

Monogastric V.S. Ruminant Digestive Systems

Communication: Teachers communicate well.

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Date Experience completed: Spring 2009

Describe your educational artifact: My artifact is a PowerPoint presentation I gave to students in my Educational Media class. The PowerPoint is about the two different digestive systems of animals. The PowerPoint has games, pictures, and information that targets a variety of learning styles and informs students of information every student taking an animal science course should know.

Alignment: Wisconsin Teaching Standard 6– Communication – Teachers communicate well.

This experience aligns with communication because I had to use verbal and non-verbal communication to teach the class. The standard addresses how the teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Prior to starting my PowerPoint presentation I set it up on the projector. After I was prepared, I stood and waited for the class to be quiet. Waiting for them to be quiet was my way of non-verbally communicating with them that class was going to start. I began to give my presentation, and communicated verbally to students by describing the differences and steps to the digestive systems. I lectured to students and told them there would be a quiz on it later in the class. After discussing the differences and components of ruminant and monogastric digestive systems, I reviewed with students what they had learned. When reviewing what students had learned, I gave students think time between the time I asked the question and a few moments after a few people had raised their hand.

After presenting to the class the components of the different digestive systems, I had an interactive quiz which let students apply what they learned during the class period. For the quiz, I had students identify the major organs of the monogastric and ruminant digestive systems. After the quiz students kept their quizzes and we corrected the quiz as a class. This was a way for students to learn and interact with out being judged for what they had wrong and had no time to study for the quiz. After the end of the presentation and quiz, I had the class identify the type of digestive system the major organ on the overhead was displaying. Students were not asked to raise their hands but say the answer if they knew it. As a class I then had students identify why they thought the picture was related to the ruminant or monogastric digestive systems. By the points discussed above, it is obvious I used verbal, nonverbal and instructional media to educate the students I presented to.

I used a PowerPoint presentation to apply instructional media. Within the presentation I included a video on how the ruminant digestive system works. I also had fill in the blank slides within the presentation create class discussion to help students collaborate the proper answer.

***UW-Platteville – Knowledge, Skills and Disposition Standards: KS3.b. Questioning & Discussion Techniques**

This experience aligns with KS3.b. Questioning and discussion techniques because after teaching my students I questioned and discussed what students had learned. I used the quiz I made to review with students what they had learned and then discussed what the correct answer was and why it was the right answer. We also discussed what is unique about the digestive system as it related to the question on the quiz. Students had ten minutes to take the five question quiz. Students then self-

corrected it. I gave them wait time as I learned in my introduction to education class. Wait time allowed students to think about and discuss their responses. When students and I discussed the pictures on the PowerPoint and reviewed the pictures of essential digestive organs, I gave them adequate time to reply to the question I had asked. If one person raised their hand I waited a few more seconds for more people to know and respond to the answer. Questions that I asked students required them to identify parts of the digestive system by labeling it on their paper and answering true false questions. I also had students look at detailed pictures on the overhead and discuss what type of digestive system they were looking at. I think that I have fulfilled the requirements of this KSD by the levels of student involvement listed above, appropriate time for student responses and a variety of questions.

Secondary KSD Alignments

KSD.1.f Assesses Students in Learning

KSD.3.d Provides Feedback to students

KSD3.4e Demonstrates Flexibility and Responsiveness

KSD.2.b Establishes a Culture for Learning

Explain what you learned about teaching/learning from this experience:

From teaching this lesson, I learned that even if a lesson is expected to go one way it generally has unexpected outcomes and changes that need to be adapted to it. After giving this lesson for the first time I can adapt and make changes to improve a lesson. I did not originally realize how much I learned from giving the first lesson. I learned I can make classroom discussion instead of lecturing students. I also learned that I may need more or less time to present a lesson. By giving a lesson I can make my lessons longer or shorter to guarantee I cover enough information to cover the entire class period. With that being said, I realize my first year of teaching may be hard as I make my lessons teachable for the entire class period. I learned that many students are not agricultural education majors and that many agricultural terms may need to be simplified. I think this experience has also taught me that I need to simplify PowerPoint presentations and make them basic. By simplifying my presentation and lesson I will discuss less about what I write word for word off the presentation and I will elaborate on what I know.

What I learned about myself as a prospective educator:

As a prospective educator I learned that what I practice while giving a lesson may not be exactly what I teach. When giving this lesson I taught what I planned on but then adapted and added more information to my presentation to extend time. If I talk too fast or do not prepare enough I will run out of information to present on. As a prospective educator I learned that it is better to have more than enough information to present to students than not have enough and have to find unplanned things to do in order to fill in the time.