



The American Physiological Society

INTEGRATING THE LIFE SCIENCES FROM MOLECULE TO ORGANISM

Teaching of Physiology Section

Newsletter, Fall 2009.

Editor: Jonathan Kibble.

1. Message from the Chair



Greetings to all !

After a very successful EB 2009 meeting last spring and, based on Kim Henige's article in this newsletter, what I understand to be outstanding meetings in Japan (IUPS Congress and Teaching Workshop) most of us are back into the activities of the fall season! Many of us are thinking about the teaching we will be doing and perhaps how we can excite students to the wonders revealed by physiology! The challenges of teaching appear to be becoming greater as we encounter students who have grown up on "action" games rather than what I would like to believe to be "contemplative" endeavors such as chess or even crossword puzzles.

This summer I became aware of what seems to be a growing trend for large numbers of undergraduates not to attend classes. This phenomenon (long a problem in many medical schools) seems to be drifting to groups of students who are generally less skilled self-learners and are more likely to benefit from the guidance of good instruction. I understand that some instructors are using (or is it misusing?) clickers to take attendance to assure students are coming (or sending their clickers) to class. Does this mean that in spite of our efforts to master and use the wonders of technology, we as teachers are failing to inspire students to come to class? Alternatively, now that many classes are streamed over the internet or available on-demand via university IT systems it is easy to watch lectures at sometime and somewhere other than the scheduled class. Does this mean that today's "millennium students" would rather encounter their teachers from the comfort and safety of their dorms where perhaps they are less likely to be "put on the spot" to contemplate more deeply the subject matter of the lecture or required reading? Or are we as teachers using teaching techniques and approaches ill-suited to sustain the interest of the students? Whatever the reason, I fear that teaching is approaching a crisis, and so the challenge to all of us is to continue to seek and recognize more effective approaches to teaching in general!

We look forward to the next Experimental Biology meeting in Anaheim and I strongly urge you to apply for, or to nominate colleagues for, recognition through one of our awards detailed in this Newsletter. I hope we will continue to support the teaching of physiology in our section and I end this brief harangue with wishes to all of you for a successful academic year filled with the joys of experiencing your student's learning and understanding!

Sincerely,
Bill

Bill Galey, Section Chair

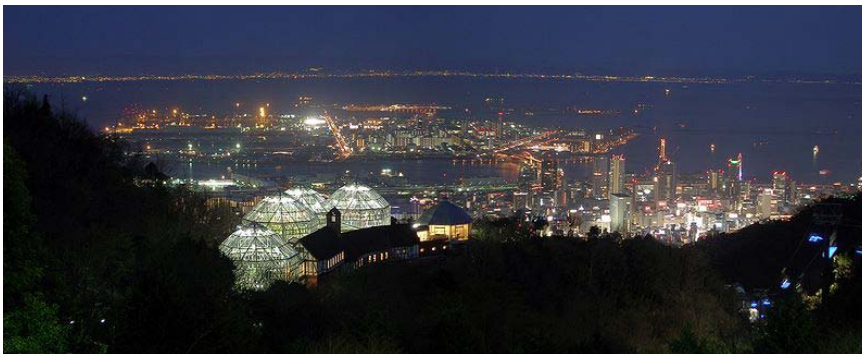
2. Reflections from IUPS 36 in Japan from Kim Henige



Konnichiwa! That's Japanese for "Hello" or "Good Afternoon". This summer, the Physiological Society of Japan (PSJ) hosted the 36th International Congress of Physiological Sciences in Kyoto, Japan. The International Union of Physiological Sciences (IUPS) meets every four years, each time in a different country; this time it was sushi and sake! The congress was held at the International Conference Center (ICC) in Kyoto, located at the foot of Mt. Hiei.

At the congress, there were 22 teaching-related posters from all over the world. In addition, there were two education symposia. Maria Jose de Rocha from the Universidad de Sao Paulo, Brazil chaired a symposium entitled, "Energizing the Physiology Classroom and the Physiology Curriculum". Speakers discussed curriculum design, personal response systems, inquiry learning in the teaching laboratory, formative assessment, and curriculum reform in Japan. The second symposium, "Sharing Expertise

Through National, International and Virtual Education Communities" was chaired by Ann Sefton from the University of Sydney, Australia. Topics included the activity on the IUPS Education Committee list serve, international participation in *Advances in Physiology Education*, the spread of competency-based education, analyses of the effect of international and regional teaching workshops, and the sharing of teaching resources in a global community. Both symposia were well attended and received.



Following the congress, it was off to Kobe (pictured left) for a teaching workshop. Since 1986, the IUPS has been hosting an international teaching workshop in conjunction with

the IUPS congress. This year the workshop was generously supported by ADInstruments and the Physiological Society of Japan. Osamu Matsuo from Kinki University in Japan

organized the workshop. Participants traveled together on buses as they feasted on bento boxes and drank green tea. The workshop was held at the Nichii Gakkan Kobe Port Island Center located on Port Island, a man-made island at Kobe Harbor.

Seventy attendees (pictured below) from 20 different countries attended. The workshop took place over three days and featured a variety of plenary and breakout sessions in English and Japanese. Some of the topics included lecture skills, assessment, design of physiology problems and cases, standard setting and evaluation of competencies, and the *21st Century Project: A Sourcebook of Effective and Economical Experiments*. On the final night of the workshop, after the participants had a few days to get to know each other, there was a culminating social event entitled, “Celebrate Diversity”. Attendees wore ethnic attire and shared music from their home countries. The food was wonderful, featuring traditional Japanese foods, in addition to local wine and sake. The night ended as everyone went outside and lit fireworks.



It truly was a special event. Osamu Matsuo did an extraordinary job of planning a well-organized and valuable experience for the participants. Many people made new friends from all over the world and saw others they had not seen since the last workshop at Pali Mountain, California in 2005.

We hope you will join us for balti and tea at the next teaching workshop in 2013 in Birmingham, England. Until then, sayonara!

3. Experimental Biology 2010, April 24-28, Anaheim, CA (<http://experimentalbiology.org>)



- November 4, 2009: abstract submission (**+deadline for our section's New Investigator & Research Recognition Awards**)
- February 24, 2010: early registration
- March 19, 2010: hotel reservations

Teaching Section Program Outline

Saturday April 24,	Title	Chair(s)
8am -12pm	Refresher Course in Cardiovascular Physiology	Robert Hester Tom Pressley
Sunday April 25		
8am -10am	Featured Topic: Helping Students Put the Pieces Together: Fostering Integrative Learning of Physiology.	William H. Cliff
10:30am-11:30am	Claude Bernard Distinguished Lectureship	
Monday April 26		
8am -10am	Symposium: Focus on the Big Picture: Integration of Undergraduate and Medical Curricula	Lynelle Golden
10:30am-12:30pm	Physiology in focus symposium: Preparing students for physiological complexity – emphasizing quantitative skills	Dee U. Silverthorn
12:30pm-2:30pm	Cross Society Symposium: The “Scientific Foundations for Future Physicians” Report and Its Implications for Medical and Pre-Medical Education	Dee U. Silverthorn

Lynelle Golden, Program Officer

Apply for Teaching Section awards!

The Arthur C. Guyton Educator of the Year Award sponsored by the W. B. Saunders Company [Elsevier] (\$1,000 cash prize, complimentary registration to Experimental Biology 2010, a framed, inscribed certificate, and up to \$750 in travel reimbursement to the Experimental Biology

meeting) recognizes a full-time faculty member of an accredited college or university and member of the APS who has independent evidence of: (1) excellence in classroom teaching over a number of years at the undergraduate, graduate, or professional levels; (2) commitment to the improvement of physiology teaching within the candidate's own institution; and (3) contributions to physiology education at the local community, national or international levels. The awardee is requested to write an essay on his/her philosophy of education for publication in *The Physiologist*.

The typical nominee will have shown excellence in teaching and have made significant contributions in student advisement, graduate education, and/or curriculum design and reform at their institution. The activities that distinguish a candidate in the rankings include outreach activities at the state, national, or international level; contributions to education through APS activities; peer-reviewed educational journal articles; and widely disseminated publications such as commercially produced textbooks, lab manuals, or software.

Nominations Process:

Each nominee must be nominated by a member of APS. *The nominator should email a letter of support outlining the qualifications of the nominee no later than **Friday, December 4, 2009** to: Erica A Wehrwein, Chair, Guyton Awards Selection Committee, wehrwein.eric@mayo.edu.*

Previous Awardees

2009 C. Subah Packer

2008 Penny Hansen

2007 Jeffrey L. Osborne

2006 Daniel R. Richardson

2005 Robert W. Gore

2004 Robert G. Carroll

2003 George A. Ordway

2002 John West

The Teaching of Physiology Section New Investigator Award (\$1,000 plus reimbursement of the advance registration fee) recognizes an outstanding investigator in the early stages of his/her career. Candidates should be investigators who have made meritorious contributions to the area represented by the Teaching of Physiology Section. They should not be above the rank of Assistant Professor or a comparable position in a research track at an academic institution or in industry (e.g. Scientist, Sr. Scientist, Research Investigator, etc.). They should receive nominations from at least two regular members of the APS. Candidates will be judged on their publications, how the publications relate to the Teaching of Physiology Section and evidence for independence and promise (grant funding, peer review activities, etc.). Although this is not an abstract-based award, awardees are expected to attend EB and make an oral or poster presentation. The candidate must be an APS member in good standing with a primary affiliation in the Teaching of Physiology Section. Candidates must upload: a curriculum vitae, 2 nomination letters from APS members, and 3 reprints. Awardees are recognized at the Teaching of Physiology Section Business Meeting. All application materials must be completed online (www.the-aps.org/awardapps) by **November 4, 2009**. Questions should be directed to David Rodenbaugh at: rodenbaugh@oakland.edu.

The **Teaching of Physiology Section Research Recognition Awards** (\$500 plus reimbursement of the advance registration fee) will provide two travel awards for outstanding posters presented in the Teaching Poster Sessions at Experimental Biology. To qualify for this award, the applicant must be first author on the poster, and age 40 or under or within 10 years of receiving the Ph.D. or M.D. Applicants must be APS regular, affiliate, or student members. Abstracts will be reviewed and rated by the Teaching Section Steering Committee. All poster abstracts must be formally submitted to EB by the abstract deadline. Applicants must upload a copy of the first-authored abstract. Awardees are recognized at the Teaching of Physiology Section Business Meeting. All application materials must be

completed online (www.the-aps.org/awardapps) by **November 4, 2009**. Questions should be directed to David Rodenbaugh at: rodenbaugh@oakland.edu.

4. Section Business

At the 2009 Business Meeting:

There is a proposed change in format for the Experimental Biology meeting, to start in 2011. A “meeting within a meeting” model will be used in which Sections cluster together to present their core sessions on either Sunday/Monday or Tuesday/Wednesday. The assembled members approved a motion to recommend an additional symposium for the Teaching of Physiology Section if the new EB format comes to fruition in 2011.

*Please send comments or suggestions for the Newsletter to:
jkibble@ucf.mail.edu*