Bio 349 Student Panel Presentations

The primary purpose of this series of exercises is twofold. First, you will enjoy working closely with your peers as a panel of emerging experts; to solve problems and to answer questions related to lecture material and that emphasize some clinical applications of human physiology and pathophysiology (injury and disease). The expectation is that you will learn more than what either the textbook or I can teach you, and that by the quarter’s end you will better appreciate the ability that you and your peers have for understanding and applying complex concepts. Because of these panel assignments, you will form study groups earlier in the quarter (on the first day!) and your study time will be more productive. Second, there is a greater potential for us to identify misconceptions and to answer important questions if all students are actively engaged in the course content, i.e. asking questions, challenging the answers to those questions, and recognizing the contributions of peers to your own understanding. I expect that the panel presentations will help you to create “habits of mind” as well as consistent classroom participation of the highest quality, and I thank you in advance for the time and effort that you will invest in your panel problems.

Each panel of 4 students will work together in order to answer the weekly questions/problems to the best of their ability and as completely as possible. I highly recommend that students assume a “job” in order to complete the panel assignments:

1) captain – coordinates the group and ensures that everyone participates (it is also the captain’s responsibility to discuss with me any problems with the work of the panel)
2) gopher – collects and shares relevant research and creates any AV materials for the presentation
3) scribe – compiles information and ready’s for the classroom presentation
4) reporter – presents the group’s findings during a lecture meeting. (While the reporter will address the class, I expect that all panel members will come up to the front, not only for moral support, but also to be available for questions.)

Through a random selection process, your panel will be asked to present only once to the class during the quarter. The day of your panel presentation will be selected at the time that your group is selected, allowing up to one week to prepare. Your presentation must include all of the elements described in the instructions that accompany each set of panel questions, including a slide listing your references. Approximately 8 minutes (usually at the start of class) will be used to present and discuss each panel question. Bonus points (up to 5 points each) will be awarded based on the quality of the presentation.

Student panel PowerPoint presentations will be posted on the course web page for you to review and study from. Material from panel presentations will be included on exams.

Panel Presentation Guidelines: (see grading rubric on next page)

1. (1 min.) Define the problem/question, and describe why it is important.
2. (2 min.) Connect the panel question to current lecture topics, explain the relevance of the question, and incorporate other sources of information used.
3. (5 min.) Use visual aids to present your solution(s) to the panel question; providing sufficient justification and using at least one analogy to support your answer(s).
4. Ask for and respond to questions from the audience.
Grading Rubric (5 pts possible):

- Definition/ Importance
- Relevance/ Connections
- Visual Aids/ Explanation
- Justification/ Analogy
- Questions