

Presentation: You Got to Move It, Move It! Make Your Lectures Less Boring

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- I. There are no rules about how an instructor presents material in a lecture or lab course!
 - a. Incorporate “lab” activities during lecture
 - b. Utilize all (most) senses for learning
 - c. Be creative
 - d. Avoid ‘death by power point”
- II. If using a slide deck, keep slides at three to five bullet points of info
 - a. Use photos, illustrations instead of words & terms
 - b. Create outline “notes” for students and instructor
 - c. “Study Guide”
 - d. Pre-test new material to gauge knowledge (mistakes stimulate curiosity)
 - e. Short videos (5 -6 minutes), but not too long or too many (replaces instructor)
- III. Visual aids
- IV. Flipped classroom
 - a. Break up the monotony
 - b. Encourage accountability for education
 - c. Assign reading
 - d. Collaborative work
 - e. Review, then quiz
- V. Tangible “props”
 - a. In conjunction with visual aids, etc.
 - b. Each student or pass around
- VI. Go outside!
- VII. Ask more than you tell.
- VIII. Videos with sound and closed-captioning, audio clips, podcasts
 - a. No or Low Value Quiz
 - b. FITB assignment for video
- IX. “Treasure Hunts”
 - a. Facility, classroom, campus, clinical site, library
- X. Guest speakers
 - a. Enhancement
 - b. Assignment (question)
- XI. Collaborating Across Disciplines
- XII. Students teaching students
- XIII. Virtual reality & HSLC
- XIV. Collaborative Case Study Practice
- XV. “IACUC/USDA APHIS” inspections by students
- XVI. Field trips!
- XVII. Tips and Tricks
 - a. Be authentic, not authoritative
 - b. Relate lecture material to students’ lives.
 - c. Reference pop culture, songs

- d. Chunk and Check
 - i. Two or three statements, then Check In
 - ii. Incorporate a question into PP or discussion
 - iii. Run, Forrest, Run or Stop!
- e. Brain Dump (Recall)
- f. Online interactive classroom games
- g. Take breaks!
- h. Comfy classroom?