Stimulating Learning in Large Lecture Classes

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Food Issues and Choices

• 30 periods in semester
• 75-minute period Tuesday/ Thursday
  – 50-minute lecture
  – 25-minute discussion session
• Each period is self-contained with one issue and five choices
Techniques to stimulate learning

• Experiential sessions
• True-False-Depends
• Personal application
• Student choice
25-minute discussion session

- Graded discussions
- Games
- Guest speakers
- Tests
How reliable are health inspection grades for restaurants?

- Not reliable because health inspectors are easily bribed.
- Not reliable because the guidelines are easy to pass.
- Reliable because the inspections are rigorous and thorough.
- Reliable because the inspectors are well trained.
- Not reliable because inspections are announced ahead of time and too infrequent.
True-False-Depends

- Introduce current scientific dogma
- Confront popular myths and legends
- Demonstrate the difficulty of formulating scientific answers to popular questions
- Push students beyond black-and-white world
- Stimulate thoughtful students to challenge the wisdom of the instructor
- Rekindle student interest at the end of the period
Personal Application

• Personal product

• Assigned country

• Group-designed product concept
Personal Application

- Provides personal ownership
- Stimulates interest
- Specific application from general principles
- Peer instruction
Student Choice

- Lectures 25-27 from list
- Nomination of lecture issues and choices
- Voting on lectures 28-30
Student Choice

• Students value input

• Keeps lecture topics fresh and interesting to students

• Permits repackaging of less interesting topics

• Forces instructor to research new areas
Recent Topics

• Do certain foods we eat cause acne?
• Why do certain foods cause bad breath?
• What is the real reason students gain the “Freshman 15”?
• Is drinking wine better for us than beer?
• What is the best diet for losing weight?
• Are there any foods or drinks that are true aphrodisiacs?
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