

# Student focused interactive learning in the classroom

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## Background

- NSS scores for learning resources decreasing.
- Greater availability of Wi-Fi across the university
- Approximately half dietetics students use tablets, phones in lecture sessions.
- This is an unequal situation
- More healthcare apps are aimed at the general public.
- Commissioner funding used to purchase iPads.
- Developments in m-learning may help to improve the student experience (Abu-Al-Aish and Love, 2013)
- M-learning is a convenient, highly active process that facilitates student-focused interactive learning (social constructivist approach).
- The successful integration of devices into teaching depends upon the involvement of stakeholders – student and staff (JISCInfoNet, 2013)

## Students workshop

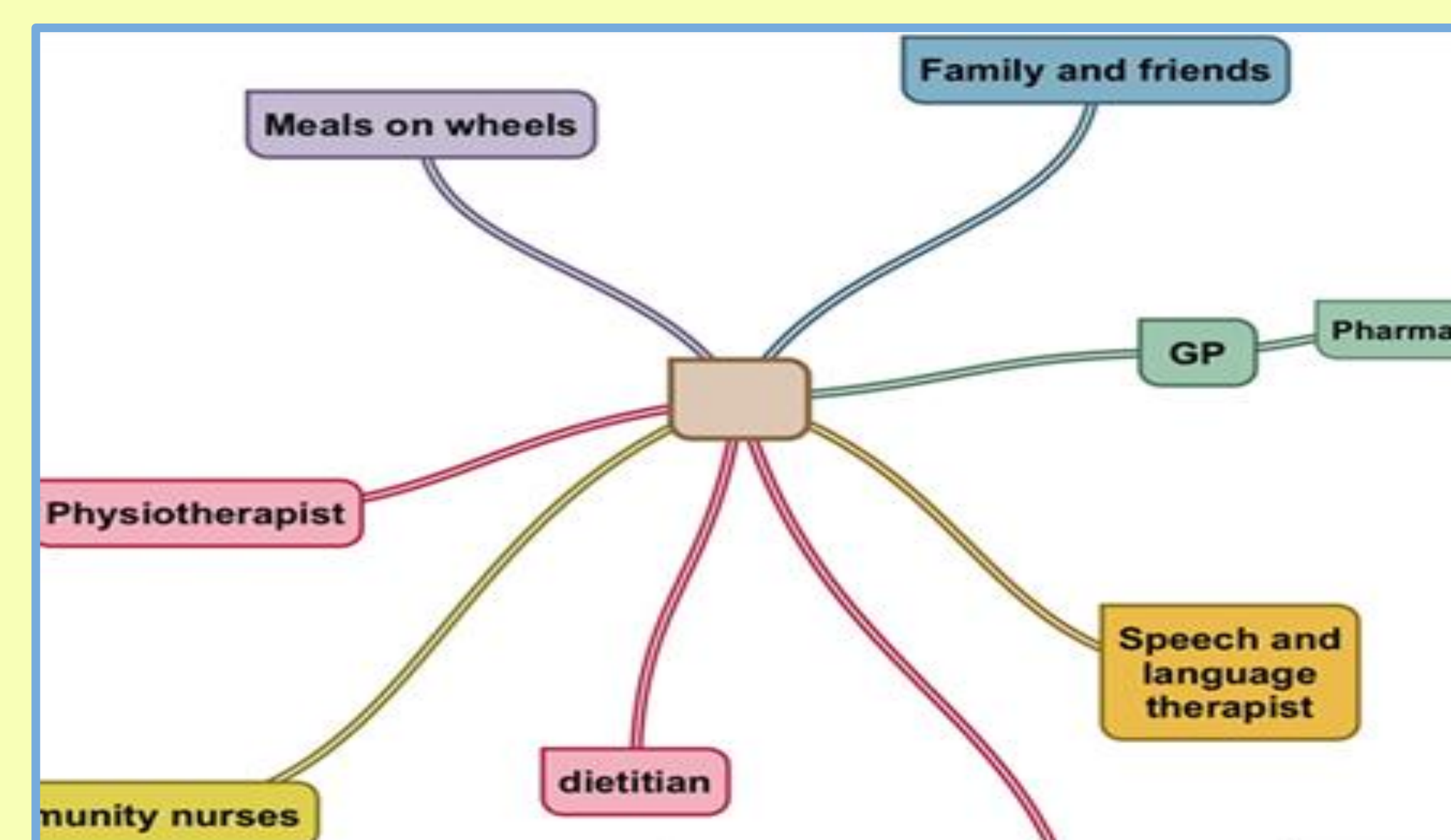


## Applications

General	Note taking	Module specific	Disease Specific
YouTube	word	BioDigital Human	Coeliac UK
Google Chrome	Excel	Carbs and cals	Change4life
Adobe reader	Powerpoint	Nutri-biochem	Calorie counter
Voice recorder	Evernote	Food safety	My diet coach
Video	GoConqr		Diabetes UK
	SimpleMind		

## Use so far

Examples	Associated programmes					
	Video	Recorder	Camera	Powerpoint	Internet	Internet issues
Skills development	Role play	Y	Y	N	N	x
	Presentations	Y	Y	N	Y	N
	Anthropometry	Y	Y	N	N	x
	Literature searching	N	N	N	N	Y
Developing teaching materials	Anthropometry	Y	N	N	N	Y
Professional development	Social	N	N	N	N	Y
Nutrition information	Glycaemic index	N	N	N	N	Y
	Gluten Free	N	N	N	N	Y
	Nutritional analysis	N	N	N	N	Y
Group work	Debate presentations	N	N	N	Y	Y
	Food Photos	N	N	Y	N	N
Student voice	SVP	N	N	N	N	Y
	HEEoE QIPF	N	N	N	N	Y
	NSS	N	N	N	N	Y
<b>Total</b>	<b>14</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>12</b>



## Project Objectives

- Develop a range of student-focused m-learning activities for use on iPads,
- Implement these learning activities across the BSc Dietetics and BSc Nutrition programmes
- Evaluate their use in the academic year 2015/2016

## Lesson plans

M-Learning Project Lesson Plan		
Year Group: Year 2 Nutrition	Module Code and Name: SAHP1004 Food quality assurance	
Overview		
Description of Lesson:		
<ul style="list-style-type: none"> <li>• Definitions of the differences between food quality and food safety</li> <li>• Teaching of the 8 principles and 12 fundamentals of ISO standard</li> <li>• Get students to mind map the importance of these in food industry and examples of activities that could be implemented to achieve these standards</li> <li>• Create flashcards as a revision tool for memorising the content</li> <li>• To critique 1-2 journal articles independently and collaboratively.</li> </ul>		
Equipment Required:		
<ul style="list-style-type: none"> <li>• iPads</li> <li>• Stylus pen</li> </ul>		
Technology Required:		
<ul style="list-style-type: none"> <li>• Studynet</li> <li>• Note taking app that allows annotation (e.g. Good Notes or Notability)</li> <li>• Mind mapping app (e.g. Simple Mind)</li> </ul>		
Content / Activity	Key Points / Tasks	Apps and Resources Used
Mind mapping	Constructing a mind map of the key aspects, main topics, objectives. Depending on the app, the mind map can be photographed and then uploaded onto Studynet from the camera roll.	SimpleMind, Studynet
Flashcards	Create flashcards as a revision tool. Simple short answer questions that could be potential exam questions. Upload on to Studynet or individual Dropbox.	Flashcards++, Studynet, Dropbox
Journal critique and analysis	Students individually critique and analyse research article, then discuss as a group. Lecturer can annotate the main points on their own iPad if possible then upload this version to Studynet. This will aid in preparation for assignment.	Studynet, Goodnotes

## Challengers

- Three quarters of the sessions requiring access to the internet were affected by the lack of the ability to connect to the WiFi
- It has not been possible to run sessions where specific apps are needed because of delays in loading the apps.
- Staff are becoming deterred from using the iPads

## What we did

- Raised at staff meeting
- Focus group with level 6 students and workshops with 5 Level 4 and 5 students to develop student-focused m-learning activities
- Activities were assessed and agreed upon by 2 members of staff

## Future Work

- Identify more opportunities for iPad use in teaching sessions-in module reviews
- Evaluation the impact on the student learning experience.
- Monitor the access to WiFi in sessions to inform the university