Developing Questions

• Considered our audience - needed to give very basic information in a positive way.
• Based lecture on this document
• Tried to incorporate amusing graphics
• Should have given myself more time to practice!
Very Scalable

- Used in classes of 12 students & 80 students
- Worked well (but differently) for both
- Very positive feedback from both faculty instructors – had previously used traditional methods in these classes.
Engagement

• Students were awake and alert! (well, most of them.....)
• The scripted questions inspired many more questions from both faculty & students
• Many questions in small class – decreased inhibitions!
• I feel like I accomplished goal of providing information and emphasizing that we are an approachable, helpful staff.
Participation

• Handed out cards to students as they entered class – a way to make connections before class started.
• If students didn’t want a card, just moved on.
• Cards are color coded, with color written on bottom (in case someone is colorblind).

It’s QUESTION TIME!!
Potential Problems

• Sometimes difficult to find the correct slide
• After surveying students, I realized I should have spent a bit more time on very basic stuff – our hours, borrowing policies, etc.
• Cards being withheld (did not experience this)
Next time....

• I’ll put titles on answer slides (like I did for this presentation)

• Make sure I practice first!

• It was really fun and different and I will certainly do this again.