

DO SUPPLEMENTARY MULTI-MODAL LEARNING PROJECTS IN A TRADITIONAL LABORATORY SETTING ASSIST IN STUDENT COMPREHENSION?

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While multimodal learning practices are used to enhance student learning, they are seldomly utilized in science, technology, engineering, and mathematics (STEM) laboratory settings. In addition, whether or not these practices benefit student comprehension of materials remains to be elucidated. Students (n=42) at the University of Wisconsin-River Falls campus enrolled in ANSC 448 (Physiology of Reproduction) course completed 11 weeks of laboratories during the semester. Six laboratory sessions were taught traditionally, with students 1) taking a quiz over the previous week's material, 2) listening to a short PowerPoint presentation of relevant material, and then 3) completing dissections or hands-on work related to the reproductive topic. The other five laboratory sessions were taught traditionally with the last 15-20 minutes including a multi-modal learning project, focused on visual, auditory, reading/writing, and/or kinesthetic learning tasks. Quiz scores were compared between traditional and multimodal labs within the semester, as well as among previous semesters.

