

# **Why use physical embodiment to teach (the amino acids)?**

## **Engagement**

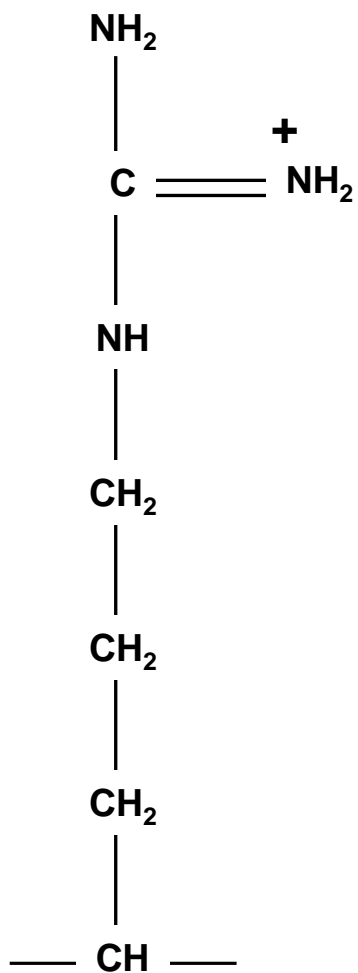
- **Enthusiasm is infectious**
- **Invigorated “dry” material**
- **Smartening up, not dumbing down**

## **Visually referencing a physical glossary**

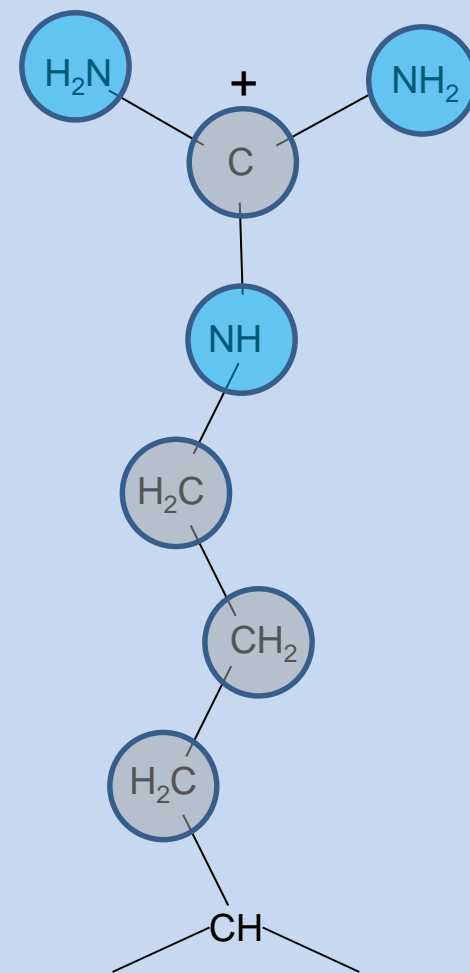
- **Enhancing nonverbal communication**
- **Use and add to these representations**



# Accessible 3D Animations (Poor man's virtual reality)



Text book



Lecture slides

## Reconceptualization

- **Add to the classroom experience**
- **Make Teaching and Learning fun**
- **Have a lasting impact on students**

*SES Sem2 2016: It is bitter sweet that I may never see his interpretative dancing again...*

# Acknowledgments

- **Paul Gooley (BCMB)**
- **Adrian Holmes (School of Film and Television)**
- **Matt Delbridge (HoD VCA Theatre, VCA&MCM)**
- **School of Biomedical Sciences (MDHS)**

**...inspired by Jenny Hayes (SBS)**