



# FNH 471 → FNH 371

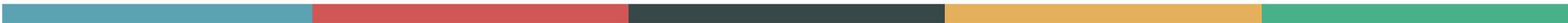
Human Nutrition over the Lifespan      Human Nutrition over the Lifespan



## Reflections on Course (Re)Design – part 2



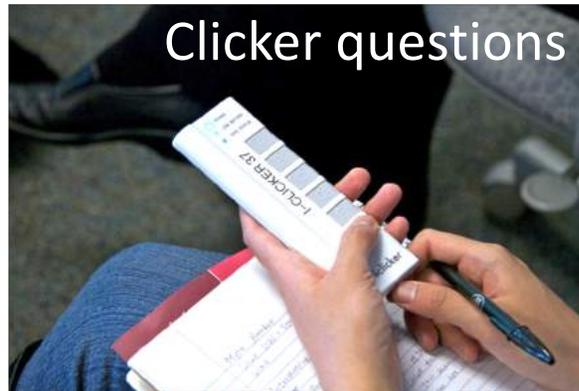
Candice Rideout, PhD  
Senior Instructor  
Food, Nutrition and Health  
Faculty of Land and Food Systems  
University of British Columbia



# Examples of learner-centered strategies I use in FNH 371...



Flexible Assessment



Clicker questions



In-class activities

**FNH 371: In-class Case Study for Adolescence: "Grace"**



## Case Studies

Grace is a 15-year-old girl who is 5'6" tall (170.2 cm) and weighs 55 kg (121.3 lbs). She has two younger siblings. Her parents divorced when she was young. Her father lives in North Vancouver, and she and her brother and sister spend every other weekend with him (as well as some additional time in the summer).

Grace has been fairly active since she was a child and her activity level has increased over the past year since she started to play basketball on her high school basketball team. She also walks approximately 2.5 km to school (and back) each day and occasionally walks the family dog. She had her first menstrual period just before she turned 13 years old. From when she was 12 years old or so until she was 14 years old or so, Grace thought of herself as a "a bit on the chubby side", but in the past year (with more regular physical activity), she has become more lean. Her mother describes Grace as a "good kid", but notes that she and Grace sometimes fight and that Grace seems to be more disagreeable in the last few months (and increasingly reluctant to help out around the house). Grace does quite well in school, especially in English, her favourite subject. Her teachers describe Grace as a quiet but friendly girl who is able to focus on her work.

Grace often wakes up late in the morning and skips breakfast. Her mother tries to make sure that she leaves for school with some sort of snack she can "eat on the go", but Grace often resists. Grace provides the following 24-hour recall, which she says is typical of her usual intake.

8:45 AM	1 apple
12:15 PM	1 multigrain bagel (90 g) 2 Tbsp (30 mL) Philadelphia cream cheese (plain) 1 can (355 mL) diet Coke 1 banana
3:00 PM	1 bag (35 g) Lays potato chips, barbeque flavour.
3:45 PM	1 slice whole wheat bread (35 g)

**FNH 371 Midterm #1 Reflection**

## Exam wrapper

1. Approximately how much time did you spend preparing for this exam? (You do not need to record your answer to this question here, if you don't know or would prefer not to indicate the amount of time you spent studying.)

2. What proportion of your preparation times was spent doing the following?

- Reading the course notes for the first time: \_\_\_\_\_
- Re-reading or otherwise reviewing the course notes: \_\_\_\_\_
- Reviewing class slides and notes you took during class: \_\_\_\_\_
- Reviewing quizzes/quiz studies: \_\_\_\_\_
- Completing the midterm practice questions on Connect: \_\_\_\_\_
- Other (please specify activities below): \_\_\_\_\_

3. Looking over your midterm, where did you lose the majority of marks? (Is there a pattern?) What types of questions were those? Is there a way you can better prepare for those types of questions on the final exam?

(Continue on back)

## Online quizzes

**QUESTION 1** 1 points Save Answer

For which of the following Food Groups does Oliver typically consume the most servings of someone of his age? SELECT ALL THAT APPLY

- Milk and Alternatives
- Grain Products
- Meat and Alternatives
- Oliver does not consume at least the minimum number of servings for ANY of the Food Groups
- Vegetables and Fruit

**QUESTION 2** 8 points Save Answer

Based on your analysis of Oliver's diet and your knowledge of dietary recommendations, clearly identify and justify the THREE (3) most important goals you would suggest for Oliver's dietary intake. Identify goals that would be considered priorities for his dietary intake (i.e., the most important changes that should be made).

Please organize your written response as follows:

Goal #1: (your suggested goal stated here).

Reason why: (your justification stated here) etc.

(8 marks: 1 mark for each statement of a clear and appropriate priority goal, 1 mark for each clear and appropriate justification; appropriate justifications incorporate relevant dietary recommendation(s) and include commentary re. how Oliver's current intake compares to relevant dietary recommendation(s))

## Office hours

Please feel free to drop-in office hours (June 19) **ALSO: up to classroom)**

Here is an updated list of drop-in office hours to ask questions during any of these times:

Friday, June 15	1:00 - 3:00 PM
Monday, June 18	12:00 PM - 2:00 PM
Tuesday, June 19	12:30 PM - 2:30 PM
Wednesday, June 20	2:30 PM - 4:30 PM
Thursday, June 21	2:00 PM - 4:00 PM
Monday, June 25	11:00 AM - 1:00 PM

# How to decide which learning activities to use?

## What will help students achieve the LEARNING OUTCOMES?

**LEARNING OUTCOMES:** Upon successful completion of this course, you should be able to:

1. Identify and explain physiological and psychosocial changes over the life span with implications for nutrition and indicate how dietary needs and behaviours are affected by these changes.
2. Describe how and why requirements change over life for key nutrients (e.g., protein, fat, iron, calcium, vitamin D).
3. Explain and justify current dietary guidance, especially for life stages when nutritional status is particularly important (e.g., pregnancy, infant and young child feeding, older adulthood).
4. Assess dietary intakes of individuals at different life stages, evaluate whether they conform to current dietary guidance, and provide appropriate advice on nutrition-related issues.
5. Critically evaluate and synthesize well-selected evidence to develop useful answers to questions about nutrition over the lifespan.
6. Integrate and apply your learning to promote health and wellbeing – for yourself, your friends and family, and your broader communities – now and in the future.

What would be fun, thought-provoking, support lifelong learning skills...?



## What will help students prepare for ASSESSMENTS of learning?



The University of British Columbia  
FNH 371: Human Nutrition over the Lifespan

**Final Examination December 2017**

Time available: 3 hours  
Total marks available: 100

# Your friend e-mails you....

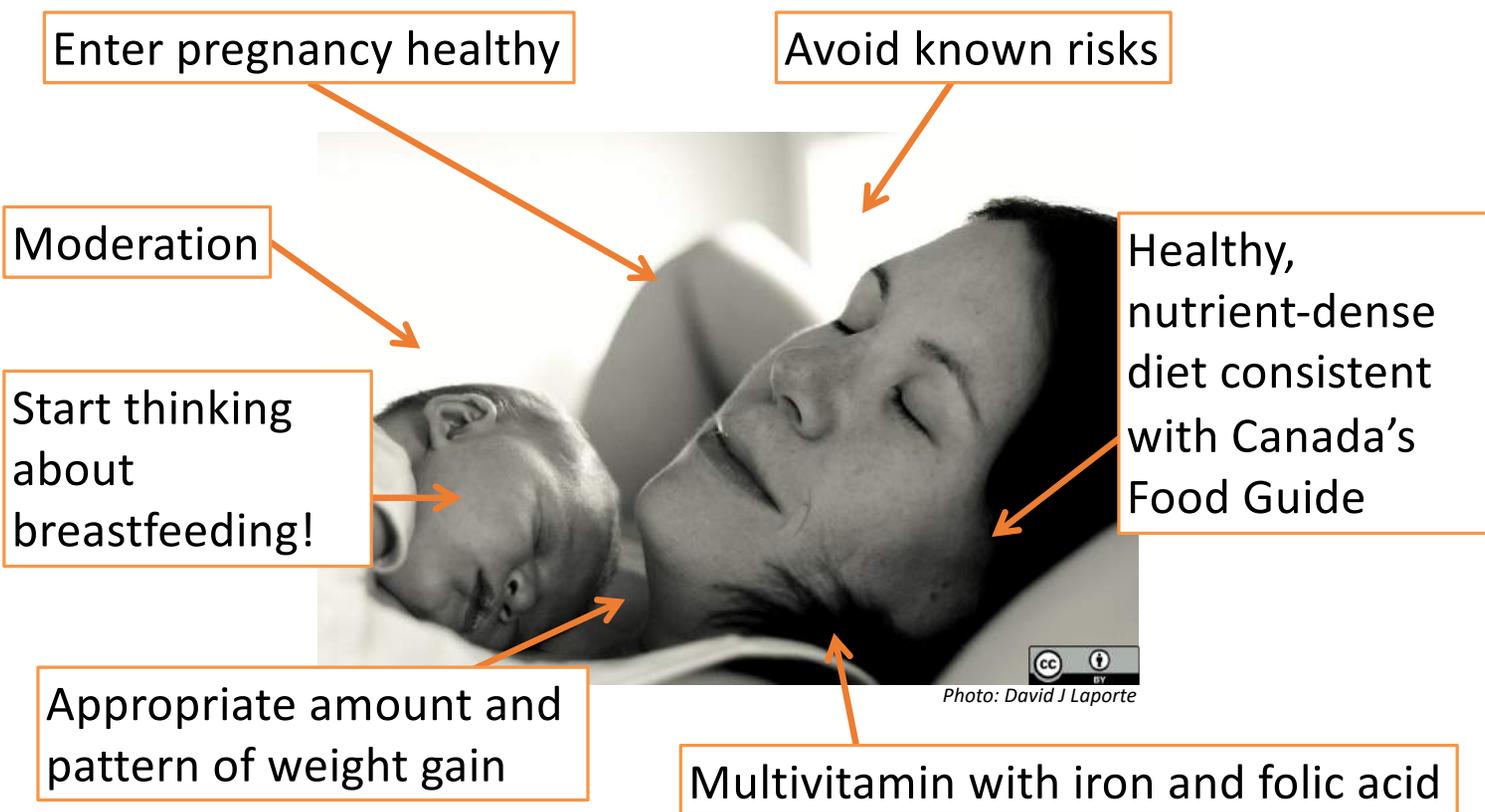


Hi! Guess what?! Tim and I have decided to have a baby!! With everything you have been learning about nutrition, I was hoping you could give me some advice. What do I need to know about eating well for pregnancy????

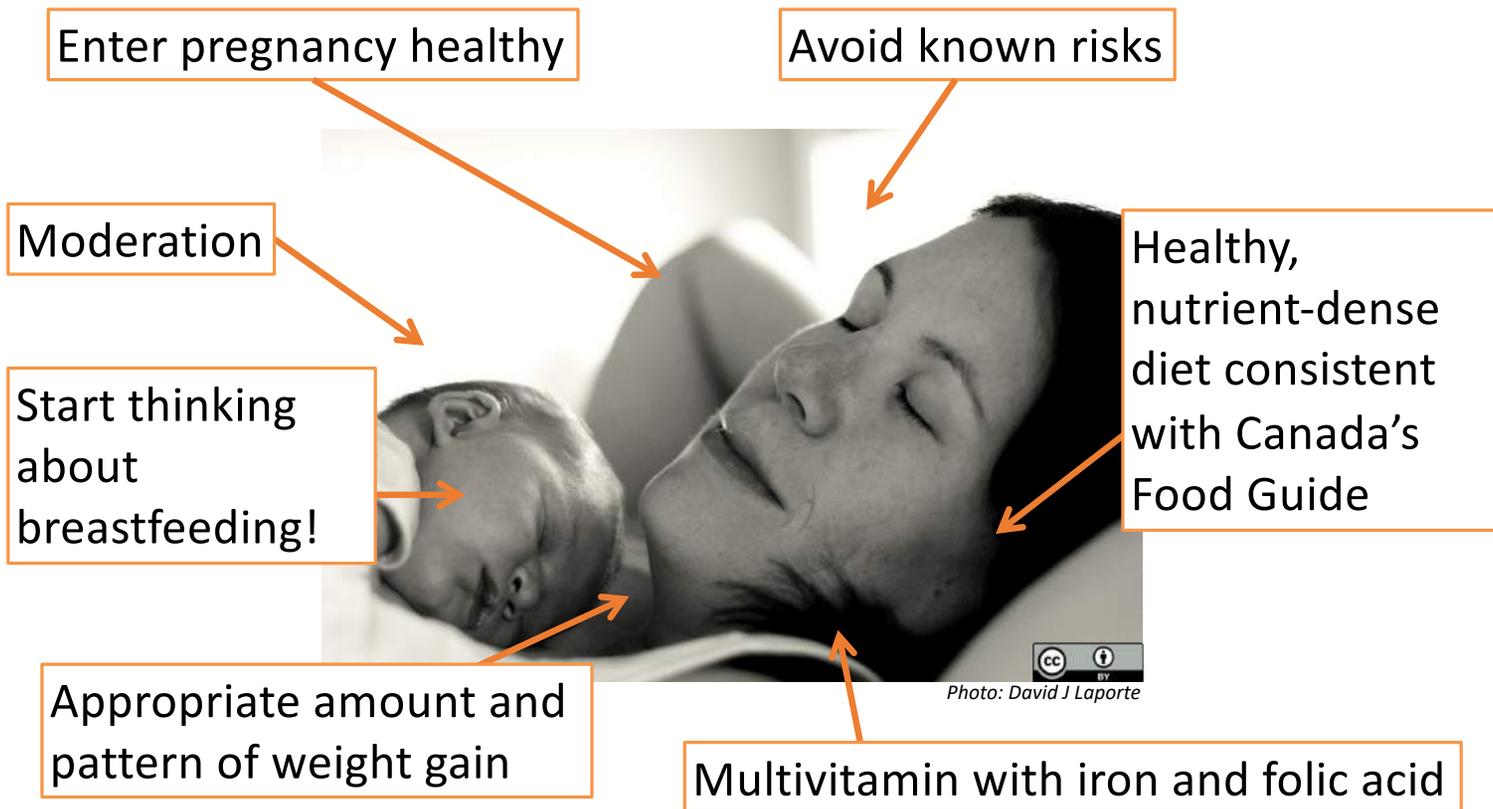
In groups of 2-3, list the 5 most important pieces of nutrition-related advice you would offer your friend.

*Submit response as an in-class activity.*

# Goals of pregnancy: healthy infant born to healthy mother



These are all important! But – if you were to rank the items in order of importance, what would be at the top of the list?  
(i.e., What is the most important?)



Wondering about how to make your learning as effective and efficient as possible?

## Evidence-based Tip #1: Engage in “Retrieval Practice”

Try this: Sometime today, set a timer for 5 minutes. During that time, write down and/or graphically represent (on paper!) everything you learned from today’s class – main ideas, examples, connections to other topics.... Whatever you can think of during that 5 minutes. Do not refer to your notes during this time! This is the “retrieval practice” – it will strengthen your memory and increase the chance of remembering (i.e., “retrieving” something from your memory) later (including on an exam!). After 5 minutes, set the timer for another 5 minutes, and during that time, check the learning objectives for today’s class – did you remember something related to each learning objective? Then briefly review your class notes – did you omit anything important, or get any details incorrect? Make those corrections/additions.

*10 minutes – huge impact!*

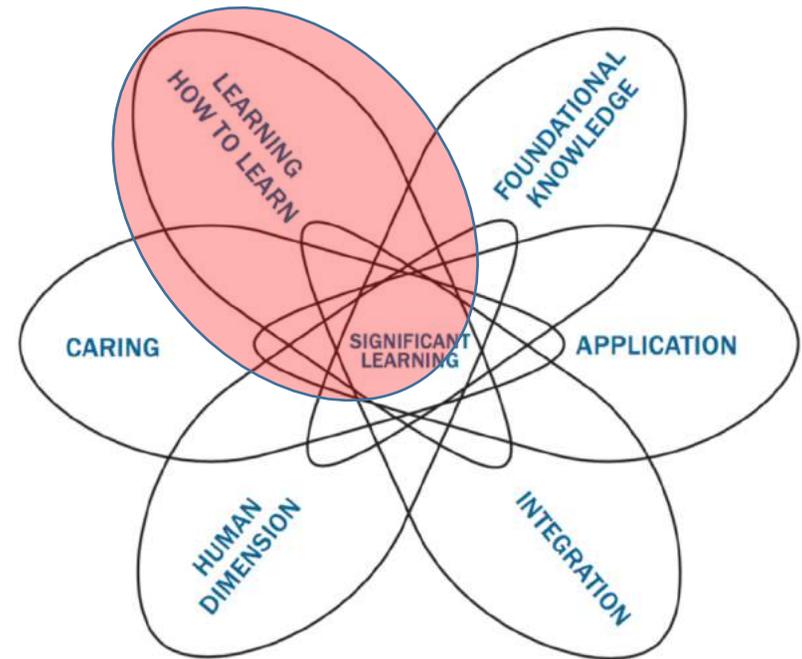
Next class:

Nutrition during Lactation 2

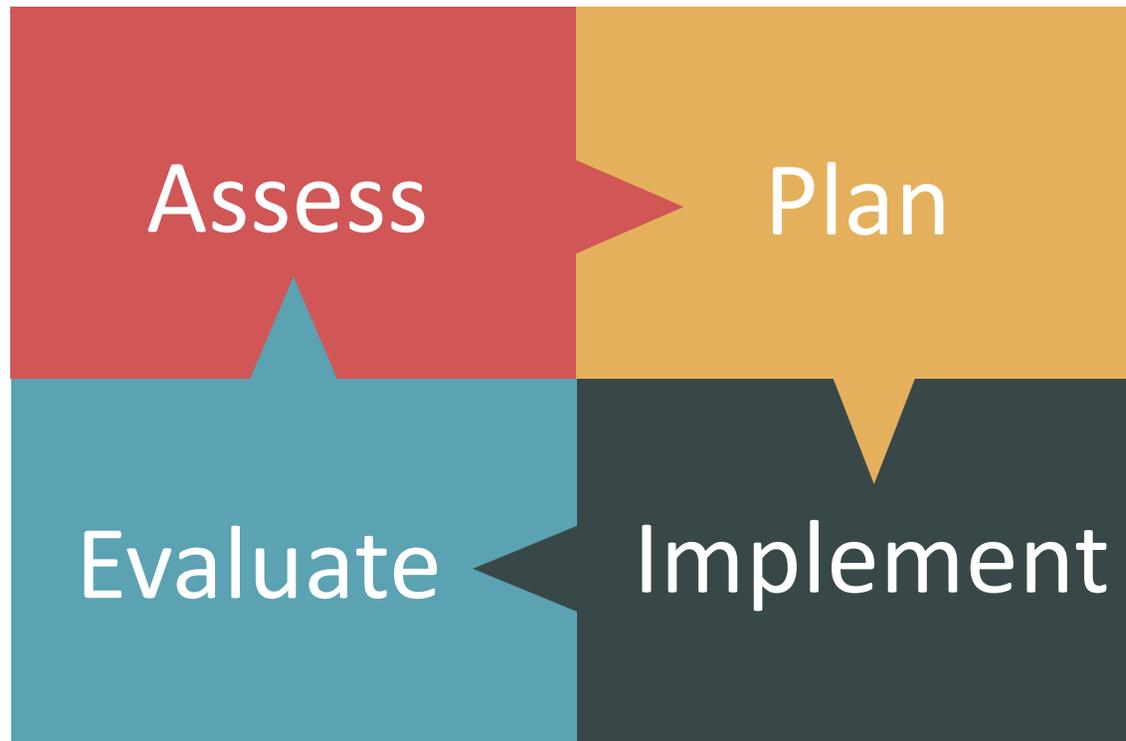
Reminder:

Pregnancy Case Study Quiz available in “Graded Quizzes” section of Connect from 9 AM Friday (Sept 22) to 11:59 PM Sunday (Sept 24)

**Figure 1. The taxonomy of significant learning**



# Course design is an iterative process!



# Another example of flexible assessment (FNH 355)

## EVALUATION *(Note: you have some choice here!)*:

	Date	Proposed Value (% of Final Grade)	OR: Choose the value for you (% of Final Grade)*
1. In-class activities: Mini-assignments	Throughout the term	2.5	2.5
2. In-class activities: Clicker responses	Throughout the term	2.5	2.5
3. Quizzes based on Readings	Throughout the term	5	0 – 5
4. Hot Topics Discussion Session	1 discussion session (1 hr)	0	0 – 5
5. Assignment: <i>What will you do to help stop world hunger?</i>	Part 1: May 25 Part 2: June 13	25	0 – 35
6. Midterm	Monday, May 30	25	10 – 30
7. Final exam (cumulative)	TBD (June 20 – 24)	40	35 – 65

*\*If desired, you may decide the value the Quizzes, Hot Topics Discussion, Assignment, Midterm, and/or Final Exam will contribute to your final grade (i.e., choose a value from within the ranges provided). Make sure that the values you decide upon add up to a total grade value of 100% and **advise me of your decision by email at [candice.rideout@ubc.ca](mailto:candice.rideout@ubc.ca) before 11:59 PM on Monday, May 16**. No changes will be permitted after that date. If you wish to have your final grade calculated using the proposed values for each item, no email is required to confirm this – the proposed values will be used for all students who have not specified otherwise.*

# What are students' impressions of this flexible assessment approach?

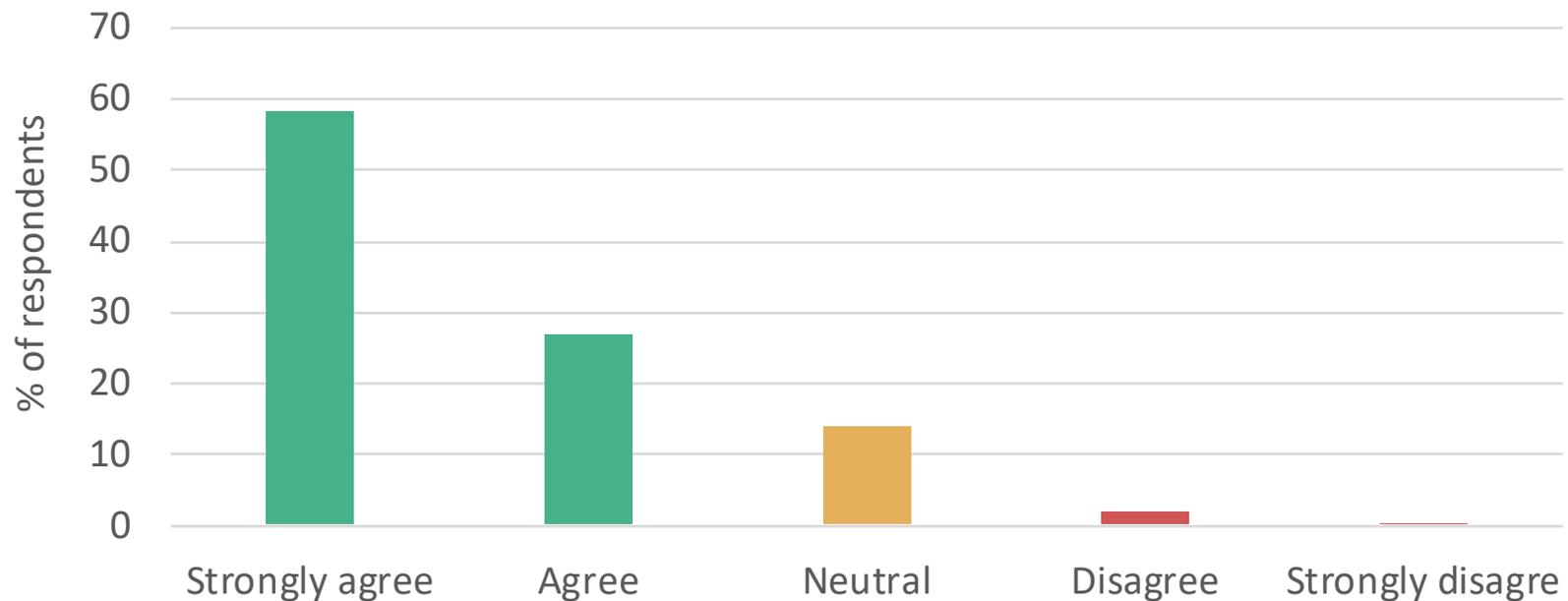
519/1736 students (30%) completed mid-course feedback surveys administered in 8 courses (*Spring 2016–Summer 2018*)

1. How do you feel about various aspects of your LEARNING in this course so far? *Please indicate how much you agree with each statement.*

	strongly agree	agree	neutral	disagree	strongly disagree
I am engaged and actively learning during class time.	<input type="checkbox"/>				
Doing the <i>Quizzes based on Readings</i> helps me learn from the readings.	<input type="checkbox"/>				
The clicker questions in class have helped me learn.	<input type="checkbox"/>				
The in-class activities (e.g., discussing questions with a few classmates) have helped me learn.	<input type="checkbox"/>				

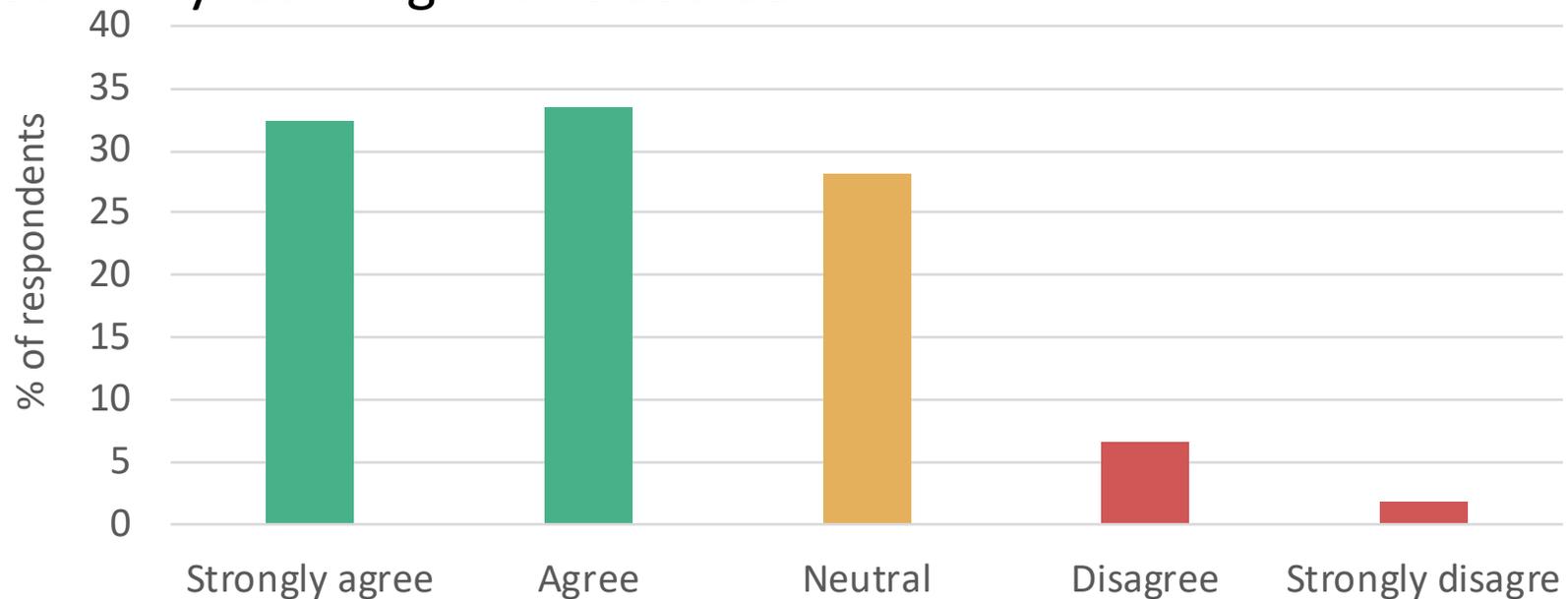
# What are students' impressions of this flexible assessment approach?

"I am glad students had the option of adjusting how their final mark would be calculated."



# What are students' impressions of this flexible assessment approach?

“Thinking about how I wanted my final grade to be calculated (and committing to my decision at the beginning of term) has made me more engaged in my learning in this course.”



## End-of-term SEoT Question: What I appreciated most about this course and/or how I benefited from it was... [Summer 2016 responses]

---

*“I appreciated the different facets of marking and being able to move my grade portions around to best suit my needs.”*

*“The flexibility to choose my own evaluation methods allowed me to learn the way I learn best.”*

*“...assessments were fair and we were able to tailor them to our own learning types...”*

*“The level of choice we had in our evaluation was extremely beneficial, especially as this was a condensed course.”*

*“Having multiple assessment types (not just multiple choice exams) and the ability to edit what’s included in our assessment, and the weight.”*

(12% of student responses to this question mentioned flexible assessment)



## Making a choice makes students feel respected

---

“I don’t know how to put this into words, but I think it made us feel kind of important. You have a say in how you get graded and you have a say in, like, your opinions matter and what you have to say matters and I think that gave the whole class environment this positive uplifting vibe.”



## Making a choice makes students feel empowered

---

“It also kind of like makes you feel like you are in control of your own learning and I’ve rarely had that kind of experience before in any of the classes that I have taken here, so that was like something really different and really pleasant and enjoyable.” [laughter] [agreement]

