



FNH 471 → FNH 371

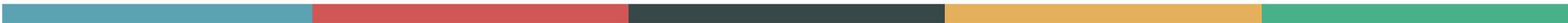
Human Nutrition over the Lifespan Human Nutrition over the Lifespan



Reflections on Course (Re)Design



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



FNH 471

Human Nutrition over the Lifespan



FNH 371

Human Nutrition over the Lifespan



Why did I choose to focus on this course when I did the CDI?

- *Change in timing:* moving from 4th year to 3rd year of curriculum
- *Change in class size:* increased from ~100 students to ~150 students (expected to increase further to ~200 students)
- *My readiness:* I was now able to focus on this course
- *My hope:* to intentionally design the course to create reliably 'significant learning experiences' for a broad range of students



Who am I?

- Teaching philosophy
- ‘Energy capacity’ for course
- Previous experience and expertise
- Priorities



Who are the learners in this class?

- Demographics
- Curricular requirements
- What students need (and want)
- How course relates to their life contexts

How can we learn about our students?

Some examples from my experience...

1. Insights from our own students

- Ask students what they want and need
- Seek students' feedback—respect it, act on it

2. Insights about university students in general

Why did you enroll in FNH 371?

1) Required Course

2) Being able to answer FAQ about nutrition.

What do you hope to learn in this class?

Gain the skill of answering nutrition qs briefly/concisely + using my existing knowledge to help others who might not know where to start.

What can I do to make this course as effective for you as possible?

Support learning by making expectations clear + being available to answer questions

2017W1-FNH371-001-Human Nutrition Over The Life Span-RIDEOUT: FNH 371 mid-course evaluation survey
Candice Rideout - candice.rideout@ubc.ca [do-not-reply@it.ubc.ca]

Sent: Monday, October 16, 2017 10:36 AM

Please take a few moments to complete a brief anonymous online feedback survey regarding your experience with FNH 371 so far: <https://www.surveymonkey.com/r/KTXNTL5>

Your responses and comments will help me evaluate how effective FNH 371 has been for you thus far, and determine what changes or adjustments we can make for the remainder of the term, to ensure your learning experience is as effective as possible!

Your feedback is greatly valued - please take a few moments to complete the anonymous survey here: <https://www.surveymonkey.com/r/KTXNTL5>

Thank you!

How can we learn about our students?

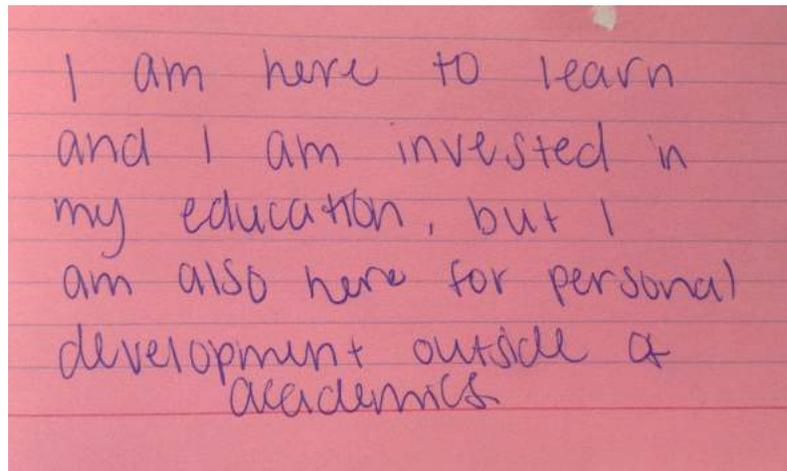
Some examples from my experience...

What is one thing you would like your profs to know?

I am confident and excited that with your excellent teaching and my hard work, I will discover me in me and make best efforts to do something for the welfare of society

I want to be enlightened, so I want to receive long term learning advice.

I want you to know that the beginning of this experience/journey is nerve-wracking and scary but I trust you'll be able to help it grow into something amazing.



I just want you to know that I really want to be a transformed, open-minded and well-educated individual by 2018 😊

Pay more attention to international students. We are new here, but we are passionate. We look forward to fitting in.

I would like you to know that I don't really know what I want to do, but I'm excited to start classes 😊

I am shy and insecure majority of the time, but I am definitely passionate for knowledge

It's all so overwhelming! 😞

I would like my profs to know that as first year students we are sh-t scared and nervous and just need a smile and encouragement

I'm worry about exams and I think I need some help to relax myself

How can we learn about our students?

Some examples from my experience...

Name (optional):

Program and year of study:
4th

Why did you enroll in FNH 371?
Requirement for Dietetics

What do you hope to learn in this class?
I hope to learn practical knowledge to answer questions similar to ones in beginning of lecture slides.
knowledge that allows us to provide solid advice especially curious about pregnancy

What can I do to make this course as effective for you as possible?
Provide written explanations while orally explaining as I learn best while reading and it's more difficult for me to listen & comprehend without it.

Name (optional):

Program and year of study:
Nutritional sciences, 3rd year

Why did you enroll in FNH 371?
Requirement.

What do you hope to learn in this class?
General points / more informed about nutrition for different ages.

What can I do to make this course as effective for you as possible?
Emphasize what we need to know during lecture.

Name (optional):

Program and year of study:
Dietetics Year 4

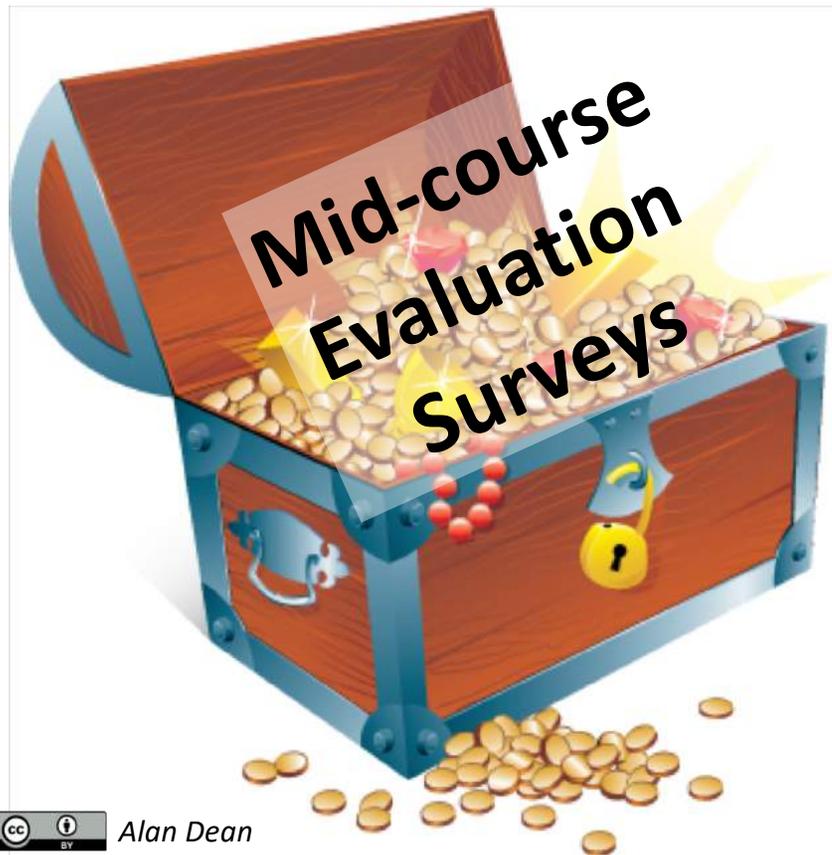
Why did you enroll in FNH 371?
It's required

What do you hope to learn in this class?
I would like to be able to answer questions about nutrition from friends and family.

What can I do to make this course as effective for you as possible?
Please upload slides for classes by the night before if possible so I can print them at home.

How can we learn about our students?

Some examples from my experience...



2017W1-FNH371-001-Human Nutrition Over The Life Span-RIDEOUT: FNH 371 mid-course evaluation survey
Candice Rideout - candice.rideout@ubc.ca [do-not-reply@it.ubc.ca]

Sent: Monday, October 16, 2017 10:36 AM

Please take a few moments to complete a brief anonymous online feedback survey regarding your experience with FNH 371 so far: <https://www.surveymonkey.com/r/KTXNTL5>

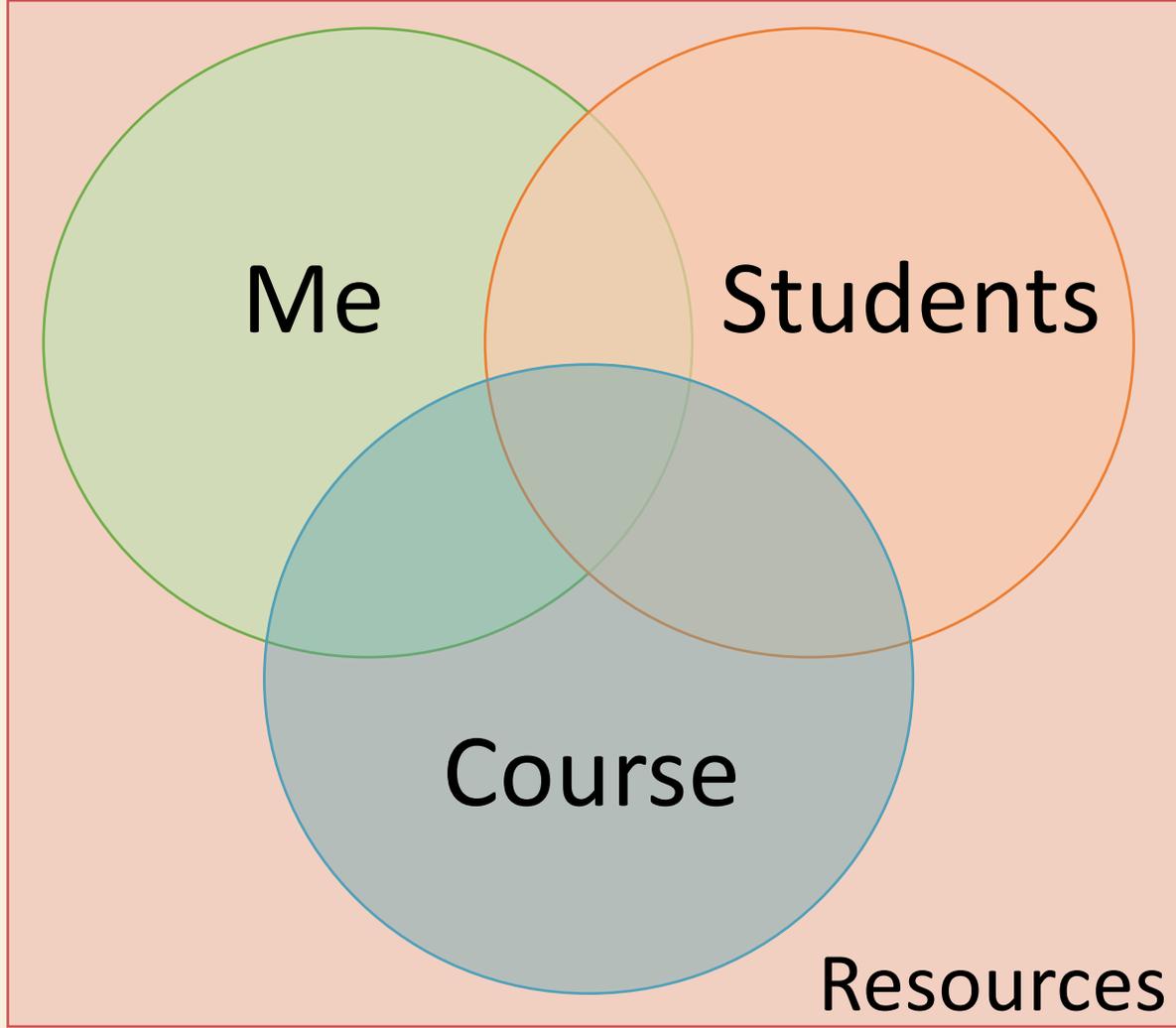
Your responses and comments will help me evaluate how effective FNH 371 has been for you thus far, and determine what changes or adjustments we can make for the remainder of the term, to ensure your learning experience is as effective as possible!

Your feedback is greatly valued - please take a few moments to complete the anonymous survey here: <https://www.surveymonkey.com/r/KTXNTL5>

Thank you!

I believe we
can create
transformative
learning
experiences...
even in very
large classes





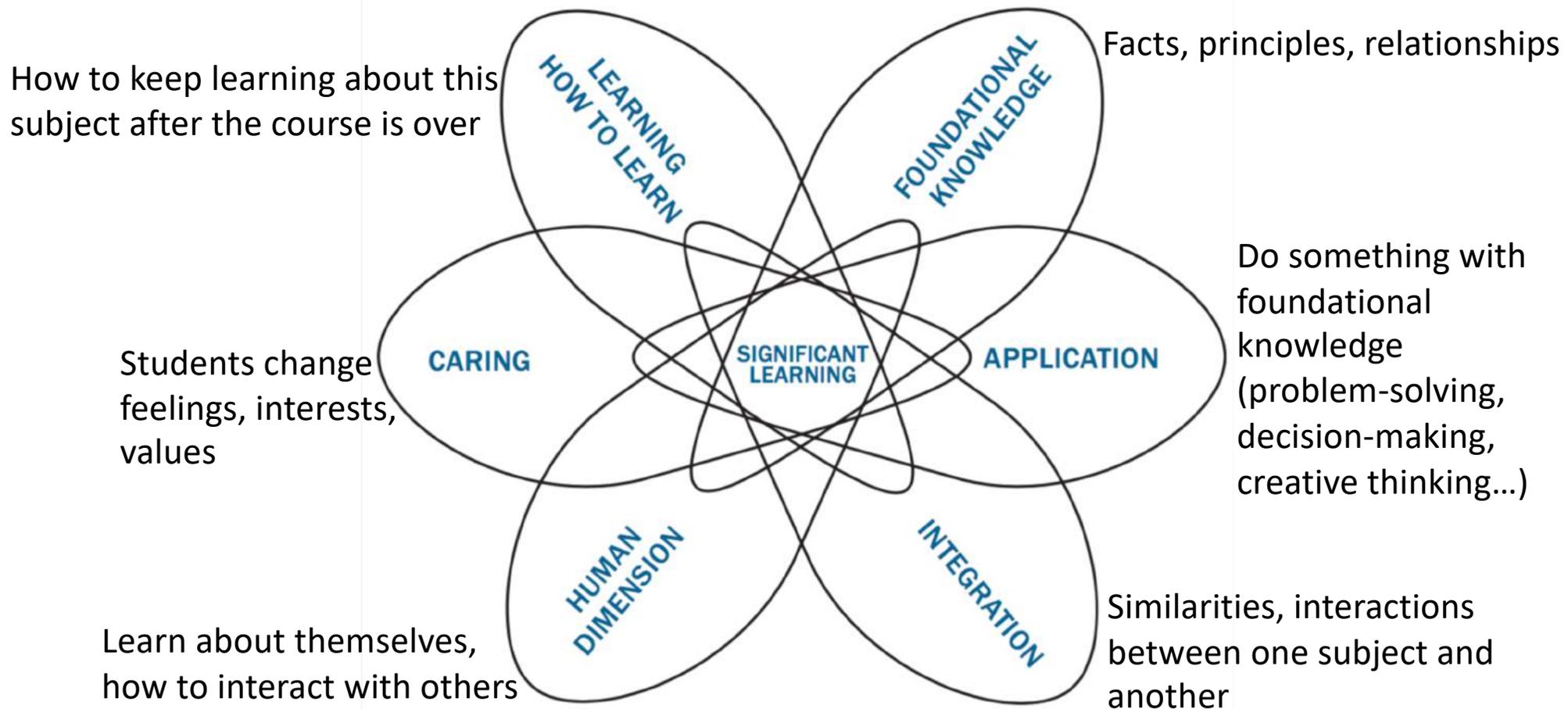
Resources

Expectations

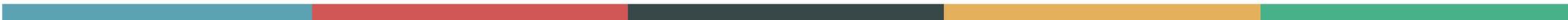
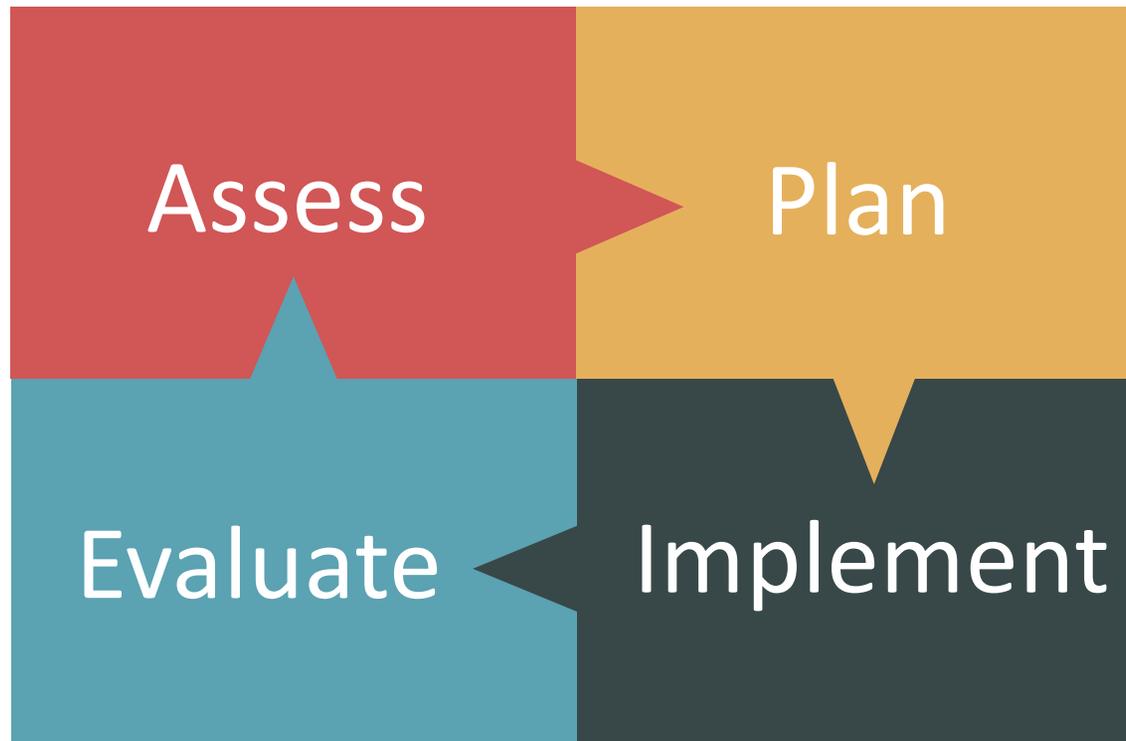


From my notes/reflections for Day 1 of the CDI: Fink's Taxonomy of Significant Learning

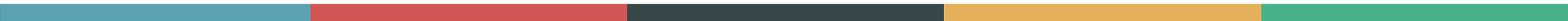
Figure 1. The taxonomy of significant learning



Course design is an iterative process!



Developing appropriate and meaningful course-level Learning Outcomes is KEY!





The University of British Columbia
Faculty of Land and Food Systems
Food, Nutrition and Health
FNH 371: Human Nutrition over the Lifespan
Fall 2017



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.

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.

CLASS FORMAT: We will use a combination of lectures, large- and small-group discussions, case studies, videos, clicker questions, small-group learning activities, and independent reflection and writing throughout the course.

EVALUATION (note you have some choice here!):

	Date	Proposed Value (% of Final Grade)	OR: Choose the value for you (% of Final Grade)*
<i>In-class activities:</i>			
Mini-assignments	Throughout the term	2.5	2.5
Clicker responses	Throughout the term	2.5	2.5
<i>Canada's Food Guide Quiz</i>	9 AM Sept 15 – 11:59 PM Sept 17	5	5
<i>Case Studies:</i>			
#1: Pregnancy Case Study	9 AM Sept 22 – 11:59 PM Sept 24	5	0 – 5
#2: Childhood Case Study	9 AM Nov 3 – 11:59 PM Nov 5	5	0 – 5
#3: Family Case Study	9 AM Nov 24 – 11:59 PM Nov 26	10	5 – 10
<i>Assignment:</i>			
Lifespan Nutrition Q & A	October 20	20	0 – 30
Midterm #1	October 4	10	5 – 15
Midterm #2	November 3	10	5 – 15
Final exam (cumulative)	TBD (December 5– 20)	30	30 – 55

*Note: If desired, you may choose the value particular items will contribute to your final grade (i.e., the Case Studies, Assignment, Midterms, and Final Exam). You may choose a value for those items from within the ranges provided in the column at the right. Make sure that the values you choose add up to a total grade value of 100% and **advise me of your choice by email at candice.rideout@ubc.ca before 11:59 PM on Tues, Sept 19. No changes will be permitted after that date.** If you want to have your final grade calculated using the proposed values, no email is needed to confirm this – proposed values will be used for all students who do not specify otherwise.*