

## From Learning Preferences to Teaching Methods

	<b>Visual</b>	<b>Aural</b>
<b>Classroom Teaching Method</b>	<ul style="list-style-type: none"> <li>* Animations</li> <li>* PowerPoint Presentation with slides, but also video of lecture</li> <li>* Students learning heart beat rhythms through visual graphs as well as sound bites</li> <li>* Linking what they've read to what they see represented in patients or in a model</li> <li>* Diagram with blanks for student labeling</li> </ul>	<ul style="list-style-type: none"> <li>* Students do presentations on certain topics</li> <li>* Using clickers as starting point for discussion.</li> <li>* Giving opportunities to speak (i.e., "turn to classmate next to you and talk about this for a minute" or small groups)</li> <li>* In lab format, selecting a student at a table and having them teach classmates (teaching classmates; teaching others the material) . Teaching others can work in other contexts as well.</li> </ul>
<b>Assessment Type</b>	<ul style="list-style-type: none"> <li>* Labeling a model</li> </ul>	<ul style="list-style-type: none"> <li>*Student presentations</li> </ul>

	<b>Read/Write</b>	<b>Kinesthetic</b>
<b>Classroom Teaching Method</b>	<ul style="list-style-type: none"> <li>* Encourage note-taking</li> <li>How do participants use handouts? Can we give them an outline, but still encourage note-taking?               <ul style="list-style-type: none"> <li>○ Handout given after 10 minutes of lecture.</li> <li>○ Handouts given at beginning of lecture.</li> <li>○ PowerPoint presentations posted online before class (no handout). Students fill out questions on PowerPoint before they come to class.</li> <li>○ Some handouts have questions on it or just headlines and outlines, so students can type in.</li> <li>○ “PowerPoint shouldn’t be a replica of the lecture notes.”</li> </ul> </li> <li>* Students fill out flow-charts or diagrams</li> <li>* Writing on case studies</li> </ul>	<ul style="list-style-type: none"> <li>* Students go to sites and observe; have a checklist to use as they observe</li> <li>* Dividing class into two and having two “teams” go up to the board and write lists related to diagnosis; then the correct group gets a “prize” (This can work in a class of 120 students. Students get up and move around and engage. It is not chaotic although big class and takes only 5 minutes)</li> <li>* Showing students a virtual model of patient with problem and encouraging students to work with the virtual patient at home</li> <li>* Having students work with simulated models</li> <li>* Acting out things that happen at various molecular levels (act out the bonding of molecules to physically see how it happens)</li> </ul>
<b>Assessment Type</b>	<ul style="list-style-type: none"> <li>* Exams</li> </ul>	