Animation Narration

**Based on Lecture Concepts:**
This works well with many processes (DNA replication, transcription, translation, protein synthesis, PCR, cloning, transduction, mitosis, meiosis, etc.) for which excellent animations can be found on the web (see list of animation resources on the web resources page).

**Activity Type**
Individuals or group work

**Time Needed**
30 min, depending on animation length and number of times played during class

**Purpose**
- For students to recall information and terms associated with a scientific process they learned about in lecture
- To promote students’ ability to describe in their own words a complex scientific process that they are exposed to visually

<table>
<thead>
<tr>
<th>Abstract</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe exercise, show silent animation</td>
<td>5 min</td>
</tr>
<tr>
<td>Individual exercise (optional)</td>
<td>10 min</td>
</tr>
<tr>
<td>Group exercise</td>
<td>10-20 min</td>
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<tr>
<td>Show narrated animation</td>
<td>5 min</td>
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**Supplies**
- Computer with projector and internet connection to link to chosen animation

**Pre-class prep**
- Choose an animation to use for this exercise

**In Class**

(5 minutes) Have students put away books and notes and give their full attention to the animation. Play the animation completely through, without sound, and ask students to recall as much as they can about the components and steps of the process being shown, without talking to each other.

(10 minutes) Ask each individual student to take out a pencil and paper and write a narration or description of the animation without consulting their classmates, while playing it again. You may want to have the animation replaying constantly throughout this exercise.

(10 minutes) After each student has written as much information

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as they can recall, have the students get into pairs or groups of three and compare their
descriptions. Play the animation through one or two more times while students are in groups.

(5 minutes) After students have worked on their animation descriptions, play the animation
through with the sound or narration on (or narrate it yourself), and ask the students to identify
which parts they missed in their own descriptions. If time allows, this exercise could be
repeated for a second animation during the discussion.

**Things to Ask or Emphasize**

- Emphasize that students should write anything and everything they can related to the
  animation (i.e. the purple blob is a protein), even if they do not remember the specifics.

**Comments**

Many animations on the web have text descriptions that are automatically visible when the
animation is played. Be sure to find an animation that either doesn’t have a text description, or
for which you can ‘hide’ the description while playing it.