

# Better Brain Dissection and Other Activities to Support the Active Classroom

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In STEM education, buzz words like "flipping" and "active learning" are still controversial. Although research provides evidence that these teaching methods are effective, instructors often struggle to effectively implement active teaching tools. I will discuss the development of curriculum in a team taught Introduction to Neurobiology course at Cornell University as it actively transitions into the "flipped" format. I will provide concrete examples of successful implementation of active learning in and out of the classroom, such as ideas for pre-lecture videos and in-class iClicker questions and discussion activities. Moreover, I will specifically describe a better sheep brain dissection lab that uses prompts throughout the manual to get students to analyze how and why the brain is organized as it is, rather than using rote memorization of brain structures. This could serve as a model for all dissections and guided lab activities.

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