Teaching Tips Instructions

This is the instruction guide for completing both the [HAPS Teaching Tip Intake form](#) and associated [Teaching Tip Template document](#). Please read these instructions prior to initiating your submission. The HAPS Teaching Tips Intake form will be used by the committee for review purposes. The Teaching Tips Template document provides the format for teaching tips posted on hapsweb.org.

**A. OVERVIEW**

Teaching Tips (formally *EduSnippets*) are descriptions of learning activities including instructor’s guides and formative assessments. They are published on the HAPS Teaching Tips [website](#), organized by HAPS Learning Outcomes, and are available to all HAPS members.

Submission deadlines for HAPS Teaching Tips are January 15, March 15, May 15, July 15, September 15, and November 15.

**B. INSTRUCTIONS TO AUTHORS AND THE PEER REVIEW PROCESS**

*Each submission will be evaluated by the HAPS C&I Teaching Tips Subcommittee.*

1. The Teaching Tip must be an original submission and not a duplicate of a previously published tip.
2. Teaching Tips submissions require three documents, each of which will appear on the Teaching Tips website.
   - A. A completed Teaching Tip Template document with appropriate keywords, HAPS goals, etc.
   - B. An instructor’s guide.
   - C. Formative assessment with answer key/rubric.
3. When you are ready to submit your Teaching Tip, please begin with the Teaching Tip Intake Form. You will notice that this form asks for similar information as the Teaching Tip Template. We use them for slightly different purposes so please complete both in their entirety.
4. It is expected that your submitted Teaching Tip will be scientifically accurate in its details and reflect the author’s preparation and knowledge of the field.
5. The information in the Teaching Tip must be organized and clearly presented, and free from spelling and grammatical errors.
6. When possible, be sure to describe any instructor or student accommodations that can be utilized.
7. If including images, be sure to have the required copyright approval in advance of submission.
8. The review process will take approx. 2-6 weeks. Following the review, one of four recommendations will be given:
   - Accept as is.
   - Accept with minor revisions.
   - Accept with major revisions.
   - Reject.
C. DETAILED SUBMISSION INSTRUCTIONS

1. Terms of Submission
Teaching Tips should consist of original material that is not currently being considered for publication by another journal, website, or book and has not previously been published. Make sure you search the current Teaching Tips website to confirm you are not submitting a duplicate tip.

Publication of the Teaching Tip must be approved by all of the authors. Authors must obtain permission to reproduce any copyrighted material and the source of this material must be acknowledged in their Teaching Tip. Responsibility for (1) the accuracy of facts, (2) the expression of opinion and (3) the authenticity of any supporting material presented by the author rests solely with the author. The HAPS C&I Committee and its reviewers take no responsibility for this verification.

2. Submission Procedure
As described earlier, Teaching Tips submissions require three documents (the Teaching Tip Template document, an instructor’s guide, and a formative assessment with answer key/rubric) as well as the HAPS Teaching Tip Intake form (most of the information for the Intake form can be copied and pasted from the Template document into the appropriate fields in the Intake form).

3. Formatting the Teaching Tip
It is the responsibility of the author to ensure the Teaching Tip is complete, accurate, and properly formatted. Improperly formatted submissions will be returned to the author(s) before they are reviewed.
   A. Teaching Tips are to be submitted using the Teaching Tip Template document. More detail is on the next page.
   B. Use a 12-point Arial font, with 1” margins on all sides, double-spaced.
   C. Number all pages and insert continuous line numbering (this feature is usually found in the "layout" function of word processors)
   D. Use one space after each period.
1. The descriptive title of the Teaching Tip (please include the TYPE of activity in the title, for example "instructor demonstration of..." or "using a quick analogy...")

2. The name, email, and affiliation of each author.

3. Date of submission.

4. A list of 3-5 individual keywords separated by a comma. Keywords should reflect the primary topics, scientific focus, activity type, and/or audience.

5. The HAPS Goal(s) and Learning Outcomes Module(s) addressed by the tip.

6. The intended audience (A&P Undergraduate, Anatomy only Undergraduate, Physiology only Undergraduate, HS A&P, Medical Anatomy, Medical Physiology, Allied Health/Nursing, Other).

7. Descriptive summary is an abstract of 100 words or less. It should include a description of how the Teaching Tip has been used (in class, flipped classroom, online laboratory, etc) and how you have determined its success (subjective student feedback, objective evidence of student learning, etc.)

8. Prior knowledge of students states any previous competencies and/or skills required for the Teaching Tip to be successful (this should be a list of key learning outcomes already achieved, If so, please list by organ system module and subtopic (Ex. Module J Endocrine System, control of hormone secretion).

9. Type of activity (Case Study, Class/Group Discussions, Classroom Response System, Collaborative Learning, Demonstration, Educational Game, Group Project, Kinesthetic Learning, Lab Activity, Metacognitive Activities, Mnemonics, Online Lecture Activity, Online Lab Activity, Problem Based Learning, Simulations, Team Based Learning, Think-Pair Share, Visual Representations, Other).

10. Adaptable for online/remote learning: yes/no. If “yes”, please explain how the Teaching Tip can be/has been adapted for this purpose.

11. Addresses diversity, equity, and inclusion: yes/no. If “yes”, please explain how the Teaching Tip addresses diversity, equity, and inclusion. Note that HAPS Goals LG5, LG7, LG13 and LG14 address diversity, equity, and inclusion.

12. Provides suggestions for accommodations for students and/or instructors: yes/no. If “yes”, suggestions for accommodations must include a statement that instructors will follow their institution’s policies on accommodations.

13. Time estimate (in minutes).

14. The main Teaching Tip Template document which has a header with the HAPS logo, title, etc. includes any student activity pages (guided problem set, case, worksheet, slides with classroom response questions, etc.).

15. The Instructor’s Guide is a separate document that gives background information, preparation advice, and tips for success.

16. The Formative Assessment document should contain a minimum of five questions and an answer key. The questions may be open response or multiple choice questions. Acceptable alternatives would include rubrics for gauging student achievement on projects, discussion skills, or any other appropriate assessment of content and skill.

4. Illustrations
   A. If applicable, illustrations, uploaded as individual files with evidence of copyright approval.
   B. Acceptable formats for images are .jpg, .png, and .pdf.

We look forward to your submission. Please do not hesitate to contact us (teaching_tips@hapsconnect.org) with any questions.