

Teaching with props

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Photo: Blake McCarthy

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Props are physical objects, images or mental constructs (e.g. metaphors) that can be used in teaching to develop student understanding of new topics. Their use helps students to internalise the content and relate abstract concepts to their surroundings.

Activity framing ideas:

Show and tell

Use props in your presentation of new content to make it more relatable. You can see an [example of this in a Marketing course](#) with Thyra Uth Thomsen. This approach can work in different formats - in a pre-recorded lecture, as in this example, but equally in face-to-face and online teaching.

Setting the scene

For increased effect, try to visualise some of the processes you refer to in the lecture - for a pre-recorded lecture, it might be possible to use a relevant setting for the recording. Where in situ presence is not possible, you could use a relevant virtual background to set the scene, or incorporate a video clip.

TIP: Why not use [HS Talks](#) available through CBS library to set the scene for your lecture?

Artefacts and objects (from #52etc toolkit)

Ask the students to bring in or have to hand an artefact that is linked to the subject / session. As part of the session, allow students to share their experiences with the class or in small groups.

Alternatively, ask them to record a short video or audio clip explaining their artefact, which can be shared prior to a class discussion.

Analogies and metaphors

When delivering a session, consider an alternative way to describe the word(s) or diagrams. An analogy or a metaphor can enrich student understanding - sometimes it is even possible to bring in an analogy to the current affairs or a metaphor from a well-known book or a film. An example of the use of metaphor in the Marketing Research course can be found in [this article](#).

Share your screen (from #52etc toolkit)

Sharing your presentation is common practice but what about other resources? It increases both the engagement and experience if when talking about a key paper, book or website you share it with students. For extra engagement undertake a 'live' literature or internet search and allow students to direct your search terms and the sources you select.

References

Mills, Michael Kenneth. "Using the Jazz Metaphor to Enhance Student Learning and Skill Development in the Marketing Research Course." *Journal of Marketing Education* 32.3 (2010): 300-13. Web.