UQ

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SBL INTERACTIVE

Where has the lecturer gone?
Multimedia scenarios in undergraduate nutrition curriculum

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Background

NUTR3011 Understanding Population Health is one of a suite of 4 undergraduate courses that make up a nutrition major in a number of degree programs

Level – third year undergraduate, most have previously studied basic nutrition science courses, but were new to a public health focus, had not been previously challenged to think about food and eating in a social context, and have no or limited exposure in thinking about 'wicked problems'

Undergraduate nutrition courses do not offer any opportunity for practicum or supervised fieldwork

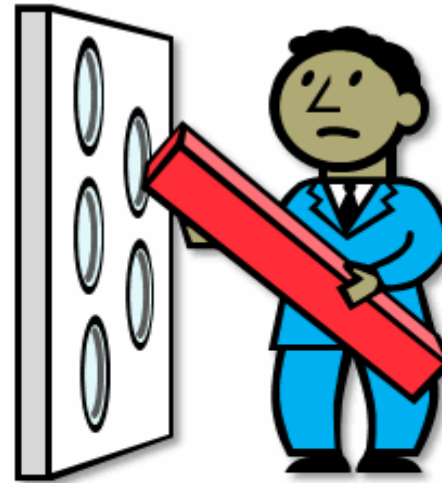*Recent Change* – class sizes ↑; In 2011, 4x3 hour workshops with paper based worksheets for assessment were introduced to replace tradition L/T format. *Positive feedback but not sustainable*

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T & L PEDAGOGY-

Inquiry approach versus coverage approach

'Learning
by doing'

Problem-solving scenarios
help make the content stick.

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T & L PEDAGOGY-

INQUIRY APPROACH VERSUS COVERAGE APPROACH

- seeing PHN in action

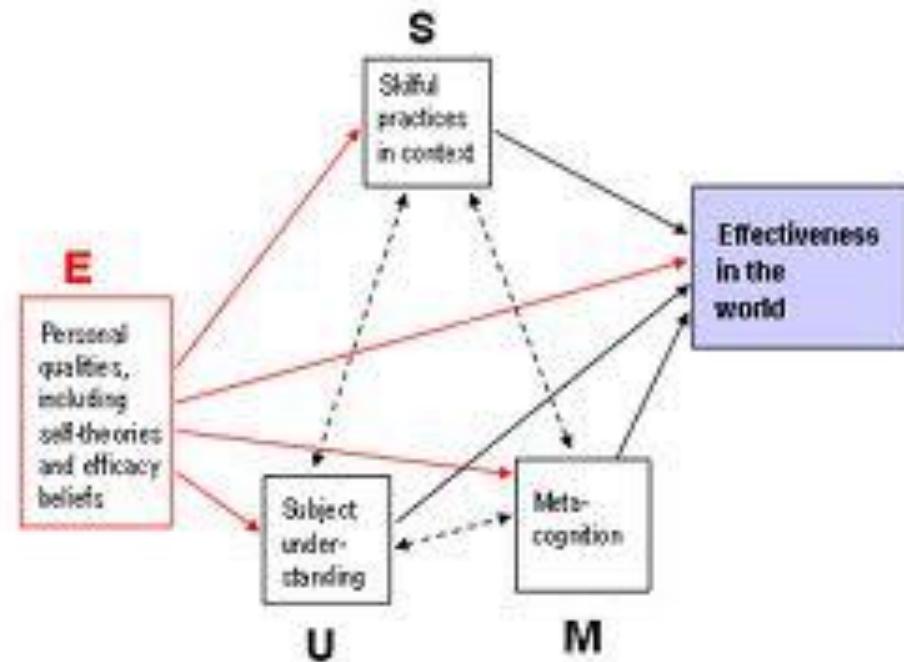- 'a day in the life of a public health nutritionist'

Being **TAUGHT**

Individual **SENSE-MAKING**

BUILDING knowledge as part of **DOING** something with **OTHERS**

Watkins (2003)

EMPLOYABILITY FRAMEWORK

- Mantz Yorke and Peter Knight's employability framework (2002, 2010)

- Learning to be a practitione takes more than content knowledge.

Comparison 2011 versus 2012 experience

	format	duration	student engagement with technology	repeatability	marking load	feedback	collaboration
Workshops	4x paper based worksheet, with additional resources to share	3 hour	Nil	No	heavy	2 weeks turnaround	Yes
eScenarios	4x online multimedia scenarios	1-2 hour	High	Yes	nil	Immediate	Not instinctively, but option to build this back in.

Comparison 2011 versus 2012 experience

FROM THIS

To THIS

How do we DELIVER NUTR3011?

Module 1 Nutrition for School aged children and adolescents

eScenario 1

Module 2 Breastfeeding and Infant Nutrition

eScenario 2

Module 3   Food In/Security

eScenario 3

Module 4 Diet, Obesity and Non-communicable diseases

eScenario 4

➢ Lectures
➢ Readings
➢ Tutorial Activities

Assessment: 20% tutorial activity 40% Situation analysis 40% Exam

BUILDING SCENARIOS

http://uq.sblinteractive.org

Upload Scenario to website with student password access

Transfer scenario into SBLi Builder

attach

Storyboard to create flow and sequence of

Collect or create required resources, images/photos, icons and voice files.

Preparation of scenario script

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MULTIMEDIA ONLINE SCENAROS

- Students are given the identity of central character, a community or public health nutritionist focusing on a particular area of work

- Students need to answer Q and make decisions to more forward through the scenario which represents those of the central character working through a series of decisions, to consult resources , to listen to a range of views and to consider ethical dilemmas

- Only one pathway will successfully take them to end point in scenario

First time experience

- Preparation of building scenarios time consuming, but much of this work is one-off, and other tasks eliminated

- Less tutor–student and student-student interaction than previously experienced [partly as a consequence of the way that we chose to implement and the spaces that were available]

- Technical hick ups [sometimes uniform, sometimes unique]

TUTOR FEEDBACK & Observations

"Not much for us to do" (compared to previous year)

"students see ICT as part of the contemporary learning environment, so SBLi fits into their world quite naturally"

"students have high expectations of technology working for them, and low tolerance when it doesn't work smoothly"

"students behave differently, but some saw the Scenario sessions as a race to get to the end."

STUDENT FEEDBACK

Scenario	Number of times attempted (range)	How would you rate the importance of PHN professionals to achieving goals in the area of ...... at a population level?	The scenario helped me to appreciate that a PHN professional has an important contribution to play in addressing	The scenario helped me to appreciate the importance of effective PHN professionals in achieving results to improve....	After completing the scenario, I now have a better knowledge of different ways that PHN professionals can work to achieve their goals
1	1	NA	NA	NA	NA
2	1	91% Important or Very important	100% Agree or Strongly agree	100% Agree or Strongly agree	100% Agree or Strongly agree
3	1-4	76% Important or Very important	69% Agree or Strongly agree	67% Agree or Strongly agree	69% Agree or Strongly agree
4	1-3	90% Important or Very important	64% Agree or Strongly agree	69% Agree or Strongly agree	62% Agree or Strongly agree

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STUDENT FEEDBACK

■*Positive*

"*Using the real case studies (was helpful for my learning)*"

"*workshop program made me learn a lot in this course*"

"*workshops are engaging and helpful*"

"*real life practical information included*"

"*the best aspect of this course were the different learning activities apart from the lectures, like the scenario workshops*"

"*Scenarios made learning more interesting*"

"*a mixture of lecture and scenarios*"

"*scenarios helps us (to) understand how health workers work*"

"*Ezone sessions (scenarios) were very useful activities to stimulate my interest in the topics covered in the course*"

"*Case studies on-line gave us a better understanding of what PHNists have to face on a daily basis*"

STUDENT FEEDBACK

■ *Negative*

"The computer sessions weren't overly relevant"
"silly workshops were a waste of time"
"workshops could have been more informative and helpful"
'they were pointless and I learnt nothing"

Improvements?

"Scenarios should be completed in tutorial groups"
"Allow students to complete Ezone learning task at home"
"Work out glitches of the computer scenarios"
"a CD of computer session workshops to avoid internet glitches"
"make workshops easier to do"
"provide more guidance to the students"
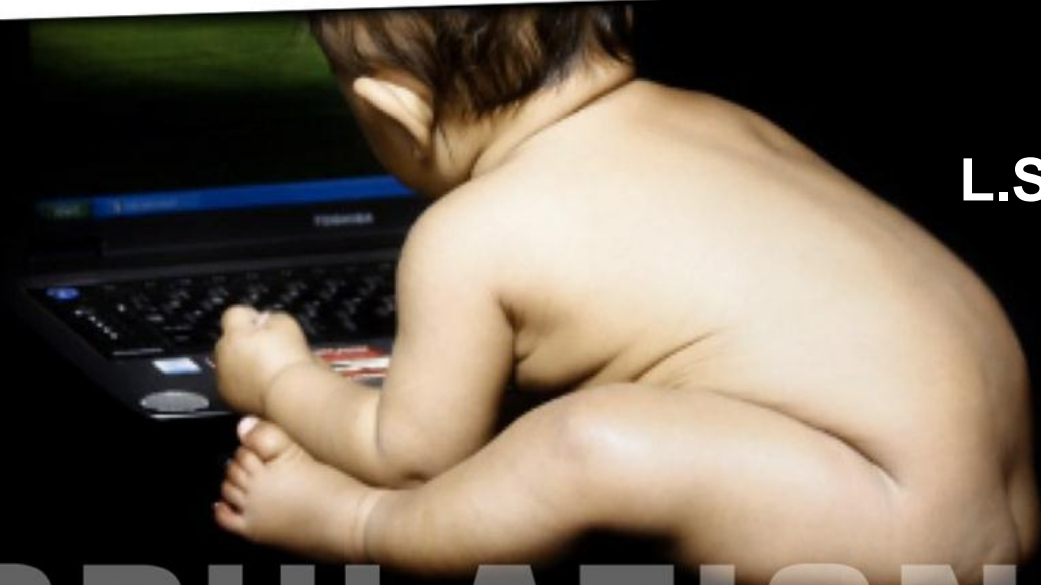*"have tech savvy tutors"*

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WHAT NEXT?

- Spend more time explaining to students purpose and role of scenarios as part of overall approach to T & L

- Make links between scenarios and assessment items more explicit
  - In scenario pre and post text
  - In overall assessment plan for course

- Make eScenario activities more collaborative learning experiences

- Fine tuning of eScenarios; preparation of Tutor Guide for facilitators