



***Speed Selling as an Oral Exercise
in Evaluation Classes***

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VA Tech: APSC 2824 Introduction to Equine Evaluation

- Basic conformation relative to research data
- Structure and way-of-going
- Dissection of legs
- Breed standards of at least 10 breeds
- Performance standards of at least 10 events
- Form to function
- Selection principles
- Horses: suitable to purpose



Is this an outdated topic?



Along with the course content . . .

- Students learn to synthesize and apply the information in a judging context of comparing horses
- Students are expected to *verbally* express themselves with confidence and sound terminology learned in class

REASONS ? ? ? ?

- This is not a “judging team” class
- Reasons requires learning the “rules” of reasons, first in the written form
- Oral delivery practice which is one-on-one which is very consuming in large classes



How could students learn basic oral delivery skills and practice sound terminology in a less stressful format than oral reasons?



Intrigued.... by speed dating



Speed Selling Exercise

- Students selected any horse they desired relative to breed, athleticism, or other attributes
- Devise a 90 second “sales pitch” to be presented to experts three times
- Volunteer “judges” would evaluate students’ efforts based on sound terminology, accuracy, voice, confidence, and eye contact
- Students would have the highest grade (of 3) recorded as a homework grade for their effort

Evaluation scale: 5=A 4=B 3=C 2= Needs Improvement
1= Not prepared

NAME _____

EVALUATOR _____ SCORE _____

	1	2	3	4	5
Eye Contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voice Strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Terminology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis depth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

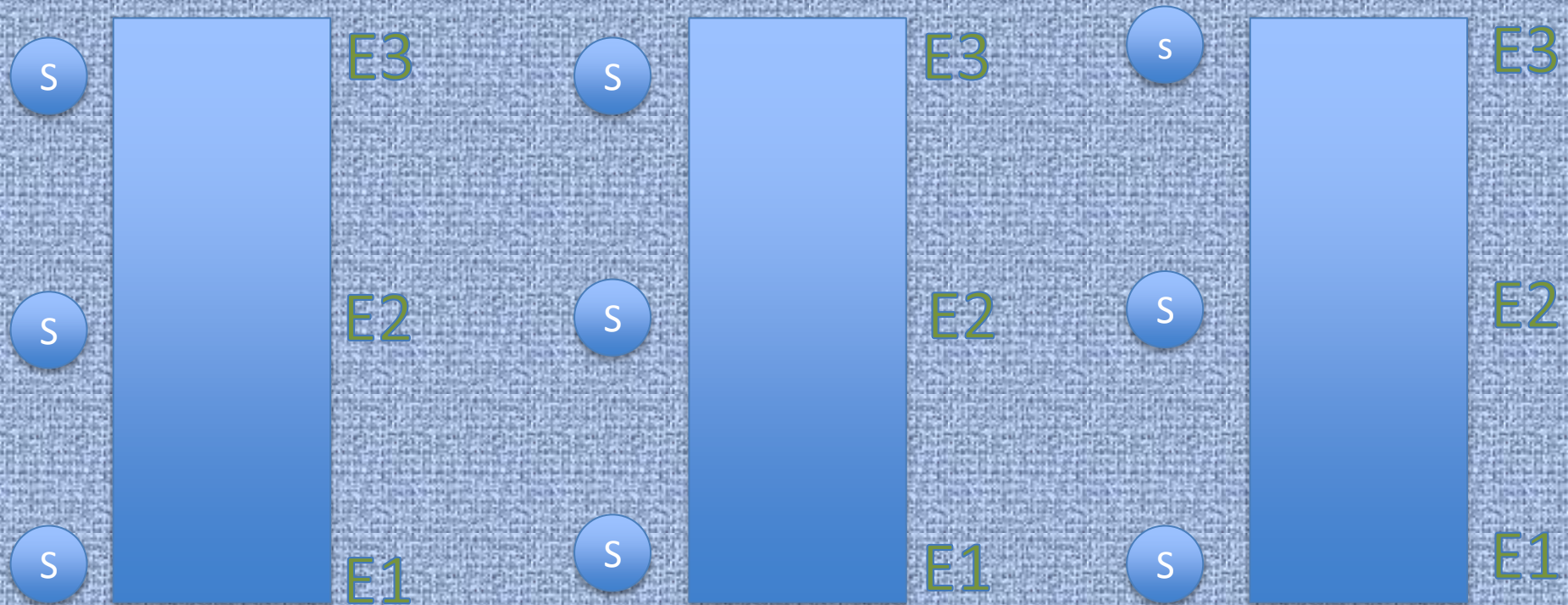
Comments _____

Scores were doubled for a potential perfect score of 50

Getting Ready for the Exercise

- Secure the NINE evaluators with reasons experience on the given date and time
- Acquaint judges with the principles of the exercise and flexibility needed for breeds, and the score cards to be completed with each presentation
- Secure additional iPad devices to help students without a device for viewing
- Secure an additional classroom for the exercise

Diagram of the Class Room Set Up



S = Student

E = Evaluator 1, 2, or 3

Speed Selling “LIVE”



Four full rounds were required to complete the class exercise

- About 8-9 minutes/round
- Apprehension seemed to ease after the waiting students saw everyone lived through it!
- Judges referred the top four scores to give their sales pitch to the class.
- Average score for the exercise in class was a 41.6/50 (range 34 to 48 points)
- 33% of the class volunteered to do a second speed selling exercise for extra credit!

What went well?

- Within a short period, 9 students were evaluated; therefore, speed selling is a time efficient means for an oral grading effort
- Allowed students to pick the breed that interested them (and horse!)
- Practice effect for 3 evaluators provided incentive to “try again” and improve
- Most students embraced it as a creative and personalized assignment!

***Students
LIKED it!***



From the Instructor Standpoint

- It felt like a creative and fun way to accomplish several steps towards “sounding like a horseman/woman”
- Allowed students to address breeds of interest that may not be covered in class
- Most students reportedly looked through LOTS of horses to find the one to “sell” for credit
- Judges relayed an impressive perspective of exercise and offered to return for duty!!! 😊

Thoughts for Next Time

- Conduct the exercise two times.
- Let students video tape their first presentation for a grade or give to the instructor individually.
- Engage outside evaluators for the second presentation only. Let them watch a few of the first presentations (taped) for acclimation of what is to come and practice with the score cards.
- Try to NOT check out iPads!





Ultior motive is to cultivate a competitive judging team the next semester . . .









Speed Selling "LIVE"

