

**TEACHING CERTIFICATE-1r
SPECIAL PROJECT**

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IDENTIFIED TEACHING PROBLEM Using an assessment survey on D2L, I was able to establish that students taking my NUTRITION-1 FCS 240 course, an introductory class in nutrition for majors, experienced some level of frustration in the classroom. Students felt that they could have learned material by reviewing power points on their own, and felt that classroom time could be better spent focusing on the key issue rather than reviewing the power points.

GOAL: Using Micromedia Breeze technology, I decided to create a prototype lecture that had general and specific power point-derived slides with voice clips. Students would be required to access this lecture, with voice clips and quizzes in order to acquire a general understanding of course material before coming to class. In the classroom, the teacher's role is no longer tied up in reviewing information on slides, but rather taking students to deeper areas of understanding through class discussions, case studies and some very specific lectures.

FIRST STEP: Met several times with Educational Technology Services in early February 2006 and met one-on-one with staff for in-service and training. I learned here that my Power Points could be easily uploaded into Breeze. Any notes I may have written in the note area at the bottom of the power points can easily be uploaded as a text next to the breeze slides.

SECOND STEP: Adapted Protein-Lecture by cutting the initial 90 power point slide lecture into three smaller 30 slide lectures. This forced me to distill information down to very succinct packages that were more easily digestible by students.

THIRD STEP: Wrote a script for the lecture that coincided with the slides. Animated slides so that information appeared in sequence with my the information from the voice-clips

FOURTH STEP: Wrote between 5-7 quiz questions that appear in the Breeze slide presentation. This allows students' understanding of lecture content to be assessed; the nice thing is that the quiz does not count towards the final grade, but it does allow the students to have a hands-on experience in resolving some problems. What they did not get they can ask the professor to clarify in the classroom the next day. The mini quiz is a no-risk assessment that gets the students to think about the material as they are viewing it. Moreover, the technology does not allow the student to proceed to the end of the power point/breeze presentation unless the student gets 70% on the quiz. This prevents the students from ripping through a presentation without any thought.

FIFTH STEP: The Breeze presentation does not only have voice clips and animated slide information, but it also has the full text of your talk printed on the side of the slide. Unfortunately, the instructor is responsible for typing it in or uploading it from the original power point version. This is a lengthy process, but it has many benefits for the students viewing the slides online especially for those who are hearing impaired.