

## AEG5236- Teaching Health Assessment 1- Inquiry into Teaching &amp; Learning Approaches

The teaching and learning activity that I chose to demonstrate was an internet based ICT app called “Poll Everywhere”. In the context of the lesson, the program was used as a learning tool and was set up with a range of questions relating to Unit 3 of the VCE Health curriculum and included questions relating to the National Health Priority Areas and Key knowledge areas outlined by the VCE study guide, but can easily be adapted to suit a variety of purposes.

“Poll Everywhere” is a useful tool to use for revision purposes as it allows the teacher to create online quizzes and polls that utilize a variety of different question options ranging from simple multiple choice questions to extended answers and word walls. Students simply follow the link to the online poll and begin, as the students complete the questions their answers are displayed on screen (anonymously of course). “Poll Everywhere” lets students see the answers that their peers have posted, in real time, and allows them to identify areas of subject knowledge that they need to focus more attention on.

According to Diana Laurillard, there are several basic types of learning technology, narrative, interactive, adaptive, communicative and productive (Laurillard, 2002). Online quizzes fall into the category of interactive or adaptive media.

The key to successful use of these technologies in the classroom is in teachers developing these quizzes in ways that they play less of an assessment role, and more of a teaching role. This can be achieved by understanding the goals of the ICT use and careful construction of the types of questions used as well as the type of feedback provided to the student.

For example, students who answer incorrectly to questions in a quiz related to the NHPA’s could be directed to the National Health Priority Areas page on the Australian Institute of Health and Welfare

website. By experiencing this feedback, and visiting the Web site, students would receive appropriate feedback relevant to their personal needs. Quizzes containing this type of intrinsic feedback are adaptive, and can assist learning. In her 2002 publication, Laurillard states:

“... intrinsic feedback is extremely valuable to the learner. It enables them to know how close they are to a good performance, and what more they need to do. It is formative feedback, which helps to build their understanding of the internal relations between theory and practice. (Laurillard, 2002: 126-127).

Feedback to the learner, whether it be intrinsic (embedded and automatic) or extrinsic (a comment on the action) is essential to the learner and to the personal construction of understanding (Laurillard, 2002).

The use of this teaching & learning activity aims to meet the goals of VCE Health & Human

Development study design which include:

- develop an understanding that variations in health and human development are influenced by a range of determinants including biological, behavioural and social factors, as well as physical environments
- critically examine health and human development from an individual, a community, a national and a global perspective
- develop an understanding of the interdependencies between health, human development and sustainability (VCAA,2016)

and draws on key knowledge areas of unit 3, outcome 1 including:

- the National Health Priority Areas (NHPAs) including: – key features and reasons for selection of each NHPA – determinants that act as risk factors – direct, indirect and intangible costs to individuals and communities of NHPAs – one health promotion program relevant to each NHPA

- the role of nutrition in addressing the following conditions recognised in the NHPAs: cardiovascular disease, diabetes mellitus, colorectal cancer, obesity and osteoporosis, taking into account, where relevant, the function (as a determinant of health) and major food sources of protein, carbohydrate (including fibre), fats (mono, poly, saturated and trans), water, calcium, phosphorus, sodium and vitamin D (VCAA, 2016)

My personal theorising for the use of this teaching & learning activity looks at the value of “Polls Everywhere” as an engaging activity for students. It has been my experience that most students enjoy using computer technology when completing work or assessment tasks. I have found that allowing students to utilise their technology they remain engaged and focused on a particular task. I have also found that many students do not enjoy the competitiveness that some other quiz apps focus on, “Polls Everywhere” keeps student answers anonymous and I believe that this allows students to participate without fear of reprisal or harassment from their peers. It is in this “truthful” answering of questions that teacher and student can gain insight to gaps in individual learning and tailor future classes to address these issues.

Reflecting on my experience of teaching and utilising the “Polls Anywhere” app, I still believe that the program has great value as a teaching & learning tool. I felt that my discussion of the justification of this use of ICT was well received by my peers and its link to the curriculum was explained. The major problem that I encountered was in being able to navigate the app efficiently, although all of the “students” were able to access and complete the task, I was unable to display the results using the program. This exposed the major flaw of this type of technology, that is, what happens when it fails? In addressing some of the peer feedback I received, I will, in future have a test run of all the ICT’s that I utilise in my classes. I can also see that there is opportunity for me to improve my use of this technology, particularly in reference to differentiated learning, the app could be used to set up multiple quizzes and assessment tasks to meet the needs of students with a range of learning abilities.

References:

Bandura, A., 1977, *Social learning theory*, Englewood Cliffs, NJ, Prentice-Hall

Laurillard, D. (2002). *Rethinking University Teaching: a conversational framework for the effective use of learning technologies* (2nd ed.) RoutledgeFalmer, London.

Victorian Curriculum & Assessment Authority (VCAA), 2016, Health & Human Development study design, viewed online August 2016, <<http://www.vcaa.vic.edu.au/Documents/vce/hhd/HealthHumanDevelopmentSD-2014.pdf>>