implementation process. While the workshops were generally well received, some students remained hesitant to participate actively. Reviewing feedback, I realised that I had assumed students were already comfortable with collaborative learning approaches. In future iterations I plan to provide more explicit guidance regarding workshop expectations and introduce smaller preparatory activities to build confidence before group discussions.

This experience reinforced the importance of designing anatomy education around how students learn rather than solely around disciplinary content. It also strengthened my understanding of curriculum alignment and the role of formative assessment in supporting student success. Most importantly, it demonstrated that relatively small changes in structure, feedback opportunities, and resource organisation can significantly influence students' perceptions of their learning experience.

Moving forward, I intend to further evaluate the relationship between engagement with learning resources and academic performance, using these insights to refine the course and continue enhancing student learning.