CREATIVITY IN THE CLASSROOM

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Background

- Nutrition and Metabolism
  - Senior level capstone course for nutritional sciences and dietetics majors
  - Taught 16 times from 2004 – 2014
  - 3 exams and weekly quizzes
Background

- Creative, or divergent, thinking provides various ways of solving a problem.

- In order to address future challenges, students must learn to think critically and creatively.

- Pre-professional students must learn to translate the science for their patients.
Nutrition Education for the Public Project

- Group project – 3 students per group
- Choose any nutrient
- Choose a target audience
- Develop an educational product
Nutrimon Cards

Nutrimon

Foli
- Stage: 1 Base Form
- HP: 50
- Ability: Green Slap
- Attack: 20
- Type: Grass
- Weakness: Water
- Resistance: Fire

Fola
- Stage: 2 Evolves from Foli
- HP: 100
- Ability: Methyl Break
- Attack: 50
- Type: Grass
- Weakness: Water
- Resistance: Fire

Retreat
- Description: The mower is fresh. A pair of his ears were red, and his eyes were dark and empty.

Nutrimon and Foli
- Description: They move with elegance and grace. They blend in with their environment, making them hard to spot.
Thiamin Style

Finding Sunshine Book
# Evaluation

**Nutrition Education for the Public Project**

**Presenter’s Name:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Detailed Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of effort</td>
<td>The project shows forethought and planning. A difficult concept was chosen and used to create a clear presentation or an easier concept was chosen and incorporated into a very creative, engaging format.</td>
<td>20 pts</td>
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<tr>
<td>Clarity of message</td>
<td>The information is easy to understand and presented at the appropriate level for the intended audience.</td>
<td>10 pts</td>
</tr>
<tr>
<td>Accuracy of information</td>
<td>All of the information is accurate and complete.</td>
<td>10 pts</td>
</tr>
</tbody>
</table>

**Total:**

**Strengths:**

**Suggestions for Improvement:**
Student Feedback

◦ “The group projects are a fun way to solidify what we learned.”

◦ “The projects are awesome! Definitely a nice break on a Friday afternoon.”

◦ “I enjoyed the projects. I feel like they were helpful in covering the material.”

◦ “Loved the class projects. It made learning about the vitamins and minerals fun, and was actually informative.”

◦ “I really enjoyed the class projects every Friday after the quizzes. I recommend doing that again in following semesters.”

◦ “I greatly enjoyed the project idea. It was a more relaxed and fun way to learn about the vitamins and minerals.”
Questions??