

## HED 912 – Health Education Technology

### *Independent Studies Online Course Syllabus*

**Number of Units:** 3 Graduate Semester Units  
**Target Grade Level:** K grade through 14<sup>th</sup> grade

**Instructor's Name:** Andrew Herrick, PhD, CHES  
**Contact Phone:** 602.751.2528  
**Contact Email:** [andy.herrick@yahoo.com](mailto:andy.herrick@yahoo.com)  
**Contact Website:** [www.fpucourses.com](http://www.fpucourses.com)

### 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 digital media, social networking sites, podcasts, blogs, and speaking avatars.
- Infusing technology into your health education courses does more than foster discussion; it capitalizes on our student's familiarity with social venues and encourages the transfer of technology to the public health sector. Using a project-based approach, students in this online course will become familiar with both current and emerging technologies that will complement their current health education teaching. Projects will be implemented to support the objectives outlined by the SHAPE America.

### Required Course Materials

- **Course Syllabus** – The course syllabus is posted on the course home page of Moodle.
- **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.
- **Moodle** - Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).  
[www.moodle.org](http://www.moodle.org), [www.demo.moodle.org](http://www.demo.moodle.org), [www.docs.moodle.org](http://www.docs.moodle.org)

- **Grade Request** – After you have completed all your coursework, you will need to request your grade via the instructions in the Course Wrap-up: Grading and Evaluations module of Moodle.

## Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

## Student Learning Objectives (SLOs)

<b>Student Learning Outcomes in this Course</b> Student will be able to:	<b>SHAPE America National Standards Addressed *</b>	<b>Continuing Education Program Student Learning Outcomes Addressed**</b>
1. Develop awareness of your health education curriculum standards for your state.	1, 2, 3	2, 4
2. Experience an advanced technology learning environment.	1, 2, 3, 7, 8	3, 4, 5, 6
3. Document the role technology can play in teaching health education and promoting optimal health.	1, 3, 5, 6, 7	1, 3, 5
4. Explore and define how technology supports the goals of the National Health Education Standards.	1, 2, 3, 4, 5, 6, 7, 8	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.	1, 3, 5, 6, 7	1, 2, 3, 5
6. Create a survey assessment that is designed to measure, appraise or determine health education value.	1, 2, 5, 7	2, 4, 6
7. Design an educational video on an interesting topic advocating for a content area within health education.	1, 3, 4, 6, 8	2, 3, 4
8. Reflect on ways to create, modify, and share health education content in real time to support positive health behavior change.	2, 3, 4, 8	1, 2, 3, 5
9. Apply technology-based productivity tools to existing curriculum to support health education topics and promote	1, 4, 5, 6, 7	2, 4, 5

healthy life skills in the classroom.		
10. Integrate national or state standards into various aspects of their teaching as demonstrated through their coursework.	1, 2, 3, 4, 5, 6, 7, 8	1, 3, 4, 5

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

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

## National Standards Addressed in This Course

**“Standards are an enduring commitment, not a passing fancy.”**

-California State Board of Education

### National Board for Professional Teaching Standards (NBPTS) ([www.nbpts.org](http://www.nbpts.org))

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy’s Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21<sup>st</sup> Century. The five core propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs). Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

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

### National Health Education Standards by SHAPE America ([www.shapeamerica.org/standards/health/index.cfm](http://www.shapeamerica.org/standards/health/index.cfm))

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 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- SHAPE 2 - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- SHAPE 3 - Students will demonstrate the ability to access valid information and products and services to enhance health.
- SHAPE 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- SHAPE 5 - Students will demonstrate the ability to use decision-making skills to enhance health.
- SHAPE 6 - Students will demonstrate the ability to use goal-setting skills to enhance health.

SHAPE 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

SHAPE 8 - Students will demonstrate the ability to advocate for personal, family, and community health.

## **Common Core State Standards ([www.corestandards.org](http://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**

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### **Craft and Structure**

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

## **Integration of Knowledge and Ideas**

- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Read and comprehend complex literary and informational texts independently and proficiently.

## **Continuing Education Program Student Learning Outcomes**

- CE 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 2 - Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
- CE 3 - Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
- CE 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 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 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.

## **Schedule of Topics, Assignments, and Activities**

This section of the syllabus describes exactly what material the participant must cover and in what sequence. Assignments and activities are integrated with the topics to show the relationship between learning and practice within a standards-based learning environment.

### **Module 1 - Health Risk Assessments for Health Education**

Health is multi-dimensional, and thus, a variety of factors influence the overall health and well-being of an individual. In order to achieve a high level of wellness, the physical, emotional, mental, social, spiritual, and environmental dimensions of health need to be developed as fully as possible while maintaining balance among the six dimensions. Each dimension has the ability to impact the others, and therefore, can't be considered in isolation when attempting to define personal health status. Before health can be improved, an assessment of the current health status must be determined. A health risk assessment is used to accomplish this task. A health risk assessment is a questionnaire

designed to measure health risks. The individual health risk assessment that will be used in this assignment will ask a series of questions and created a personalized report based on your responses.

**Purpose** - This assignment is useful for understanding on-line health risk assessments and evaluating your own health risk. By taking a little time to reflect, you should objectively see areas where you are doing well and areas that need to be modified or changed. In either case, you will develop greater appreciation for your own health.

### **Module 2 – Health Education Technology Peer Interview**

Interview another teacher, family member, or one of your student’s parents focusing on his/her knowledge and opinion about using technology to teach health education. You will develop a list of questions that will address his/her current knowledge / opinion and ways we can use technology to promote healthy behaviors and positive life skills in our students.

**Purpose** - This assignment will help you gain a deeper understanding of various perspectives on using technology when teaching health education. As you can image, there will be a variety of opinions. Your responsibility will be to collect this information and provide a narrative analysis of your observation.

### **Module 3 – Digital Media for Health Education**

There are a number of applications and websites that have been developed to provide users with free or low-cost storage of personal photos and/or videos. Features include basic editing, open or password-controlled access to view galleries, and the ability to turn a group of photos into a video complete with music. Most image sharing/editing websites offer basic services at no charge and more storage or access to advanced features for an additional fee. Some of the most popular websites are described below.

**Purpose** – You will develop a 4-5 minute video on an interesting topic advocating for a content area within health education. Creativity makes for a much more entertaining and engaging video, so you are encouraged to use your imagination in the planning and delivery of your content. It is strongly recommended that you avoid boring your viewer with a monotone recitation. Instead, with thoughtful planning and plenty of practice you will create a video that both engages and educates your listeners.

### **Module 4 – Web 2.0 Tools in Health Education**

Web 2.0 is a term that describes the current status of websites found in the Internet today. When it was launched, the Internet hosted websites that were used predominantly to provide information. The websites were static, text-based, and typically used in isolation. The next link in the evolutionary chain was the introduction of graphical web browsers enabling users to see relationships and follow hyperlinks to related websites. Today’s 2.0 websites are designed for users who will create, modify, and share

content in real time. These websites and the tools that they provide offer enhanced functionality, creativity, and interactivity. Web 2.0 tools are moving today's technology learners from reliance on computers and software to dependence on the web and web 2.0 sites.

**Purpose** – You will select one or two projects from this module to better understand the basic web 2.0 tools, such as blogs, wikis, and social media. These tools are the basis for creating content that can be saved, shared, copied, referenced, and morphed into new projects. Other web 2.0 tools include social bookmarking, photo and video editing and sharing, versions of desktop tools such as word processing and spreadsheets, content management, conferencing and social networking to name a few. The list goes on and on, and it quickly becomes apparent why web 2.0 is driving technology use today.

### **Module 5 – Productivity Tools for Health Education**

It appears to be only a matter of time before web 2.0 tools are designed specifically for education, but for now there are many tools that provide students and teachers with two-way communication, the ability to collaborate, and to reach unlimited audiences. The phrase “disruptive technology” has been used to describe the integration of the web 2.0 tools in education. When you think about it, most innovations in education were thought of in the same way. Consider the chalkboard. It was a disruptive technology in that it forced teachers to write legibly, spell correctly, and turn their backs on the class for the first time. Then teachers were introduced to film loop projectors, television, laser discs, and computers; more disruptive technology. Another way to look at it is that disruptive technologies force teachers to question how and why they do things. Consider some of the education applications and tools listed below.

**Purpose** - This assignment will help the participant develop a deeper understanding of version productivity tools that can be used to teach health education or infuse healthy messages into other courses. You will select one or two projects from this module that includes designing a Word Cloud, creating a Speaking Avatar, or constructing QR Codes specific to health education topics. These tools are ideal for engaging your students and promoting healthy behaviors.

### **Discussion 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.

## Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to 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. In the event that you need technical support, please contact your Internet Service Provider.

### Moodle

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to: ([http://docs.moodle.org/en/Student\\_tutorials](http://docs.moodle.org/en/Student_tutorials))

### Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-online.fresno.edu/>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with login instructions and **enrollment key**, within one week of registration. The enrollment key is a one-time course access password – or “key” you will need to enroll in the course for the first time. This is NOT the same as the Moodle password needed to log onto Moodle each time you access the course.

### Getting Help

If you need help logging on to the Moodle site, contact the Center for Online Learning help desk at Fresno Pacific University by telephone 1-559-453-3460 or by requesting services at <http://col.fresno.edu>.

### Email Communication

I encourage email communication, but require that the subject line of all emails contain the course number, your last name, first name. For example: “HED 912 - Andy Herrick”. For security purposes, emails sent without any subject in the subject line will not be opened.

## 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 according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>



## Grading Policies and Rubrics for Assignments

Course participants have the option of requesting a letter grade (A-grade or B-grade) or a Credit / No Credit when submitting the online grade form. Students will submit their grade request when all coursework has been completed.

The participant's grade will be determined by the quality and number of assignments they choose to complete. Each assignment is worth a maximum of 100 points. Project procedures are outlined within the appropriate Moodle module and include a rubric which clearly describes the expectations for each course project. The discernment between an A or a B grade is at the discretion of the instructor based on the quality of work submitted. Any assignment falling below the "B-grade" or "Credit-grade" quality (below 80%) threshold will be returned to the participant with further instructions.

Outlined below are the assignment requirements for each type of grade option.

- Five assignments - All coursework must receive "B-grade" or better for participants who are working for the "B letter grade" or "Credit" option.
- Seven assignments - All coursework must receive "A-grade" or better for participants who are working for the "A letter grade" option.

### **B Letter Grade or Credit - (All coursework must receive "Standard / B-grade" for this option)**

- Complete Health Risk Assessments for Health Education
- Complete Health Education Technology Peer Interview
- Complete Digital Media for Health Education
- Complete only one (1) of the following Web 2.0 Tools for Health Education assignments:
  - Podcasts for Health Education
  - Blogs for Health Education
  - Wikis for Health Education
  - Social Networking for Health Education
- Complete one (1) of the following Productivity Tools for Health Education assignments:
  - Survey Tools for Health Education
  - Word Clouds for Health Education
  - Speaking Avatars for Health Education
  - QR Codes for Health Education

### **A Letter Grade - (All coursework must receive "Superior / A-grade" for this option)**

- Complete Health Risk Assessments for Health Education
- Complete Health Education Technology Peer Interview
- Complete Digital Media for Health Education
- Complete two (2) of the following Web 2.0 Tools for Health Education assignments:
  - Podcasts for Health Education
  - Blogs for Health Education

- Wikis for Health Education
- Social Networking for Health Education
- Complete two (2) of the following Productivity Tools for Health Education assignments:
  - Survey Tools for Health Education
  - Word Clouds for Health Education
  - Speaking Avatars for Health Education
  - QR Codes for Health Education

## **Instructor / Student Contact**

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email 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.

## **Final Grading and Transcripts**

- Upon completion of all course assignments and activities, students will need to submit an online request for final course grade by logging into <http://ce.fresno.edu/cpd>.
- Transcripts may be ordered online after you receive your blue official computer-generated Grade Report. Refer to the current Independent Study Policy Statement provided to you by your instructor, or on the CPD website (<http://ce.fresno.edu/cpd>) for further information.