

I think I did very well in striking interest in an area that the student's can relate to such as hooking up audio and visual equipment. From my preclinical experience, I have noticed that the students had talked about installing sound systems in their car, so I chose to use similar concepts to question them on the relationships between electrical and pneumatic systems.

Wanting to cover neutral ground, I related open and closed systems with systems in the medical field. It opened discussion and the students were able to see the relationships between the two.

Using pictures in my PowerPoint as examples helped students analyze or see connections to help them answer the questions. My concept lesson was very similar in that the students had an experiment to relate to where now I am using pictures.

Although I felt I met my objectives, it seemed like introducing electronics and medical content seemed to be jumping to a topic other than pneumatics. My points related to pneumatics, but seemed to be a lesson on something different.

If I did this lesson again, I would try to cover more material than just how components work together in a system. I would write more questions that would be directed on the loss of functions in a pneumatic circuit had there not been important components involved.