

HED-912: Health Education Technology

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units

Target Audience: K - 14th grade teachers

Course Access: <https://connect.fresno.edu>

Course Description

Addressing public health challenges in the 21st century requires that teachers, counselors, and students are familiar with current technology. There are many technical options available to engage students and open-up new possibilities for teaching, learning, and motivating. During this course, you will learn about developing informative presentations, engaging videos, and leveraging the latest health apps and websites.

You will have the opportunity to explore and create the following: Prezi or PechaKucha presentations, digital media or animated videos, social media networks, classroom websites, podcasts, blogs, wikis, infographics, word clouds, QR codes, speaking avatars, and several other health education technology tools.

Infusing technology into your health courses does more than foster discussion; it capitalizes on our students' familiarity with technology and encourages the transfer of technology to the public health sector. Using a project-based approach, you will become familiar with both current and emerging technologies that will complement your current health education teaching. Projects will be implemented to support the objectives outlined by SHAPE America.

Note: There is no required book for this course

Required Texts and Course Materials

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

National Health Education Standards by SHAPE America

(<https://www.shapeamerica.org/standards/health/new-he-standards.aspx>)

The following content standards defined by SHAPE America specify what students should know and be able to do as result of a quality health education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula. Participants are asked to apply these standards in their teaching practices and demonstrate them within their coursework.

- SHAPE 1 - Use functional health information to support health and well-being of self and others.
- SHAPE 2 - Analyze influences that affect health and well-being of self and others.
- SHAPE 3 - Access valid and reliable resources to support health and well-being of self and others.
- SHAPE 4 - Use interpersonal communication skills to support health and well-being of self and others.
- SHAPE 5 - Use a decision-making process to support health and well-being of self and others.
- SHAPE 6 - Use a goal-setting process to support health and well-being of self and others.
- SHAPE 7 - Demonstrate practices and behaviors to support health and well-being of self and others.
- SHAPE 8 - Advocate to promote health and well-being of self and others.

Common Core State Standards (CCSS) (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Continuing Education Student Learning Outcomes (CE-SLO)

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| CE-SLO 1 | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE-SLO 2 | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE-SLO 3 | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE-SLO 4 | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE-SLO 5 | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE-SLO 6 | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

Student Learning Outcomes (SLOs) for This Course

| Student Learning Outcomes for This Course By the end of this course student will be able to: | National Standards Addressed* | CE-SLO Addressed** |
|--|--------------------------------------|---------------------------|
| 1. Develop awareness of your health education curriculum standards for your state. | SHAPE 1, 2, 3 | CE 2, 4 |
| 2. Experience an advanced technology learning environment | SHAPE 1, 2, 3, 7, 8 | CE 3, 4, 5, 6 |
| 3. Document the role technology can play in teaching health education and promoting optimal health. | SHAPE 1, 3, 5, 6, 7 | CE 1, 3, 5 |

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| 4. Explore and define how technology supports the goals of the National Health Education Standards | SHAPE 1, 2, 3, 4, 5, 6, 7, 8 | CE 1, 2, 4, 6 |
| 5. Analyze each dimension of health and how each part relates to one another and to an individual's overall health status. | SHAPE 1, 3, 5, 6, 7 | CE 1, 2, 3, 5 |
| 6. Create a survey assessment that is designed to measure, appraise or determine health education value | SHAPE 1, 2, 5, 7 | CE 2, 4, 6 |
| 7. Design an educational video on an interesting topic advocating for a content area within health education. | SHAPE 1, 3, 4, 6, 8 | CE 2, 3, 4 |
| 8. Reflect on ways to create, modify, and share health education content in real time to support positive health behavior change | SHAPE 2, 3, 4, 8 | CE 1, 2, 3, 5 |
| 9. Apply technology-based productivity tools to existing curriculum to support health education topics and promote healthy life skills in the classroom. | SHAPE 1, 4, 5, 6, 7 | CE 2, 4, 5 |
| 10. Integrate national or state standards into various aspects of their teaching as demonstrated through their coursework. | SHAPE 1, 2, 3, 4, 5, 6, 7, 8 | CE 2, 3, 4, 6 |

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

| Module Title | Module Assignments and Activities | Assignment Credit |
|--|---|--|
| Welcome Module | <ul style="list-style-type: none"> Welcome Video Course Syllabus Introduce Yourself Forum | |
| Module 1 – Presentation and Video Tools | <ul style="list-style-type: none"> Presentation and Video Tools for Health Education <ul style="list-style-type: none"> Option to complete one or two assignments Forum (post, read, respond) | A mark of "Complete" is required for each Assignment |
| Module 2 – Communication Tools | <ul style="list-style-type: none"> Communication Tools for Health Education <ul style="list-style-type: none"> Option to complete one or two assignments Forum (post, read, respond) | A mark of "Complete" is required for each Assignment |
| Module 3 – Productivity Tools | <ul style="list-style-type: none"> Productivity Tools for Health Education <ul style="list-style-type: none"> Option to complete one or two assignments Forum (post, read, respond) | A mark of "Complete" is required for each Assignment |

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| Module 4 – Lesson Plan or Workshop | <ul style="list-style-type: none"> Health Education Technology Lesson Plan or Workshop Forum (post, read, respond) | A mark of “Complete” is required for each Assignment |
| Module 5 – Peer Interview | <ul style="list-style-type: none"> Health Education Technology Peer Interview Forum (post, read, respond) | A mark of “Complete” is required for each Assignment |
| Course Wrap-up – Grading and Evaluation | <ul style="list-style-type: none"> Final Reflection Forum Course Evaluation Course Completion Checklist Grade Request / Transcript Request | |

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

| Grade | Percent | Description | Rubric |
|-------|-----------|--------------|--|
| A | 90-100% | Excellent | Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship. |
| B | 80-89% | Very Good | Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship. |
| NC | Below 80% | Unacceptable | Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship. |

Writing Requirements

- Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.

- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or

educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

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| FPU-SLO 1 | Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components. |
| FPU-SLO 2 | Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others. |
| FPU-SLO 3 | Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |

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| FPU-SLO 4 | Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement. |
| FPU-SLO 5 | Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations. |
| FPU-SLO 6 | Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview. |
| FPU-SLO 7 | Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership. |
| FPU-SLO 8 | Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems. |
| FPU-SLO 9 | Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study. |
| FPU-SLO 10 | Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information. |