

Please sit with 2-3 people  
that have the same color  
index card

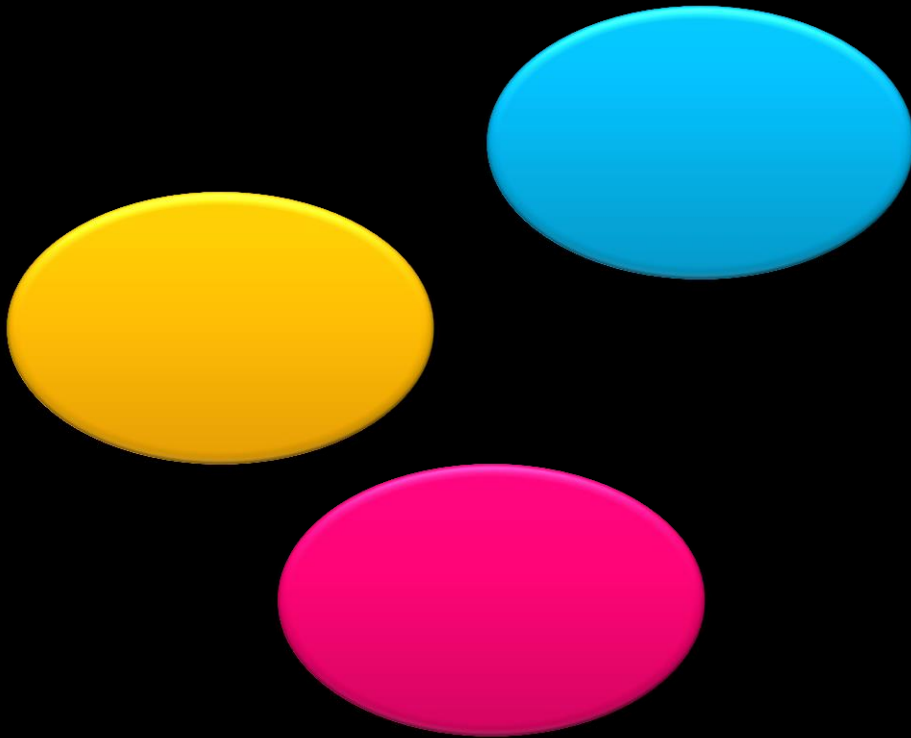


[CC image courtesy of Dubravko Soric on Flickr](#)

Introduce yourself and ask your group members:  
*“What is ONE online resource you use in your  
course and HOW DID YOU FIND IT?”*

Write their answers on your index card

# What's In It For You?



Dot-Voting  
Page 2

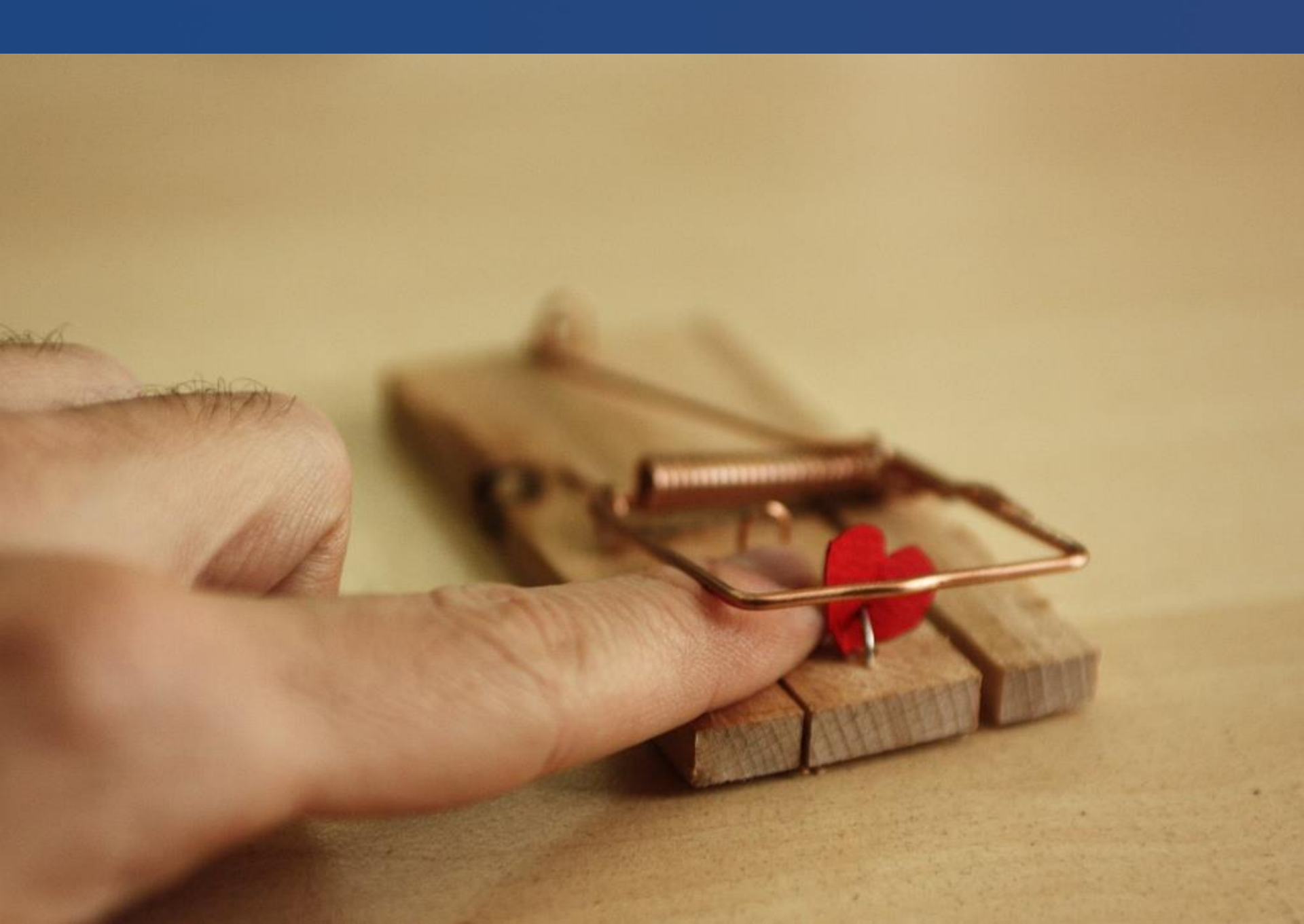
# Spice It Up!



Textbook ≠ Course



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**What do my students  
need to learn?**







# **APPLY DESCRIPTIVE ANATOMIC AND DIRECTIONAL TERMINOLOGY**

Place your cursor over these anatomical terms to locate the regional body parts on the illustration.

Frontal

Buccal

Orbital

Nasal

Oral

Mental

Cervical

Antebrachial

Carpal

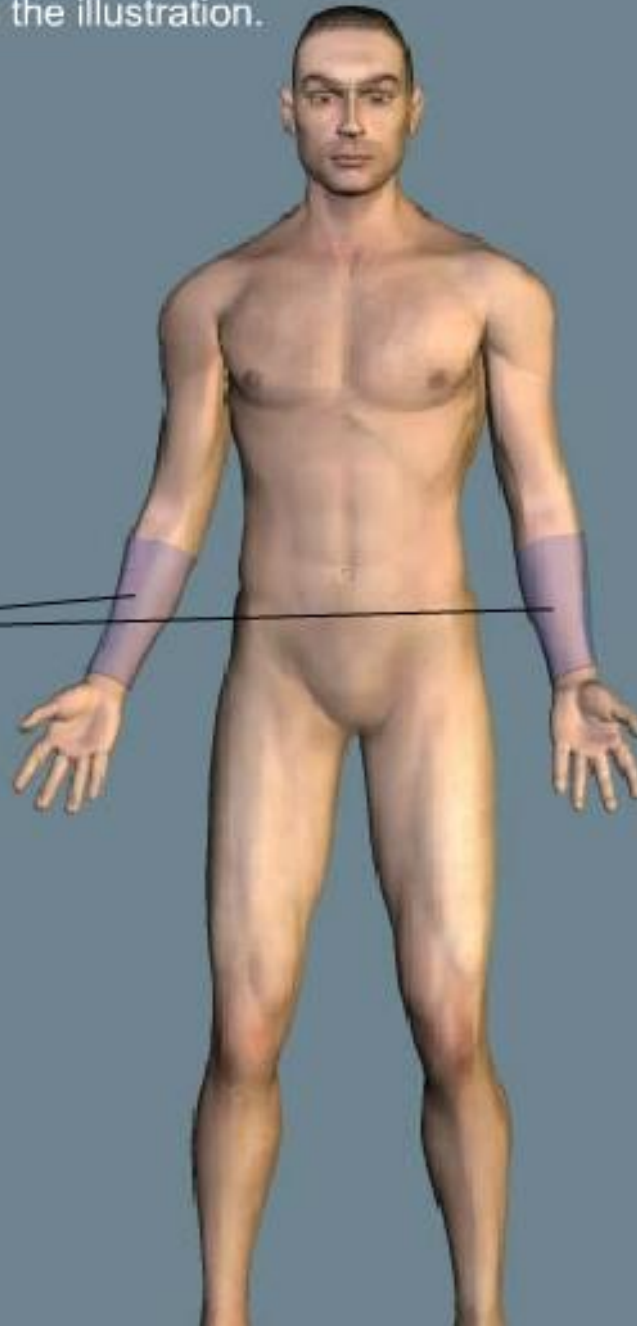
Pollex

Digital

Patellar

Crural

Fibular



Acromial

Thoracic

Sternal

Axillary

Brachial

Antecubital

Abdominal

Umbilical

Pelvic

Coxal

Inguinal

Femoral

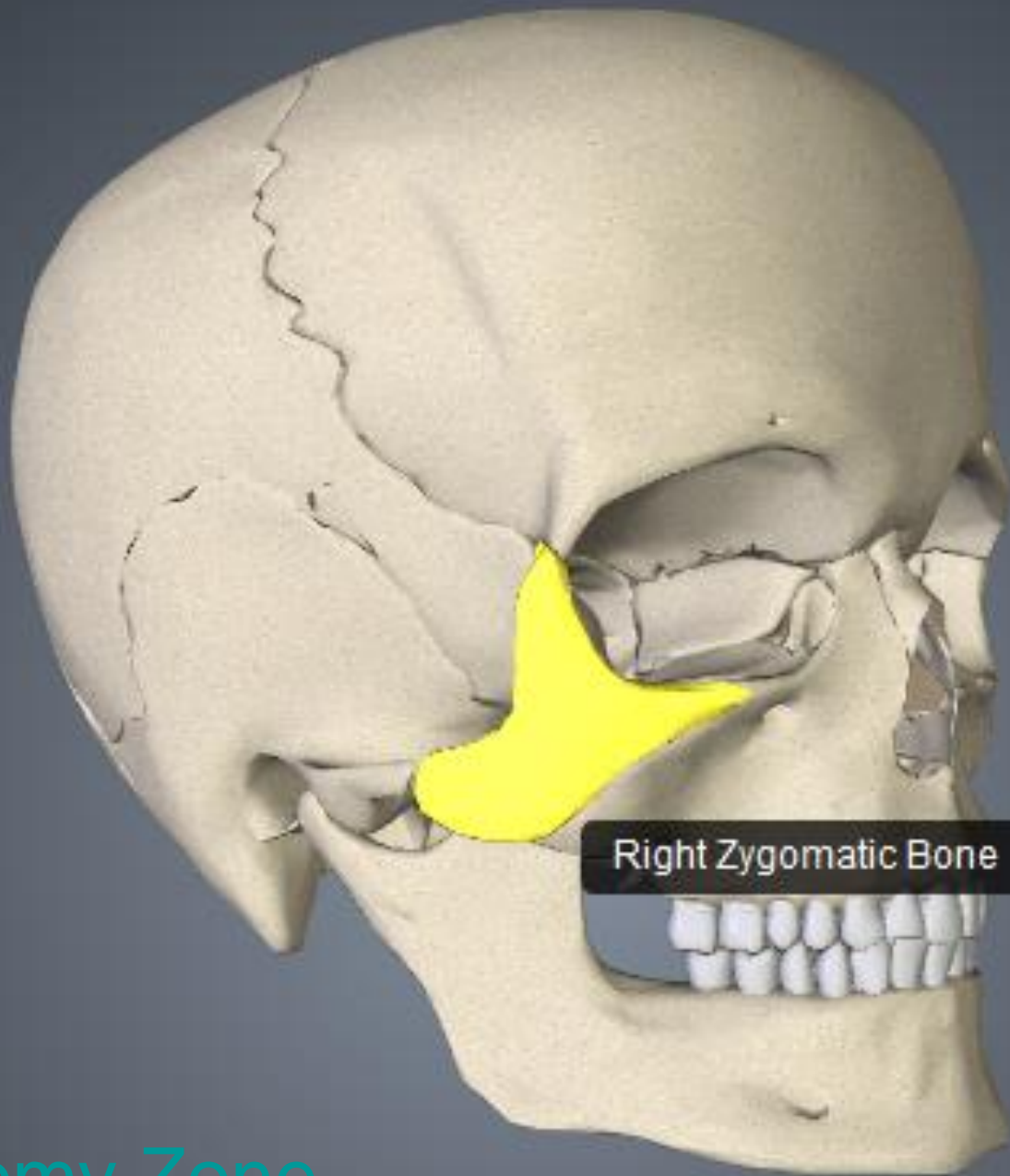
Tarsal

Digital

Hallux




# **IDENTIFY GROSS ANATOMY OF SELECTED ORGAN SYSTEMS**

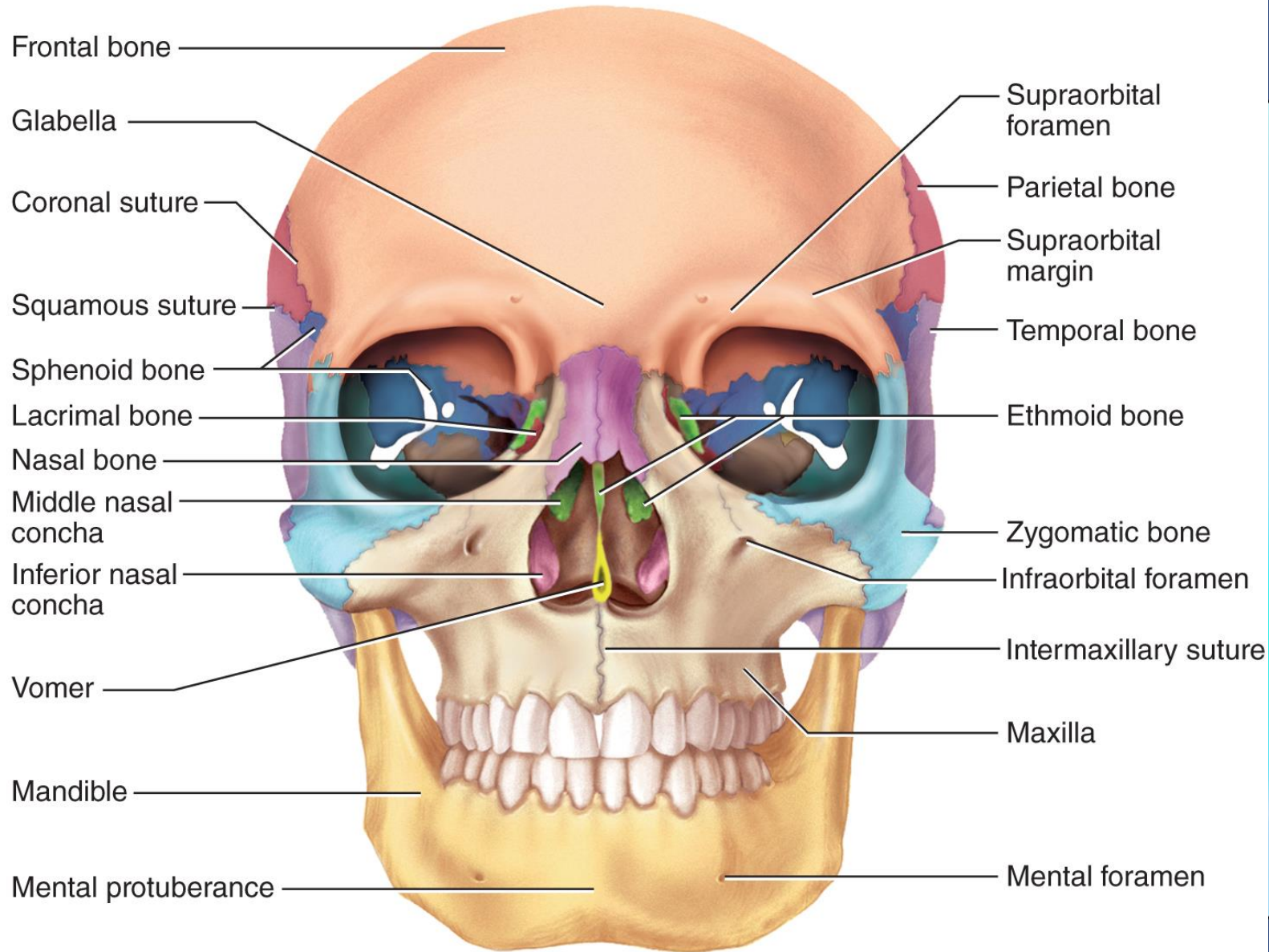


Right Zygomatic Bone



[Anatomy Zone](#)

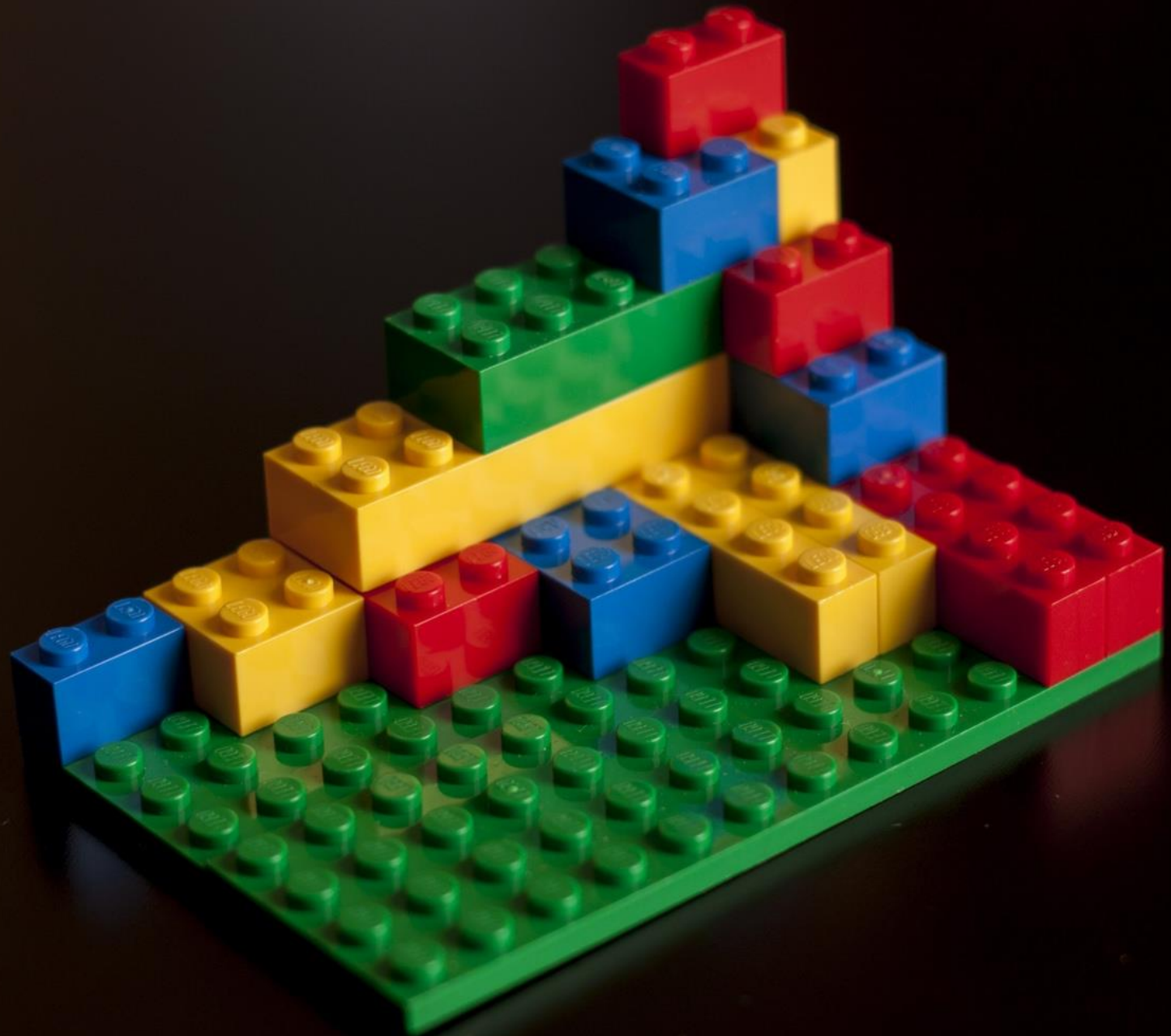
Key	
	Ethmoid b.
	Frontal b.
	Mandible
	Maxilla
	Nasal b.
	Parietal b.
	Sphenoid b.
	Temporal b.
	Vomer
	Zygomatic b.



BRAINSTORM  
bureau

I'VE ALWAYS  
WANTED TO

enhance my course





**HOW?**



# ALIGNMENT

The background features a vertical gradient from dark blue at the top and bottom to a lighter, cyan-blue in the center. On the left side, there is a bright, glowing green vertical band. Several semi-transparent, blue, spherical objects are scattered across the scene, appearing to float or drift. The word 'ALIGNMENT' is centered in a large, blue-outlined, sans-serif font.



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**Course  
Level  
Objectives**

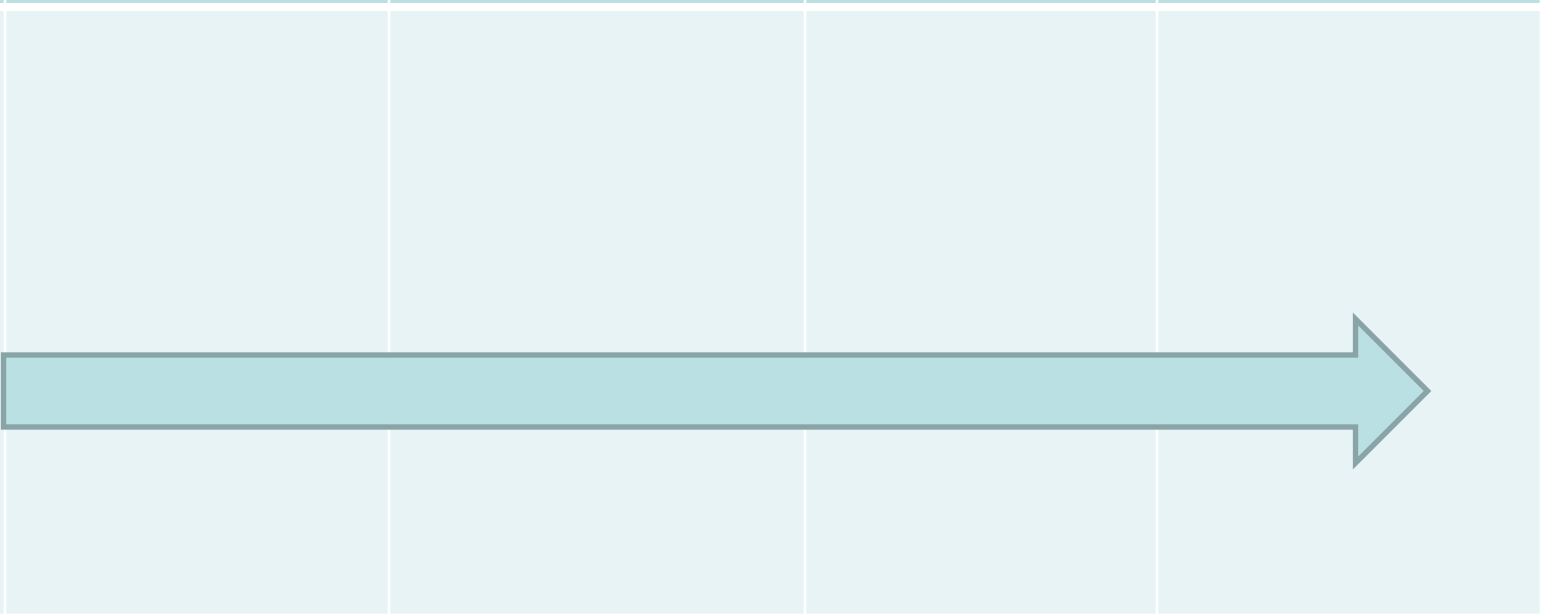
**Module  
Level  
Objectives**

**Assessments**

**Learning  
Activities**

**Resources**

**Listed here**



## Stage 2 – Determine Acceptable Evidence

### Performance Tasks

*INSERT TEXT HERE: Through what authentic performance tasks will students*

## Stage 3 – Learning Plan (Template Option 1)

### Learning Activities

*INSERT TEXT HERE: What learning experience and instruction will enable students to achieve the desired results? How will the design*

*W – Help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?*

*H – Hook all students and hold their interest?*

*E – Equip students, help them experience the key ideas and explore the issues?*

*R – Provide opportunities to rethink and revise their understandings and work?*

*E – Allow students to evaluate their work and its implications?*

*T – Be tailored (personalized) to the different needs, interests, and abilities of learners?*

*O – Be organized to maximize initial and sustained engagement as well as effective learning?*

¶

¶

¶

¶

This Way



- [Nucleic Acids from biocasts](#) ( Basic NA structure)
- [Replication from McGraw Hill](#) ( use IE to access)
- [Transcription and Translation from Pearson](#)
- [HHMI Translation](#)



**TED**

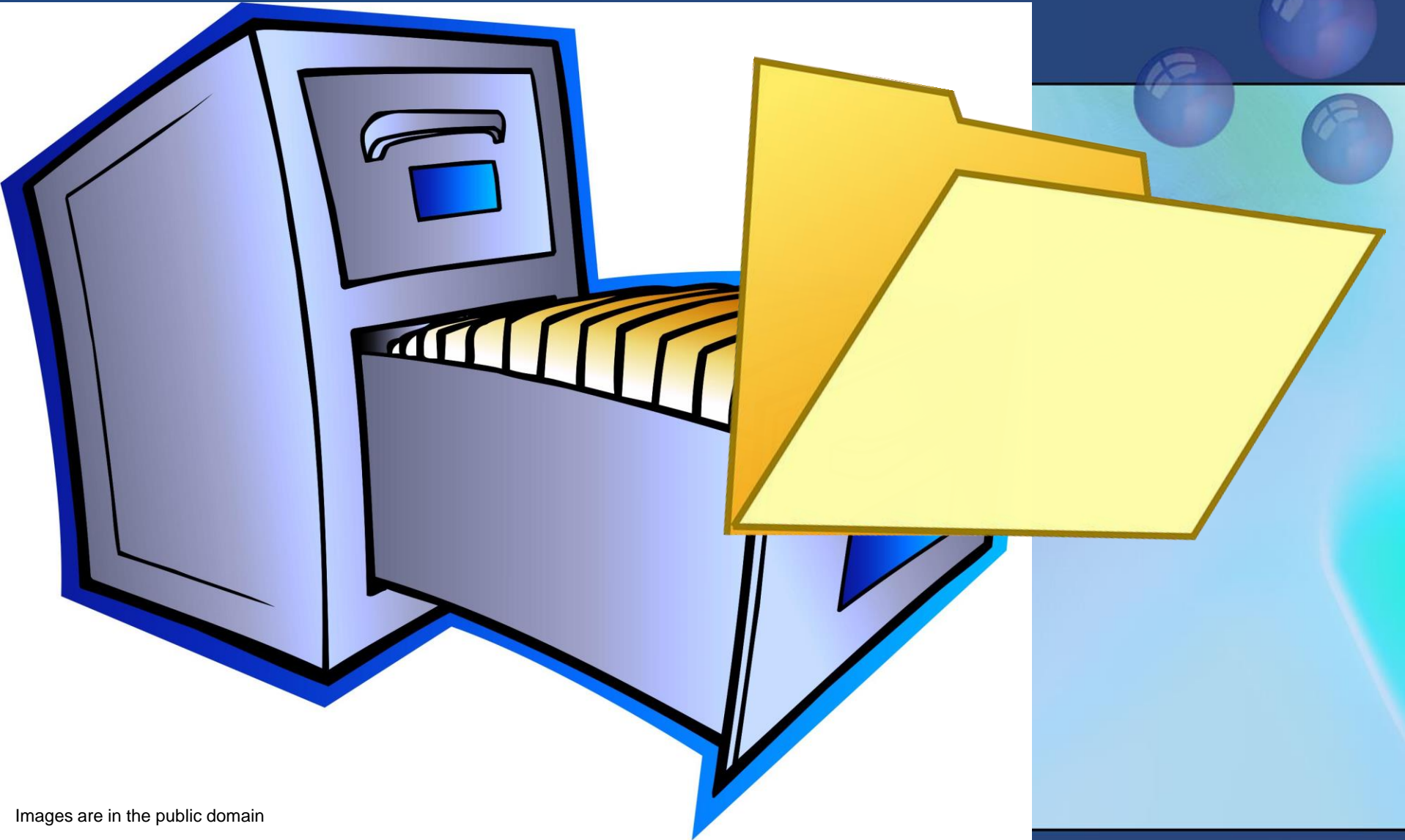
Log in

Play



Paul Rothemund:

## **DNA folding, in detail**



Images are in the public domain

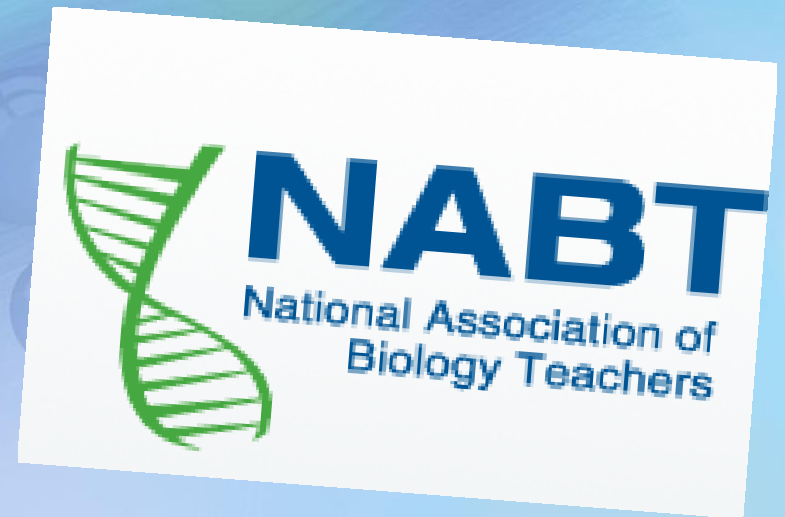
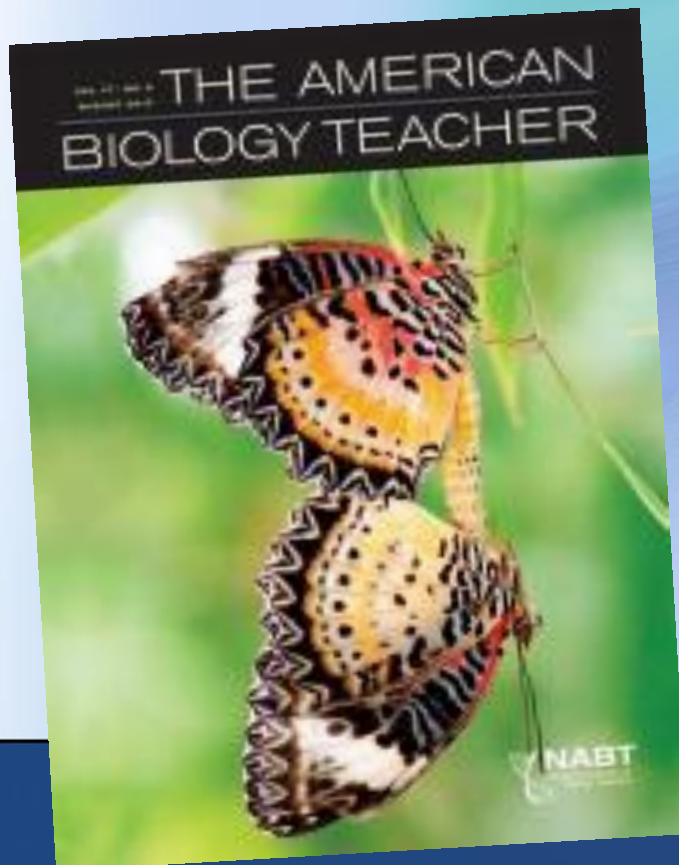


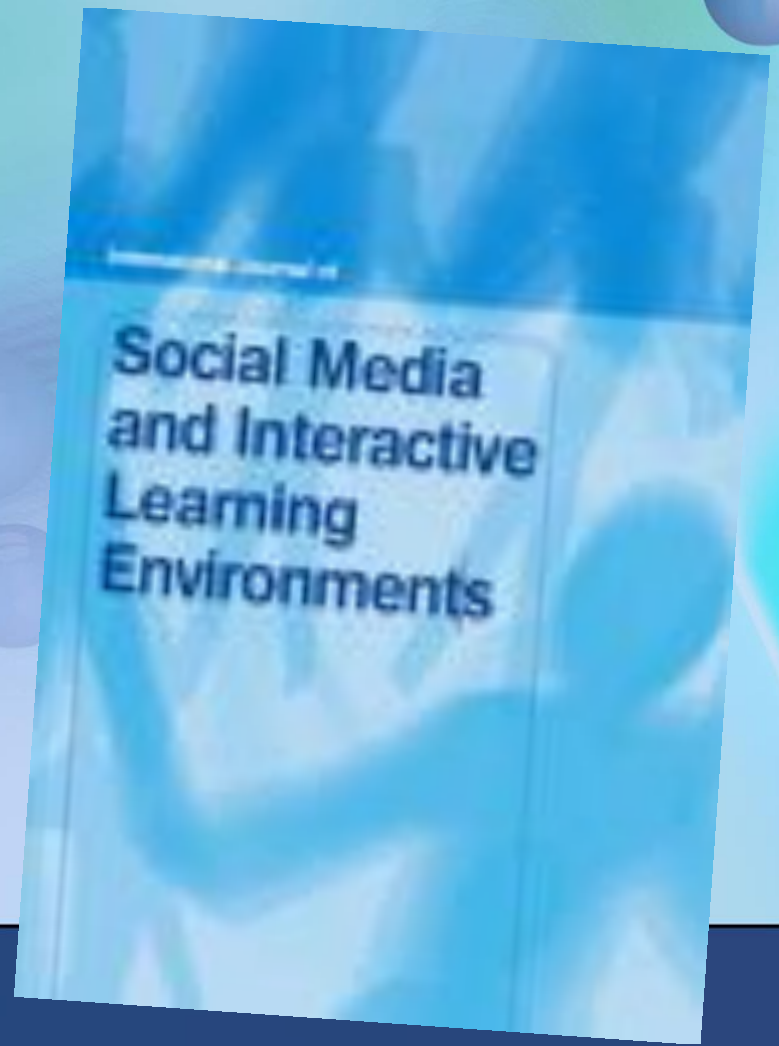


**One tool I use to organize is . . .**



*Promoting excellence in the teaching of  
human anatomy and physiology*









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Human Skull



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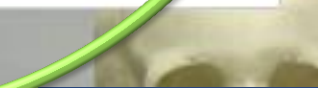
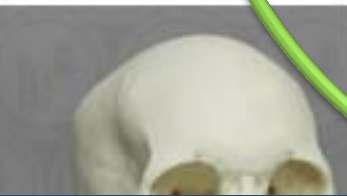
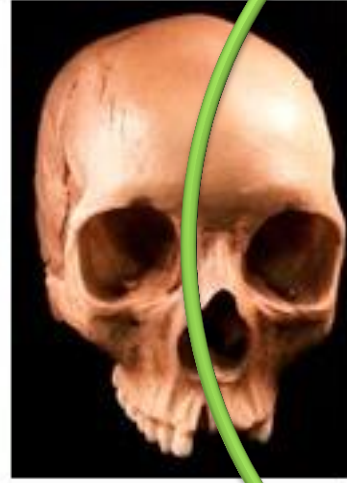
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### Use Guideline

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## 11d. The Aztec World

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# Ancient Civilizations

*Those who cannot remember the past are condemned to repeat it.*

— George Santayana

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d. The Aztec World

## Central and South American Empires

[Cite This Page](#)

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### 11d. The Aztec World

A kingdom of blood.

In 1978, while digging in the basement of a bookstore, workers for Mexico City's power company hit a huge stone disk. Almost 11 feet across, engraved on its surface was the dismembered body of Coyolxauhqui, the Aztec moon goddess. In the center lay her torso, naked but for a belt of snakes. Around the edges were scattered her severed arms, legs and head.



#### [The Aztecs/Mexicas](#)

From the 13th to the 16th century, the warlike Aztec people inhabited the lands surrounding Tenochtitlán (present-day Mexico City) in the central Mexican basin. By the time of Cortés' arrival, the Aztecs had created a great empire. Get the facts on the Aztecs, and use the links to explore this astounding civilization.

[Report broken link](#)



#### [The Aztec Account of the Spanish Conquest of Mexico](#)

In this truly comprehensive website, learn about the



## Minnesota OER Commons

Tools and resources for educators and subject matter experts in Minnesota to collaboratively evaluate, share, and develop Open Educational Resources for public education.

Search hub resources



# MERLOT





# SEARCH MATERIALS

Search Materials

Search

ADVANCED MATERIAL SEARCH



The background features a vertical gradient from dark blue at the top and bottom to a lighter cyan and green in the middle. Several semi-transparent, blue, spherical objects with grid-like patterns are scattered across the scene, appearing to float or move. The text is centered in the middle of the frame.

# Learning Object Collections







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openstax COLLEGE



GOAL:

PROVIDE FREE TEXTBOOKS  
TO 10,000,000 STUDENTS.

Carnegie Mellon University



**Open Learning Initiative**

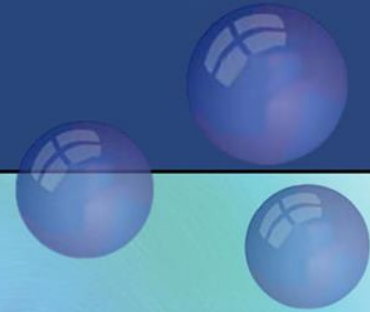
Transforming higher education through the science of learning.

# Anat- omy



and

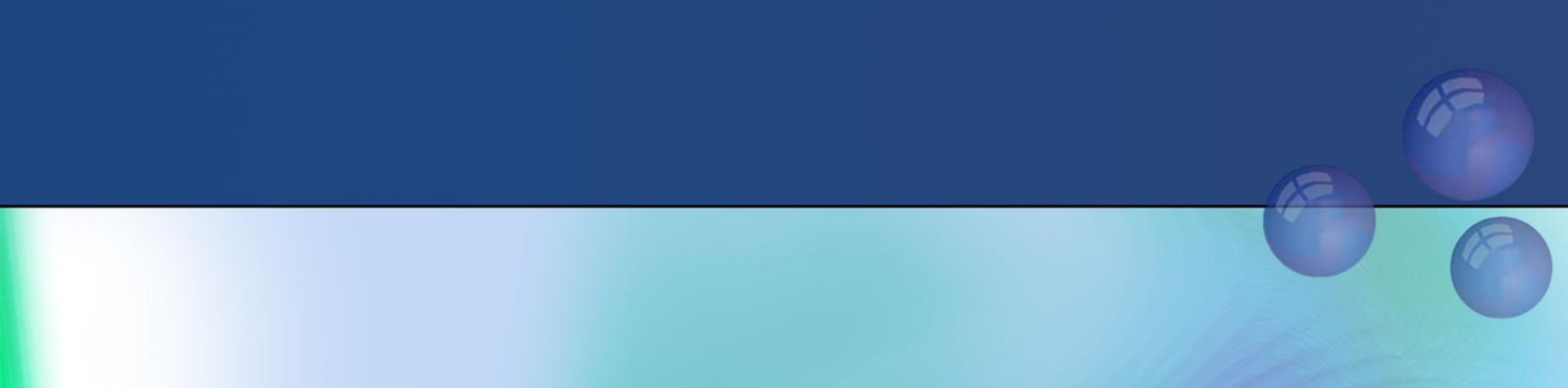
# Physi- ology



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*More than 500 resources...  
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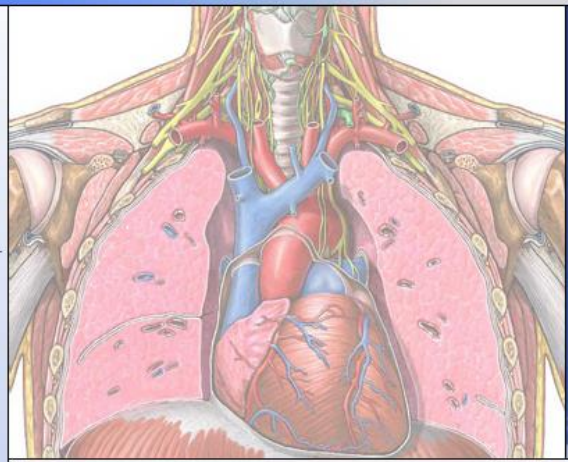


# Human Biology Lab Online

- Site Links:**
- Home
  - About Human Biology
  - Instructor Mitch Albers
  - Minneapolis College
  - Biology News
  - Academic Integrity
  - D2L Login

- Online Labs:**
- All Labs
  - Lab 1 Chemistry
  - Lab 2 Microscopes/Cells
  - Lab 3 Homeostasis
  - Lab 4 Tissues/Skin
  - Lab 5 Anatomy I
  - Lab 6 Cardiovascular
  - Lab 7 Musculoskeletal
  - Lab 8 Nervous/Senses
  - Lab 9 Anatomy II
  - Lab 10 Anatomy II cont.
  - Lab 11 Mitosis
  - Lab 12 Gametogenesis
  - Lab 13 DNA/Biotech

**Lab Extensions**



## Human Biology Lab

This one semester course is designed to introduce concepts needed to study the complexity of humans in a biological world. The body systems are investigated and understood in a pattern of wellness.



### Welcome to Human Biology Online!

This one semester course is designed to introduce concepts needed to study the complexity of humans in a biological world. The body systems are investigated and understood in a pattern of wellness. This course does not satisfy the anatomy and physiology requirement of the Nursing Program or replace BIOL 2200 as a prerequisite to BIOL 2224: Anatomy and BIOL 2225: Physiology. Completion of the optional lab (BIOL 1128) is necessary for transfer as a lab science and to satisfy some Natural Science competencies. [MnTC:2]



### COURSE INFORMATION

- How does this online course work?
- What will be the required activities for each weeks lab?
- What materials need to be purchased in th Bookstore?

### More Links:

- [D2L Quizzes | Exams](#)
- [View my F.A.Q.section](#)
- [Site Map](#)
- [View Syllabus](#)



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Biography - @pps for Instruct... x Human Biology Lab Online | M... x Dr. Ross's Biol 217 Anatom... x +

facstaff.cbu.edu/~aross/APIhome.htm dr ross API

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**Recommended (used both semesters):** Van De Graaff and Crawley. 2011. A Photographic Atlas for the Anatomy and Physiology Laboratory, 7th ed., Morton Publishing Co., Englewood, CO. ISBN 978-0895828750 [\[Amazon\]](#) Also acceptable: Van De Graaff and Crawley. 2007. 6th ed. ISBN 978-0895826985

**Required Supplement (for fall semester):** Ross, Anna E. 2015. *Biology 217 A&P I Lecture and Lab Course Supplement*. Purchase from CBU Print Shop in St. Joseph Hall (~\$45 cash or check)

- **Students must provide their own disposable gloves (latex or nitrile examination gloves)** [CBU Biology Policy]

***Biol 217L Human Anatomy and Physiology I***  
***Contents: Information for Lecture & Lab Course Topics***  
 (Use these links to jump to the section you need)

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <a href="#">Accessing CBU's biology shared directory</a></li> <li>• <a href="#">Lab #1 Anatomical Terminology</a></li> <li>• <a href="#">Lab #2 Cells &amp; Mitosis</a></li> <li>• <a href="#">Lab #3 Osmosis, Buffers</a></li> <li>• <a href="#">Cell Metabolism</a> (No lab, see Text Ch 4)</li> <li>• <a href="#">Lab #4 Tissues, Skin</a></li> <li>• <a href="#">Lab #5&amp;6 Skeleton, Joints</a></li> <li>• <a href="#">Lab #7 Midterm Lab Exam info &amp; Start Muscles</a></li> <li>• <a href="#">Lab #8&amp;9 Muscle Anatomy</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Lab 10: Muscle Physiology and Physiogrip</a></li> <li>• <a href="#">Lab 11 Nervous Tissue, Nerve Function</a></li> <li>• <a href="#">Lab 12 Brain Anatomy, EEG</a></li> <li>• <a href="#">Lab 13 Eye and Ear</a></li> <li>• <a href="#">Lab 14: Endocrine Glands</a></li> <li>• <a href="#">Final Lab Exam Information</a></li> <li>• <a href="#">Biol 217 Syllabus 2015</a> (pdf)</li> <li>• <a href="#">Fall 2015 Study Lab Schedule for Room AH107</a></li> <li>• <a href="#">Web Resources for A&amp;P I Course Topics</a></li> </ul> |
|---|--|

**Course Resources are available on CBU's biology shared directory** [Restricted to CBU]

**How to Access the Biology shared Directory** [Available on CBU campus and via VPN]

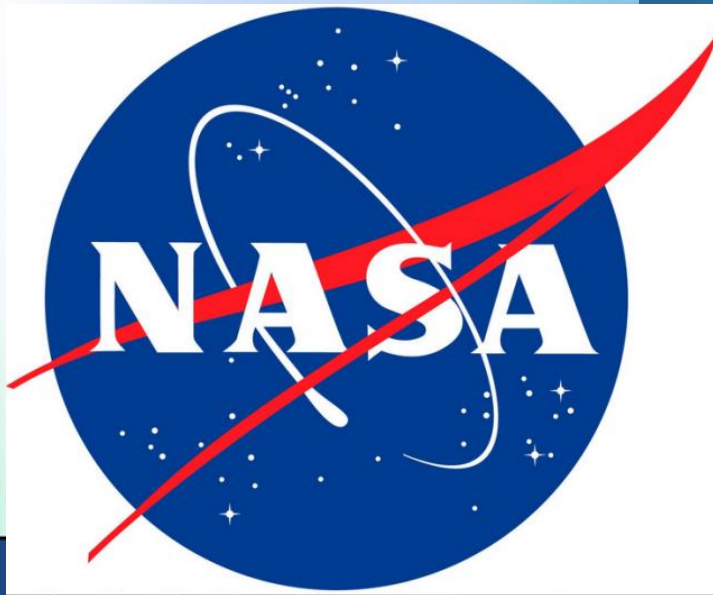
- **Anyone can access the shared volume from any CBU networked Macintosh or PC on campus that can handle file sharing.** This includes campus-wide wireless access for your laptop as well as all the PCs in the Computer Center, the Science Building, Buckman, the Library, and Nolan Hall. A person could also connect to this from their CBU dorm room.
  - **Map a network drive (Windows):**
    - Open Windows Explorer (or **Computer** in Win7)
    - Pull down the Tools menu





**PBS**

**NOVA**



**You  
Tube**



**lights  
camera...  
action!**





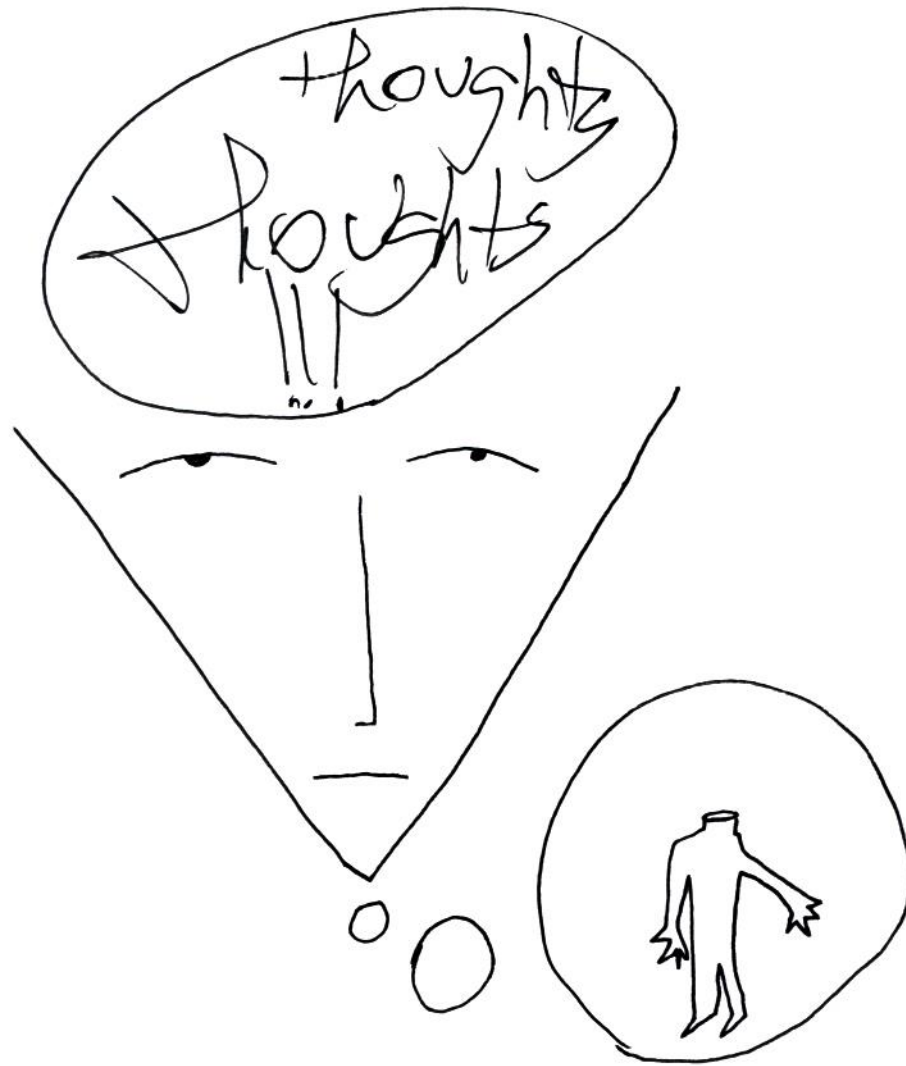
*what I've learned*

FROM THE

**OPEN SOURCE WAY**









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