Best practices online pedagogy

Global Nutrition & Health
3 May 2018

1. Why incorporate online technology?
2. What skills do students achieve?
3. What approaches does GNH use?
4. Challenges & Golden Kernels
5. Lessons Learned

19 November 2018
Why incorporate online technology?

1. Provide the best learning environment for the students
2. Develop IT competencies within the student
3. Ensure that the student is equipped with technical skills as part of their professional toolbox

What skills do students achieve?

1. Use professionally relevant technology
2. Independently create and communicate professionally relevant knowledge through various communication channels
3. Use technology within a reflective and conscientious manner in relation to one’s professional practice
What approaches does GNH use?

- Non-online examples
- Blended Learning complements
- Flipped Classroom

Non-online Examples

- Group work & projects
- Field trips (ex. School gardens)
- Case studies
- Presentations & discussions
Blended Learning Complements

- Podcasts (ex. The Food Chain)
- Video resources (ex. Khan Academy)
- Teaching videos
- Video feedback on assignments*
- Online classroom participation (ex. Shakespeak or Padlet)
- Online questionnaires & quizzes (ex. Intrapol and Kahoot!)
- Document sharing (Office 365)

Video feedback example
Kahoot! Example

Institute wide tools

- Praktikportalen (part of Intrapol)
- WISEFLOW [https://europe.wiseflow.net/](https://europe.wiseflow.net/)
- Reflection blog (part of Intrapol)
Flipped Classroom Experiences

• Quantitative data approaches
• Intervention Mapping
• Anatomy and physiology
• Disease etiology

Flipped Classroom Approaches
**Challenges**

Students misunderstood video preparation material as a replacement for teaching.

“How can a 4 hour lesson be cut down to a 10 minute video?”

“It was easier to understand the literature after watching videos.”

Note: The FL experience needs to be better understood by the student, instructors need to “sell” FL more.

---

**Challenges**

Relevant in-class exercises and preparatory materials need to overlap

“I could have used a bit more structure and guidelines for task groups.”

Note: Focus on learning goals and outcomes may help in creating appropriate overlap in exercises. Need for more explanation.
**Challenges**

Preparatory work for the FL experience takes more time.

Note: Break apart lessons in smaller tasks. Realize that not all lessons are appropriate for FL. Start with a simple topic that can easily be converted with transparent in-class activities.

**Golden kernals**

Allows for more learning flexibility for the student.

“Videos to listen in my own time were also a good way of learning.”
Golden kernals

Provides more time for in-class learning and problem solving.

“I loved different tasks given during class.”

Note: Provides more opportunity to create a personal and applied learning environment.

Golden kernals

Enables to ability to make a high quality product and allows for creativity.

Note: Both instructor and student can use the videos again and again. May also enhance skills for the instructor.
Lessons Learned

• Keep focus on the objective
• 5 minutes of summary in the beginning
• Repetition of ties & relevance

References

www.colourbox.com