ENGAGING STUDENTS WITH SOCIAL MEDIA AND DIGITAL TECHNOLOGIES
INTRODUCTIONS

- Ellie Dodge, PhD
  - University of New England, Program Director, MS Applied Nutrition

- Angelina Maia, PhD, RD
  - R.I.T, Nutrition Lecturer, Wegmans School of Health and Nutrition
Participants will engage in a conversation about approaches to engaging students with social media and digital technologies.

Basic tenets of backwards design principles in relation to designing engagement opportunities in academic settings will be discussed.

Student work based on these approaches will be showcased.

Attendees will participate in a brief and interactive activity to encourage development of assignments that contain a social media or digital technology component.
OBJECTIVES

- Participants will be able to describe some of the factors that encourage student engagement and the intersect with academic work.
- Participants will be able to describe Backwards Course Design and how the tenets of this design strategy can be applied to developing assignments with social media and digital technology components.
- Participants will apply the basic tenets of Adult Learning Theory and Backwards Course Design to Graduate-level assignment design.
- About UNE and UNE’s MS Applied Nutrition Student
- Theoretical frameworks used to inform course design
- Connecting theory with practice: using backwards design principles for engaging assignments
- Examples of student work and engagement with digital spaces
- Create/refine an assignment that can be enhanced by use of digital technologies
THE UNIVERSITY OF NEW ENGLAND
MS APPLIED NUTRITION PROGRAM

- 3 Campuses and Online
- College of Graduate and Professional Studies
  - MSEd, EdD
  - MPH
  - MS Health Informatics
  - MS Applied Nutrition
  - MSW
  - SPHP

- MS Applied Nutrition
  - 36 Credits
  - Completely online
  - 8 week terms

- Three optional focus areas
  - Obesity and Health Promotion
  - Nutrition and Disease Prevention
  - Business, Social Media and Entrepreneurship

- 22 classes
ABOUT MS APPLIED NUTRITION STUDENTS

**Age of Students**
- 63% 20-29
- 18% 30-39
- 11% 40-49
- 6% 50-59
- 2% 60-69

**Gender of Students**
- Female 67%
- Male 33%
Focus Area Choice

- Nutrition and Disease Prevention: 9%
- Obesity and Health Promotion: 13%
- Business, Social Media and Entrepreneurship: 22%
- Generalist: 56%
ADULT LEARNING THEORY

- **Andragogy**
  - Adults are independent and self-directed learners
  - Adults need to learn experientially
  - Adults approach learning as problem-solving

- **Constructivism**
  - Learning is an active, contextualized process of constructing knowledge

- **Connectivism**
  - Explains how Internet technologies have created new opportunities for people to learn and share information

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ADULT LEARNING THEORY

- Project-Based Learning
  - student competencies go beyond content knowledge
  - prepare and challenge the student to direct their own learning and solve problems of academic significance
  - ideas must be explored, developed, integrated, and resolved within the context of a particular assignment for knowledge construction at advanced levels
  - effective and enjoyable way to learn and develop deeper learning competencies required for success in college, career, and civic life

Construction of knowledge: organizing, interpreting, evaluating, and synthesizing prior knowledge to solve problems
- Students use higher order or critical thinking

 Authentic intellectual accomplishments: construction of knowledge be guided by disciplined inquiry
  - Students: (1) use a prior knowledge base (2) strive for in-depth understanding of concepts and (3) develop and express that understanding through elaborated forms of communication

 Intellectual accomplishments have utilitarian, aesthetic, or personal value.
- Students learning artifacts have value beyond school
Collaborative teams build the courses

- Faculty serve as ‘subject matter experts’ (SME's)
- Instructional Designer facilitates course design process
- Program Director, Faculty and Instructional Design meet regularly to discuss design process, assignments and artifacts, rubrics and assessment

Backward Design

1. Identify Desired Results.
2. Determine acceptable evidence.
3. Plan learning experiences and instruction.

Employ Backwards Design for course and assignment development

- course framing questions and course outcomes
- identify key assessment(s)
- develop scaffolding assignments

- Each course has at least one “academic” artifact and one “applied” artifact

Position of the Academy of Nutrition and Dietetics: Vegetarian Diets

ABSTRACT

It is the position of the Academy of Nutrition and Dietetics that appropriately planned vegetarian diets, including vegan, are healthful, nutritionally adequate, and may provide health benefits for the prevention and treatment of chronic diseases. These diets are appropriate for all stages of the life cycle, including pregnancy, lactation, infancy, childhood, adolescence, older adulthood, and for athletes. Plant-based diets are more environmentally sustainable than diets rich in animal products because they use fewer natural resources and are associated with much less environmental damage. Vegetarian and vegan diets are a reliable source of certain health-promoting nutrients, including moderate amounts of plant-based protein, essential fatty acids, high levels of fiber, high intake of potassium and magnesium, and lower intake of saturated fat and high intake of vegetables, fruits, whole grains, legumes, and other plant-based foods. The increased consumption of vegetables and legumes that produce lower food and low-density lipoprotein cholesterol levels and lower serum glucose control. These factors contribute to reduction of chronic disease. Vegan diets are reliable sources of vitamin B-12, such as fortified foods or supplementation.

From the Academy

Position Paper

Compete + Repeat = Deplete Educating NCAA DIII Student-Athletes about the importance of “EAT-ing” by: Lyndie Kelley

Posted on January 11, 2018

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Extra Fries or Exercise? By: David Trosclair July 15, 2018

Why You Should Shift Your Mindset to Achieve Better Health By: Emily Pearson July 12, 2018

Vegetarian and vegan dietary patterns can be quite diverse, depending on the variety of food choices available and the different factors that motivate people to adopt such patterns. People choose to adopt a vegetarian diet for many reasons, such as personal health goals, ethical reasons, environmental concerns, or personal or religious beliefs. A vegetarian diet may be a way to better protect the environment, to lower their risk of chronic diseases, or to therapeutically manage their disease. Well-planned vegetarian diets can be nutritionally adequate and can provide adequate nutrition. Vegetarian diets may also be beneficial for individuals who are lactose intolerant or who have a history of food allergies or sensitivities.

Vegetarian Diets in Perspective

Trends among Vegetarians

According to a nationwide poll in 2016, approximately 3.5% of American adults use vegetarian or vegan diets (meat, poultry, or fish), and about 8% of vegans are vegetarian. This same poll revealed that 6% of young adults (18 to 24 years) are vegetarian or vegan, while only 2% of older adults (65 years or older) are vegetarian. Sales of alternative meat products reached $500 million in 2013, an 8% increase in 3 years. It was estimated that 36% of survey respondents indicated that meat alternatives tasted similar to meat, while 40% said that meat alternatives were more nutritious, and 24% said that meat alternatives were more affordable.
Student Learning Outcomes:
Assess arguments posed by relevant scholarly literature
Convey discipline-specific information to a diverse audience
Posit evidence-based solutions to nutrition-related issues and controversies

APN 601 Student blogs, based on position papers: https://uneappliednutrition.wordpress.com/
- Analyze diet-health experience
- Assess the hallmarks of effective communication
- Identify barriers to communication and ways to overcome communication barriers
- Assess your level of cultural competence
- Identify areas for improving cultural competency
Jamaican Food and Culture Fact Sheet
Lauren Deipolyi

Reader from: Constant Spring, Saint Andrew, Jamaica

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INSTAGRAM: UNE_NUTRITION

une_nutrition Thank you to one of our students for this amazing recipe #chile #stuffed #cheese #heat CHILE RELLENOS
SERVINGS: 4
PREP TIME: 20 minutes
TOTAL TIME: 40 minutes
INGREDIENTS:
• 4 large poblano peppers
• 1 pound queso fresco cheese
• 3 eggs
• 1 tablespoon all-purpose flour
• 2 lechones extra virgin olive oil
• 1 cup vegetable oil (for frying)
Tomato Sauce:
• 4 medium Roma tomatoes, halved
• 1 cup low sodium chicken broth
• 2 garlic cloves, peeled and chopped
• 2 tablespoons olive oil
• 1 teaspoon all-purpose flour
• 1 tablespoon Mexican oregano

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Welcome to Melanie Berdyck’s University of New England ePortfolio

This ePortfolio serves as a snapshot of my academic accomplishments during my time at UNE.

Melanie Berdyck, RD, CNW, LDN, CPT

Melanie has ten years of experience as a registered dietician in the inpatient, ambulatory, and retail settings. She is currently an in-store dietician with Giant Food, a Maryland-based chain of 166 grocery stores in the mid-Atlantic region. She serves as district dietician for 16 store locations in the southeast Baltimore region. She provides community outreach, store tours, classes, and nutritional counseling on a variety of disease states such as diabetes, heart health, and weight loss.

Melanie received her Bachelor of Science in Dietetics from Eastern Michigan University in Ypsilanti, Michigan. Melanie’s drive for success led her to the University of New England to enhance her career and expertise. She is currently pursuing her Master of Science in Applied Nutrition with a concentration in obesity and health promotion.

Melanie has a keen interest in weight management and exercise. She is a Certified Specialist in Obesity and Weight Management through the Commission on Dietetic Registration. She is also a Certified Personal Trainer through the American College of Sports Medicine.
Preliminary Data

Student engagement is high

Approaches to content delivery are largely successful at achieving desired outcomes

Students of diverse academic backgrounds are enjoying the courses

“I was going to wait until after the class was over but I will tell you now that this is by far, hands down the best class I have had. I have learned a great deal from this class and you. I was very excited about this class and it has lived up to my excitement by challenging and increasing my knowledge at the same time!”
TRY BACKWARDS DESIGN

- Pair off
- Discuss an assignment you currently teach or plan to teach
- Identify 1-2 student learning outcomes
- Using Backwards Design identify one academic and one applied artifact that will support your learning outcomes
- Come back to the group and discuss your ideas

Backward Design

1. Identify Desired Results.
2. Determine acceptable evidence.
3. Plan learning experiences and instruction.

QUESTIONS?

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Thank you for attending!