Centre for Teaching and Learning 2016 Summer Student Award
Final Report

Award Recipient: Cerina Lee (MPH – Health Promotion)

Supervisor: Dr. Patrick Hanington (School of Public Health – Environmental Health)

Redevelopment of ‘SPH 514: Introduction to Environmental Health’ to address gaps in the current Masters in Public Health (MPH) curriculum and to design/implement interactive directed multimedia material

1. Interactive Multimedia Tools:
The month of May was dedicated towards creating a database list of potential interactive tools that would be useful for Dr. Patrick Hanington in the revitalization of the SPH 514 course. The main objective of creating the list was to develop an interactive classroom where students are engaged to learn, accountable for their learning and are able to produce tangible learning outcomes. These tools were categorized into 3 groupings (see below). With the assistance of the Technologies in Education staff and CTL, I developed a list of tools that would be most appropriate for the content of SPH 514. Some examples of tools for each category are listed before. Emphasis was placed on identifying tools that would be appropriate for use both in class and online, as SPH 514 transitions between both delivery formats depending on the semester.

- Teaching: Exit tickets, KWL charts, PollEverywhere, Padlet, Voki, Khan Academy, etc.
- Group discussions: Jigsaw activity, online whiteboard tools, Blendspace, MindMeister, etc.
- Assignments/Projects: Infographic tools (Piktochart, LucidPress), presentation tools (Emaze, Projeqt), Glogster, Symbaloo, etc.

2. Interactive Lesson Plans:
The month of June was taking the assortment of multimedia tool list and creating three lesson plans for SPH 514 that were catered to both online and in-class learning.

i) Introductory Lecture Lesson Plan
ii) Water/Sanitation Lesson Plan
iii) Occupational Health Lesson Plan

The purpose of these lesson plans was to create a new platform of learning for students in both the classroom and online to be engaged in discussion, for Teaching Assistants to effectively assess student’s learning through summative assessment tools (exit tickets), and for students to demonstrate their learning during class time. Several options of tools were provided for Teaching Assistants to choose from when leading discussions and engaging methods for students in completing their assignments. Meetings were conducted with Dr. Patrick Hanington and his
Teaching Assistants to discuss which tools were appropriate for which lecture. Most importantly, the lectures moved from a teacher-directed to more student-centered method of teaching where students could facilitate and lead discussions. Tedtalks, engaging imagery, YouTube videos and online tools were included in the lesson plans.

3. Introduction to SPH 514 Video:

The final outcome of the award took the months of July and August in which I was to create an engaging introductory video for new SPH 514 students about environmental health using an interactive video making tool. CTL was generous to provide the full subscription for the “GoAnimate” video making tool that was used to create the 10-minute video for SPH 514. Faculty, staff and students from the School of Public Health were recruited and invited to provide audio voice recordings for the video. The video was successfully shared and shown with both the online and in-class students of SPH 514 this Fall 2016 term.

The link for the video is below:

https://youtu.be/7BHZeQftksQ