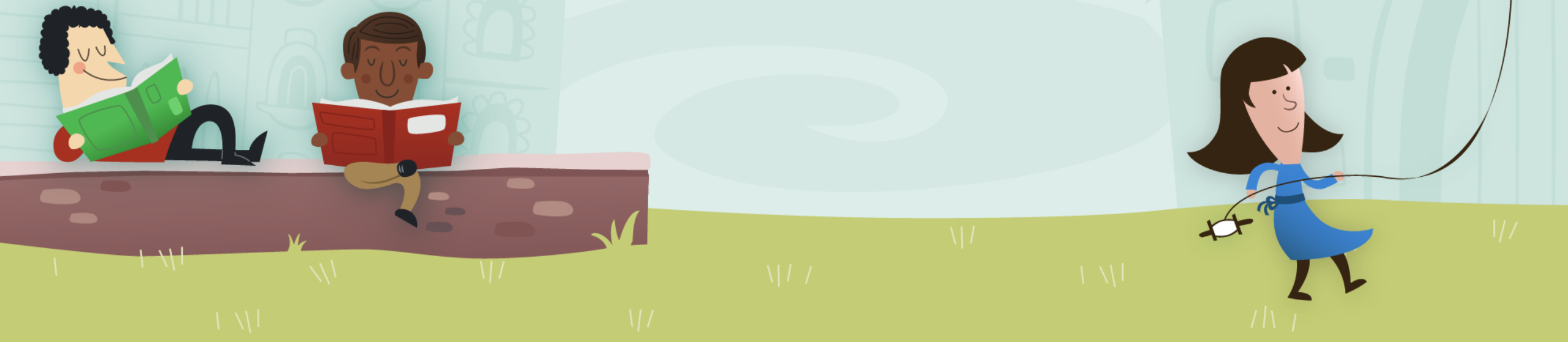


Are College Students Too Old for Toys and Games?

Pamela Reed

Delaware Valley University



- Not so long ago in a classroom far from here, students in my Animal Diseases class were bored and disengaged by my traditional lectures.....



Traditional Lectures are Boring!

- Have tried many ways of creating engagement
 - “role play” exams
 - Quiz bowl reviews
 - Hands on physical exams
 - But lectures were still boring



Time for Toys!

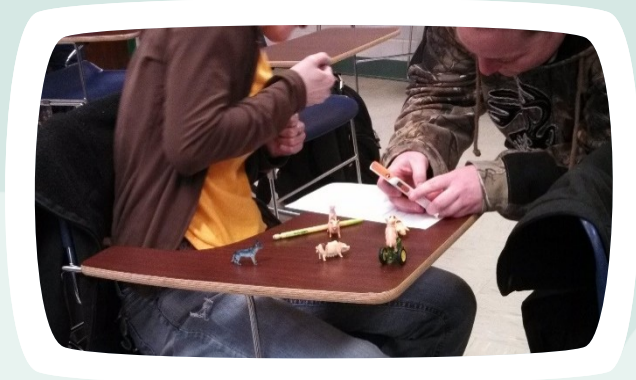


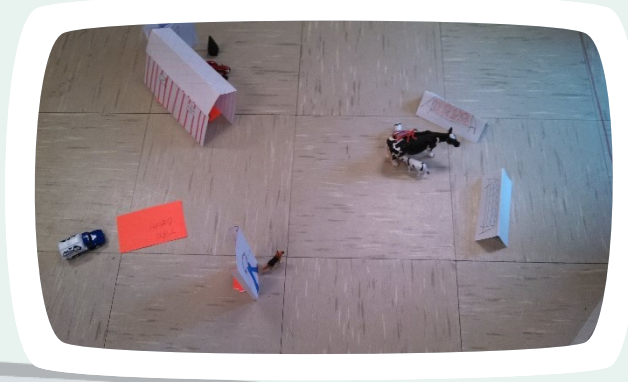
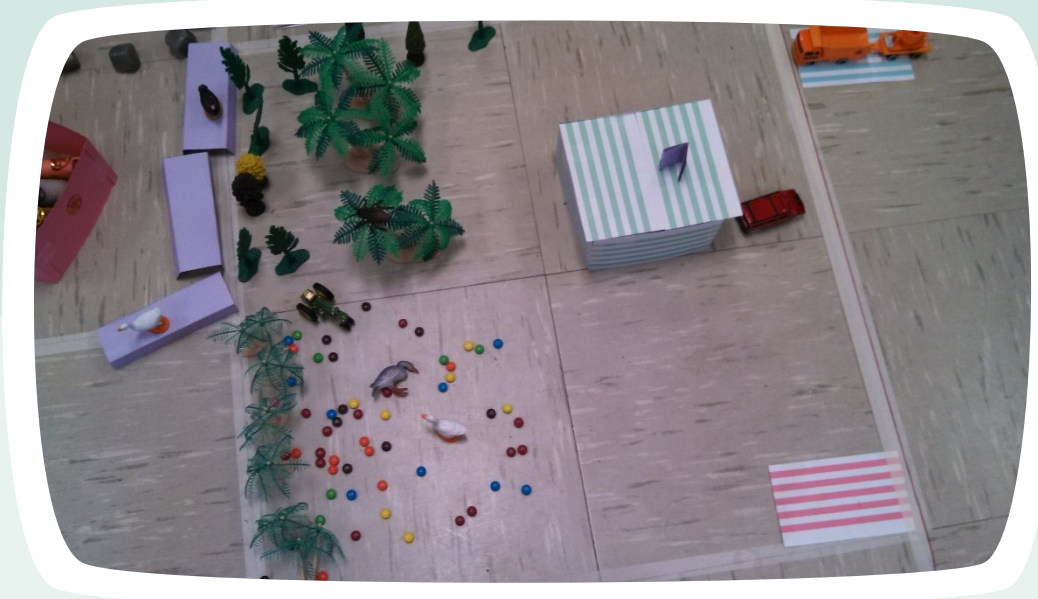
Assignment to create scenario for FMD



Groups of 4-5 students assigned a type of farm or other animal facility or local or federal law enforcement, given toys to create them and tape to do zones and roads





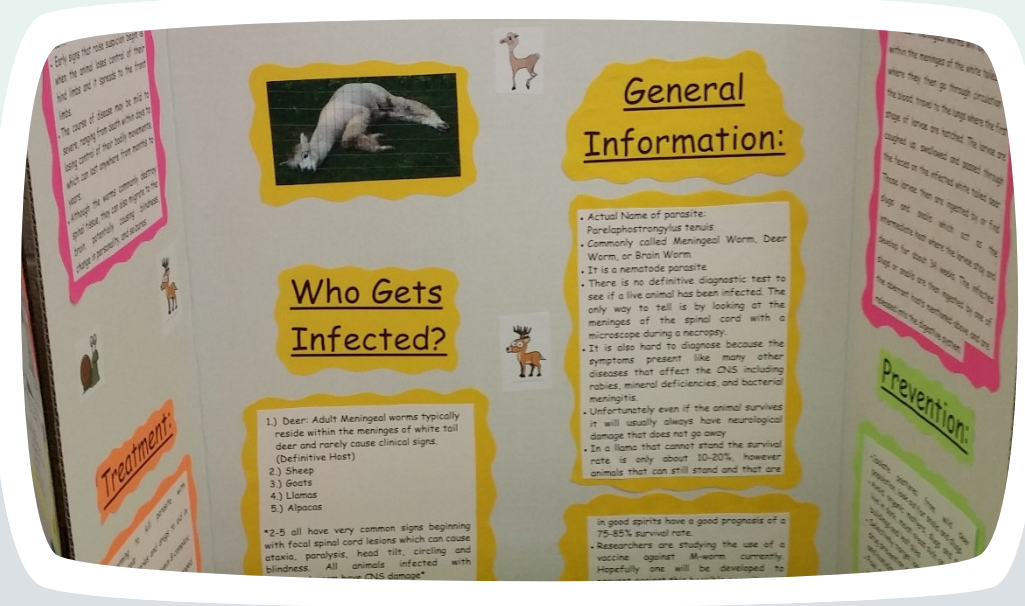
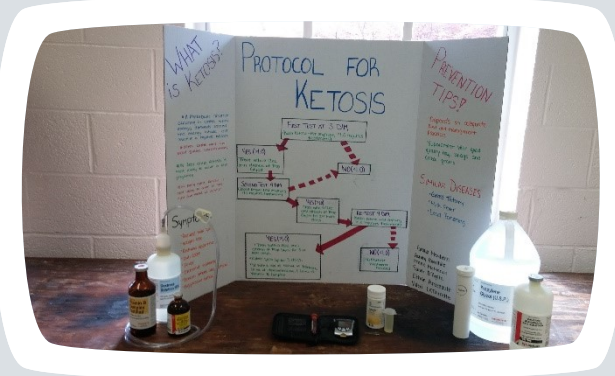
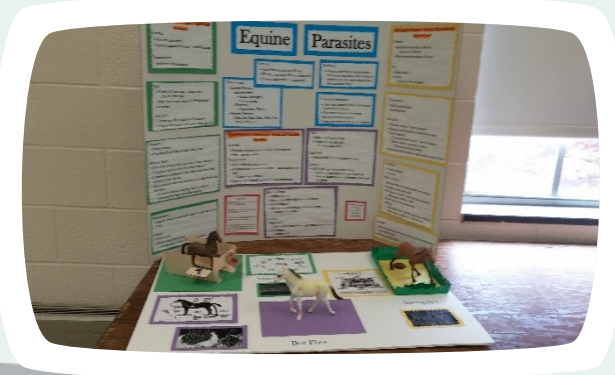
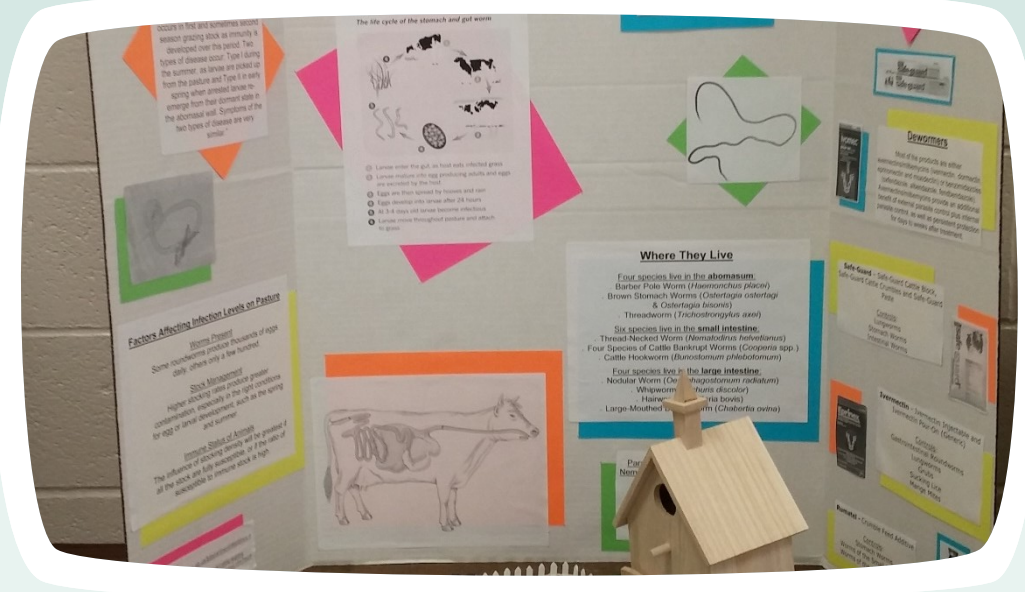


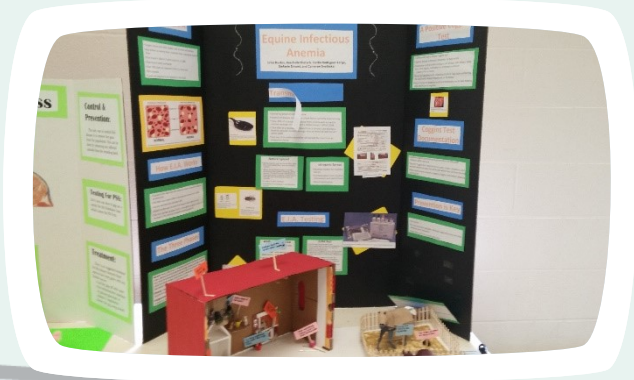
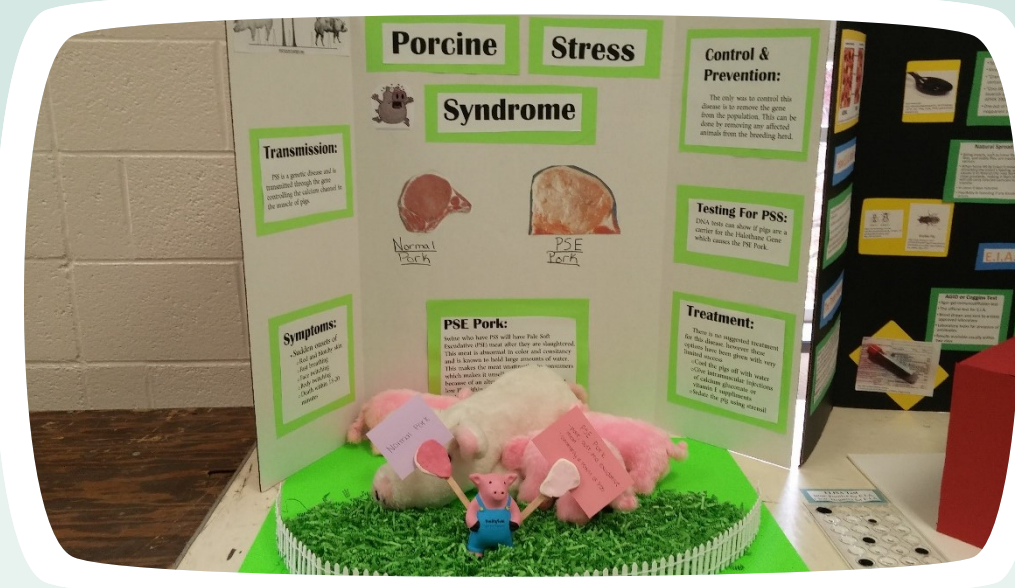


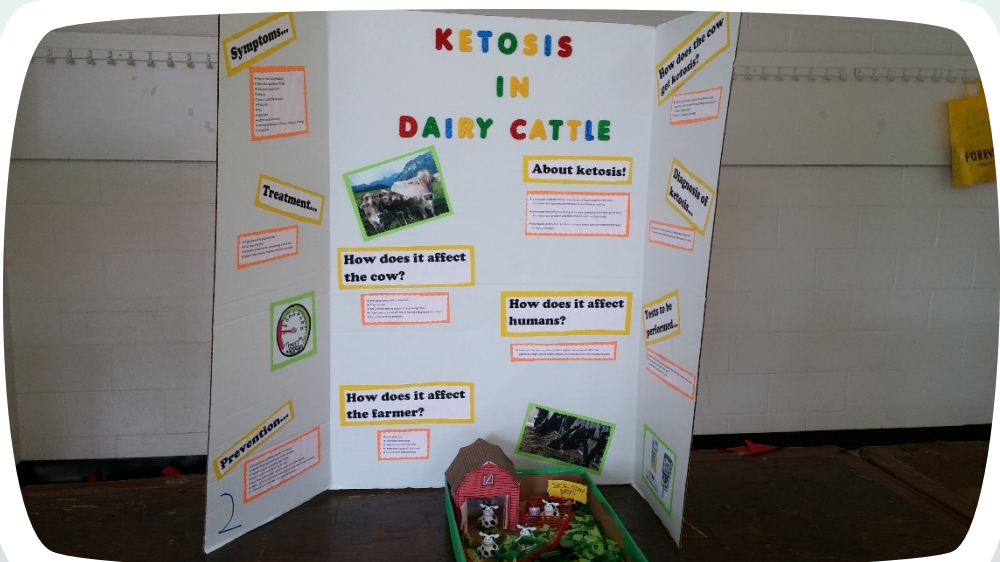
Followup next 2 years at ADay

- Groups chose their own disease and created posters and “farms” and “facilities” or other to illustrate them





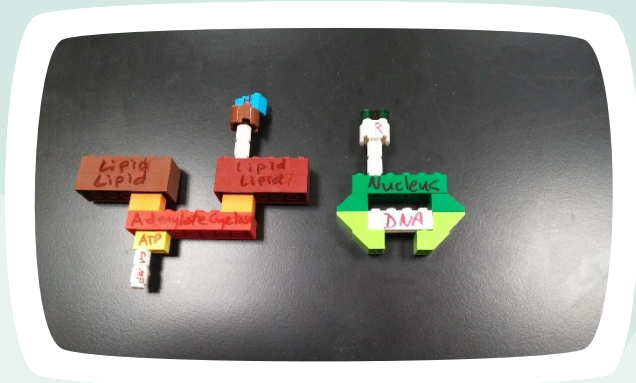




Other techniques used in Anatomy and Physiology

- Endocrine and Reproductive lab
 - Letter from hormone to the body
 - Pin the hormone on the model (organ secreting it and receptor Lego model)
 - Matching and puzzles
- Quiz bowl, Jeopardy and Are You Smarter than an Anatomist games





GI Jeopardy

Kim Bergen (almost) DVM



So Hormonal	That Goes Where?!	Vocabulary	Functions	Accessories, Accessories
<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>	<u>\$100</u>
<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>	<u>\$200</u>
<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>	<u>\$300</u>
<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>	<u>\$400</u>
<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>	<u>\$500</u>

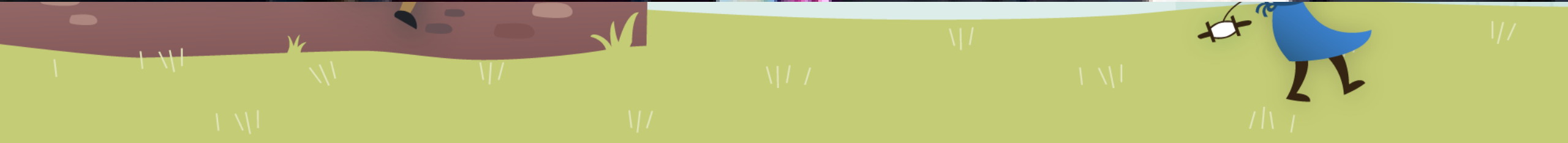


FINAL

ARE YOU SMARTER

THAN A

n
Anatomist?



1,000,000

COPY

PEEK

Pick a Subject

PhD Muscle Phys

PhD Bone Phys

Veterinary Zoo Medicine

Veterinary Clinical Case

Grad Bone Anatomy

Grad Arthrology

Undergrad Muscle Anat

Undergrad Muscle Anat

Grade School Arthrology

Grade School Skel Phys



Anatomy and Physiology (continued)

- Non traditional lab practicals
 - Students mark items from a list on their specimen rather than identify instructor marked
 - Oral lab practicals
 - Relay race of student pinning models and specimens



Does it help with learning and retention?

- Difficult to measure
- Improved enthusiasm
- Mentioned in teaching evaluations as favorite part of class



Future directions

- Try to quantify the results
 - Post testing
 - Comparison of grades to semesters past when traditional labs and exams used
 - Suggestions?



Thank you to those that helped me with these techniques

Learning Assistants (upperclassmen who help with my classes), former and current students who gave feedback, colleagues who gave me ideas

Special thanks to Kim Bergen for the GI Jeopardy and Jason Doll for the Are you smarter than an Anatomist

