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NUTR100 Healthy Living – A Peer Review of Teaching Benchmark Portfolio

Shinya Takahashi

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NUTR100 Healthy Living – A Peer Review of Teaching Benchmark Portfolio

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Abstract

NUTR100 Healthy Living is a gateway course for Nutrition and Health Sciences major students as well as students from other majors at UNL. The course is a large hybrid-online 100-level class. The course is an introductory course designed to help the students improve his/her level of well-being by understanding various risk factors and personal behaviors that affect health. The objectives of this portfolio were 1) Improve students' preparation for exams by providing exam review sessions, 2) Improve students' "healthy living practices" throughout the semester and beyond, and 3) Creating a sense of belongingness/community by sharing your experiences, providing constructive feedback, and working together toward similar healthy lifestyle goals. Based on the end of semester survey conducted, 64% (69/108) of the students responded that they attended "all of the review sessions" or "most of the review sessions." In addition, When the students were asked "Did the exam review sessions improve your understanding of the learning materials?" Seventy percent (76/108) responded either "Agree" or "Strongly Agree." However, the one-way ANOVA revealed that there were no statistically significant differences among the overall exam mean scores for the students who attended different frequencies, $F(3, 103) = 2.40, p = .072$. The results for the objective 2 revealed that a vast majority of students stated that the Healthy Living Assignment helped them to improve their healthy lifestyles, and continue to implement their healthy living practices after this course ended. Finally, the results for the objective 3 showed that 72% of the students (78/108) either chose "Agreed" or "Strongly Agreed" that the discussion board assignment helped creating a sense of community within the small groups.

Keywords: Exam review session, healthy lifestyles, sense of community

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Objectives of Peer Review Course Portfolio

NUTR100 Healthy Living is a gateway course for the Nutrition and Health Science (NHS) major and the target audience is mainly incoming freshmen. My overall goal of this course is to expose students to various aspects of “healthy living” practices which are interconnected to each other and help them improve their overall everyday-behavior choices in which they hopefully will practice beyond the completion of this course. My intention of this course portfolio is to assess the impact of recently implemented teaching strategies. Over the last several semesters, the course has adapted several new assignments which are meant to improve students’ academic performances, create a sense of belongingness within the course community, and have students critically think and learn the importance of healthy living practices in this course, and hopefully practice them for the rest of their lives. Up to now, we have not measured if the assignments have impacted the forementioned intent. The portfolio can be used for other instructors who might be teaching a similar course. Also, the portfolio can be used for showing evidence to support teaching awards, promotion documents, etc. Most importantly, I intent to use the portfolio as a case study where I can show how I adopted some teaching strategies to enhance learning, metacognition process, and a sense of belongingness.

Course Description

NUTR100 Healthy Living is a gateway course for Nutrition and Health Sciences major students as well as students from other majors at UNL. The majority of students in this course are freshmen just starting their first semester at UNL. The course is an introductory course designed to help the students improve his/her level of well-being by understanding various risk factors and personal behaviors that affect health. There are two sections and each section typically has 60-200 students. Students learn a variety of topics including wellness and lifestyle management, principles of physical fitness and exercise design, healthy eating habits, weight management, stress management, cardiovascular health, and drug use and misuse designed to enhance awareness of short- and long-term risks and to achieve a higher level of wellness. Before the pandemic started in the spring of 2020, this course was listed as a hybrid course where students attended several times to exam review sessions, fitness assessments (pre and post), discussion sessions and exams. The rest of the course had been taught via Canvas. The course was taught remotely with several live Zoom conferences and asynchronous lectures due to the pandemic in the spring of 2021. There were two sections of the NUTR 100 and a total number of students combined was 108.

From my observation, one of challenges the students face is adapting to the new environment where students are taking multiple courses, having a part-time job(s), belonging to a student organization, social life on campus on their own. This environment change is especially challenging for first-generation students who do not have any information on what the campus life looks like from their relatives and friends in many cases. On top of all of the challenges the freshmen face, the campus has been facing another layer of challenge, COVID pandemic.

Teaching methods and course materials

I have been using Fahey's Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness (with SmartBook) for several years now. First, students are expected to read each chapters of the textbook thoroughly. The textbook works with the interactive learning tool called "LearnSmart" where students practice their mastering of course materials by taking multiple short questions with expressing their confidence level for each question. When a student gets a right answer with a higher confidence (e.g., "I know the answer") as opposed to a lower confidence (e.g., "I am totally guessing") the student receives a higher score. The students are allowed to access the questions unlimitedly during a specific time period. This system is supposed to facilitate the students' mastering the content knowledge from the textbook. Students have access to the ebook. Within the ebook, major concepts that students need to understand are highlighted yellow. When the students complete the LearnSmart activity the yellow highlighted contents become green which means they have grasped the contents. After the students complete the LearnSmart, they take a chapter quiz to test out their mastering knowledge before they take an exam.

Chapter ppt. slides: Each chapter ppt. slides along with a condensed summary of each chapter narration over the ppt. slides are posted on Canvas for students. Students are expected to read each chapter, practice interactive practice questions, take chapter quizzes, come to an exam review session, and then take an exam. NUTR100 Healthy Living is an introductory course and the overall goal of this course is to promote "healthy living" practices and help improve students'

overall everyday-behavior choices which they will hopefully practice beyond the completion of this course. I did change the number of attempts that the students could take each online exam up to 2 times within a 48-hour period in the spring of 2021. My intension here was that when students were allowed to take exams multiple times they would go over the materials more thoroughly in order to earn a better score. This would potentially increase their knowledge and hopefully promote the healthy lifestyle practices. The overall goal of this course is to promote healthy lifestyle choices.

There are four exams for this course, and each exam consists of 2–4-chapter worth of content areas. There is no comprehensive exam for this course. Typically, there are a total of 75 questions and all questions are multiple choice and true/false questions. Students have 60 minutes to complete each exam and typically a majority of students complete the exam within 30-40 minutes. Students are expected to attend the exam review sessions and there are 4 sessions. The exam review sessions are typically scheduled a week before the exam. During the review sessions, a summary of each chapter is presented, and a discussion is facilitated. At the end of the exam review session, we use Kahoot to facilitate the students' engagement. We set up 10-15 questions within Kahoot and these questions are similar to what they see on the exam.

Course goals: My overall goal of this course is to expose students to various aspects of “healthy living” practices which are interconnected each other and help improving their overall everyday-behavior choices which hopefully practice beyond the completion of this course. Course objectives are listed below.

Students will be able to:

1. Demonstrate an understanding of the role that lifestyle has on longevity and quality of life.
2. Understand the health benefits and basic principles of physical fitness and program design, and participate in a personalized exercise program to achieve such benefits.
3. Describe principles of nutrition and weight management that reduce chronic disease risks and promote positive well-being.
4. Demonstrate an understanding of the mental and physical effects of stress, the relationship of stress to immediate and long-term health problems, and participate in stress reduction techniques.
5. Identify guidelines and lifestyle contributing factors that reduce one's weight problems. Identify and describe the symptoms of eating disorders and the health risks associated with them.
6. Demonstrate an understanding of the controllable and uncontrollable risk factors associated with cardiovascular disease. Identify the major forms of cardiovascular disease and how they develop.
7. Demonstrate an understanding of substance use and misuse including alcohol, tobacco, and other legal and illegal substances. Identify and describe strategies to cope with the substances.

Rationale for choosing this course: This is a gateway course for the Nutrition and health Science (NHS) major and the target audience is mainly incoming freshmen. Considering the students are transitioning from a high school to college, the first semester experience is very

critical in terms of retention of students at UNL. While I cannot control other experiences beyond this course, I want all students to be successful in this course academically, but also take away some important lessons that they can implement and evaluate independently after this course completes. With the small success the students experience in this course, my hope is that they will be more confident about their academic success and hopefully the confidence spills over to other courses and other activities they engage on campus. Hopefully, the class provides tools to promote and practice healthy lifestyle behaviors which could impact the rest of their lives. In addition, this course creates a foundation for subsequent courses in the NHS major. All NHS major students are required to earn a “C” or better. Students who struggle in this course typically do not complete their assignments at all by due dates or pay a minimal attention to the directions for the assignments, as a result, they do not earn a full credit points. I would like to address the following efforts and strategies to foster the students to be successful within the course.

Rationale for the methods used to evaluate for this course

There are two major goals in NUTR100 Healthy Living. First, this course is a gateway course, and most students are freshmen majoring in the Nutrition and Health Sciences. Being a successful student in this course for his or her first semester is very critical. This is a course designed to assist the students to be successful in terms of earning higher scores in their assignments, and eventually earning higher final letter grades. I hope this small achievement spills over to other courses and keeps their self-confidence throughout their first year of their college careers. For this portfolio, the exam review sessions, the Healthy Living assignment, and the discussion board assignments were evaluated. My hope is that the students become a wise healthy lifestyle consumer not only while they are taking this class but also after they complete the course. The intension of using the discussion board assignments parallel to the Healthy Living assignment is to have the students work together to share their experiences, provide constructive feedback, and work together toward similar healthy lifestyle goals. By working together, hopefully the students will build a sense of community within the small groups and hold each other accountable for their final outcome in the nutrition, exercise, and wellness goals. The following table (Table 1.) summarizes the activities used in this course that were evaluated.

Table 1.

Assignments and Activities	Teaching Methods/Materials /Course Activities	Mechanism used to Evaluate Student Performance
Exam Review sessions	Short summary lecture, Q&A, and Kahoot	Evaluate the students' responses on the end of the semester survey, potentially the exam scores
Healthy Living assignment	Fitness Assessments. 2-day dietary recall assignment, SMART goal setting, Reflection paper	Evaluate their feedback at the end of semester
Discussion Board assignments	Respond to posted questions and replay to at least 2 small groups class mates	Evaluate their feedback at the end of semester

The Course and the Broader Curriculum

NUTR100 Healthy Living is a gateway course for students majoring in Nutrition and Health Sciences. The course is focusing on fostering students to become a wise healthy lifestyle consumer. The Healthy Living assignment along with the discussion board assignment hopefully provide foundation for their healthy lifestyle choices. All of the dimensions of wellness components are interconnected to each other. We tend to focus on “physical wellness” but there are others that are equally important. When one component fails that will trickle down to affect the other wellness components. For example, we can easily see how mental and spiritual wellness can affect our physical health. Having students realize that balancing these wellness components is a key to be successful during their college career. Hopefully, the concepts will be carried over to their future lifestyles. In addition, I believe the course is set up for the students to be successful. The various content mastering tools will be in place including the LearnSmart, the chapter quizzes, the exam review sessions. I realize that these tools are available for the students but if they do not take advantage of using the “tools” we do not have control for their success. It is a challenging transitioning phase that all freshmen have to go through when they come to a college for the first time. My intension is to help students to achieve their goals in terms of academic performance (i.e., letter grades) in this course, not failing them. I hope when they indeed receive letter grades of As and Bs and they feel confident about themselves, they continue to work hard for other courses they are taking as well as the courses in the future. This will hopefully positively impact our student retention and graduation rate. In addition, my intention was to use the portfolio to support my commitment for “Excellent in Teaching” and show the P&T Committee for promotion. Further, a course becomes dull if we do not adapt to a new generation of students’ needs. I would like to use the portfolio for assessing if the course is appropriate for the target audience. At the end of a targeted semester, a survey was provided to the students to evaluate the effectiveness of the assignments.

Specific key goals to accomplish by creating this course portfolio: My intention of this course portfolio is to assess the impact of recently implemented teaching strategies. Over the last several semesters, the course has adapted several new assignments which are meant to improve students' academic performances, create a sense of belongingness within the course community, and have students critically think and learn the importance of healthy living practices in this course, and hopefully practice for the rest of their lives. Up to now, we have not measured if the assignments have impacted the forementioned intent. The following teaching strategies were evaluated in the spring of 2021 semester.

Objective 1: *Improve students' preparation for exams by providing exam review sessions*

1. Exam review sessions – Approximately a week before each exam, the class met to go over the key concepts from the textbook chapters. At the end of the review session, we have implemented Kahoot questions to engage the students to reinforce the understanding the concepts and practice to answer some similar questions that may be similar to questions on the exam. The goal of this strategy is meant to facilitate the students' engagement through class discussion and learning by reviewing of the key course materials. I would like to assess if the examination review sessions make an impact on the students' exam scores. By analyzing the score distributions of exams with whether students attended the review sessions or not may be used to evaluate the effectiveness of the exam review sessions and overall exam scores at the end of the semester.

Objective 2: *Improve students' "healthy living practices" throughout the semester and beyond*

2. "Healthy Living Assignment"- There are two major parts of this assignment. The following components are included in the Part 1. First, the students are required to complete a two-day dietary recall report (one typical day for a weekday and one typical day for a weekend day). After the students enter the dietary recall data via web-based platform to analyze their dietary practice, they will identify their dietary needs. Based on the needs analysis, the students are required to create a SMART goal for their dietary habits and practice. In addition, the students are required to complete self-administered fitness assessments (pre and post). Based on the pre-fitness assessment results, they are required to create a SMART goal for their physical fitness practice (related to muscular fitness, cardiorespiratory endurance, flexibility). Further, the students are required to create a SMART goal for "Wellness" besides the physical wellness (nutrition and exercise). After the students implement strategies to accomplish their goals throughout the semester, the students are required to write a reflection paper at the end of the semester. The post-fitness assessment results compared to the pre-fitness assessment results are included in the reflection paper to show any improvements. This project is meant to help improve the students' "healthy living" practices not only for the semester but also after they complete this course. I would like to assess if the assignment makes any impacts on the students' healthy living practices. I would like to restructure this assignment by changing specific questions that students have to respond to and incorporate it with the discussion board so the students can share and learn from each other. By asking specific reflection questions to identify whether or not students value this assignment, I will be able to evaluate the intent of this assignment.

Objective 3: *Creating a sense of belongingness/community by sharing your experiences, providing constructive feedback, and working together toward similar healthy lifestyle goals*

Discussion board: The discussion board and the “Healthy Living” assignments are intertwined to facilitate students’ healthy lifestyle practice. An overall goal of the discussion board assignment is to work together within a small group to tackle challenges students may face while completing their “Healthy Living” assignment, share ideas, solve challenges, and give each other feedback to hopefully build a sense of community within the small groups. The following components of the discussion board assignment were used.

1. Introduce yourself to your small group.
2. Develop a total of three SMART goals based on the self-administered pre-fitness assessment for “Exercise”, the two-day dietary recall assignment for “Nutrition”, and lab 1.1 and 1.2 from the textbook for “Wellness” and share their thoughts on why these goals are important to them. In addition, the SMART goals the students created are meeting the criteria (there will be a rubric) and give feedback for at least two classmates’ SMART goals. The students will have a few days after they receive the feedback to upload their final version of the SMART goals via Canvas. First, each student within the small group will post their three SMART goals, then they are required to critique at least two other individual students’ goals within the small group.
3. Discussion of how the students are doing toward their goals – this will be available in the mid-semester. The students are assigned to discuss their progress toward their goals, challenges they have faced, potential solutions for the challenges, and sharing ideas. Again, the students will need to post their “Progress Report” then, they are required to critique at least two individual students within the small group. This management piece of documents should be kept and used for their final paper in the Healthy Living reflection paper.
4. A few weeks before the due date of the reflection paper, the students are assigned to discuss their success stories, failures, limitations, and how they would change their approaches to accomplish their goals if they were starting the project over again. This part will also be a part of their reflection paper ideas. The students will need to post their “Final Thoughts” regarding the project then, they are required to critique at least two individual students within the small group.

Throughout the discussion board assignments, my intention hopefully is that the students will have a chance to share their ideas and learn from others. Hopefully, this will facilitate their metacognition process and create a sense of a belongingness within the small group. By asking specific reflection questions to identify whether or not students valued that the discussion board assignments, I will be able to evaluate the intent of this assignment.

At the end of a semester, an end of semester survey was conducted to examine the effectiveness of the exam review sessions, discussion board assignment, and the Healthy Living assignment. The survey was available on Canvas and when students completed it, they received extra credit points (10 points) for an incentive.

Analysis of Student Learning

Objective 1: Improve students' preparation for exams by providing exam review sessions

Based on the end of semester survey conducted, the majority of students attended the exam review sessions, 64% (69/108) of the students responded that they attended “all of the review sessions” or “most of the review sessions.” On the other hand, 36% (39/108) of the students did not attend the review sessions or “attended one of the review sessions.” Considering all of the review sessions were held live via Zoom, the result did not reach what I was hoping for. However, an anecdotal story from other instructors who taught their classes remotely had much less participation rate. The Table 2. shows the breakdown of all responses related to the students' exam review session attendance rates.

Table 2. “Did you attend the exam review sessions?”

Response Selections	Number of Respondents (N = 108)	Percent of respondents selecting this answer
I attended all of the review sessions	38 respondents	35 %
I attended most of the review sessions,	31 respondents	29 %
I attended one of the review sessions,	25 respondents	23 %
I did not attend the review sessions at all	14 respondents	13 %

When the students were asked “Did the exam review sessions improve your understanding of the learning materials?” The majority of the students, 70% (76/108) responded either “Agree” or “Strongly Agree.” Table 3. below summarizes the students' responses.

Table 3. “Did the exam review sessions improve your understanding of the learning materials?”

Response Selections	Number of Respondents (N = 108)	Percent of respondents selecting this answer
Strongly Disagree	4 respondents	4 %
Disagree	5 respondents	5 %
Undecided	23 respondents	21 %
Agree	50 respondents	46 %
Strongly Agree	26 respondents	24 %

When the students were asked, “What do you like most about the exam review sessions? Please elaborate your response.” many students responded that they liked the Kahoot activity during the exam review sessions. It seems that students liked the interactive piece of the Kahoot. All of the students were asked to join the Kahoot and competed to answer the questions, who could answer the questions correctly and faster. Overall, the responses were positive and the students liked that we covered the main points instead of covering the learning materials in a long lecture.

On the other hand, when the students were asked “What do you like least about the exam review sessions? Please elaborate your response.” One of the common theme that I could extract from the students’ responses is the lecture portion was monotonic and some students lost their attention. This piece of information should be addressed and the lecture piece needs to be revised in order to make the session more interactive, besides the Kahoot.

A one-way ANOVA was performed to see if there were any significant differences among the overall mean exam scores for the students who attended different frequencies. The frequencies are showing in the Table 4. below. The one-way ANOVA revealed that there were no statistically significant differences among the groups, $F(3, 103) = 2.40, p = .072$. The alpha value was set at .05. Since there was no significant difference was found, the analysis was ended.

Table 4. Overall mean scores and the exam review attendance

Response Selections	Number of Respondents (N = 108)	Overall Mean Exam Scores
I attended all of the review sessions	38 respondents	92.34%
I attended most of the review sessions,	31 respondents	91.26 %
I attended one of the review sessions,	25 respondents	93.67 %
I did not attend the review sessions at all	14 respondents	93.83 %

Objective 2: Improve students’ “healthy living practices” throughout the semester and beyond
 The students were asked “Did the Healthy Living assignment help improve your healthy living choices? Please explain why or why not.” A vast majority of students stated that the Healthy Living Assignment helped them to improve their healthy lifestyles. Some of the quotes are “I could see other people's challenges and accomplishments paralleled to my own and it helped push me to keep aiming high for my goals,” “Yes I actually learned and successfully completed my smart goals because of this class,” “YES!! They created a great amount of feedback from other students. My classmates are going through a lot of the same struggles I am so it was great to have feedback with other tips and tricks.” These comments and other positive ones were exactly what I was looking for with the assignment. On the other hand, there are some negative or neutral feedback were giving such as “Not necessarily I already had these goals so I just got to write them down,” “personally not really, I have been on a schedule and grind with eating and exercising since July of 2020 and I really just had to transfer my information that I already had to the class assignments.” These are the individuals who already had their goals and they did not need an additional “push” to create their goals to practice their healthy habits.

Next, the students were asked “Based on your experiences you gained from the Healthy Living assignment, will you continue to use the strategies to accomplish your future Healthy Living practices? Please explain why or why not.” A few students’ responses were very cautious such as “I would sure hope so. My fight is not with my health but with fighting the lack of time to make healthier decisions,” “I think I will use some of the strategies. It might be hard to set and

follow certain goals all of the time, but I can see myself doing physical assessments or meal tracking here and there to see where I am at generally.” Again, a vast majority of the responses were positive and they are very optimistic about what they learned from the assignment and continue to implement their healthy living practices while they are creating future SMART goals.

Objective 3: Creating a sense of belongingness/community by sharing your experiences, providing constructive feedback, and working together toward similar healthy lifestyle goals

Discussion board assignment question:

“Throughout of the semester the discussion board assignments were used parallel to the Healthy Living assignment. Did the discussion board assignments help you to build a sense of “community” within your small group while you were sharing your experiences, providing constructive feedback, and working together toward similar healthy lifestyle goals?” See the summary of the responses below (Table 5.). 72% of the students (78/108) either chose “Agreed” or “Strongly Agreed” that the discussion board assignment helped creating a sense of community within the small groups.

Table 5. “Did the discussion board assignments help you to build a sense of “community” within your small group while you were sharing your experiences, providing constructive feedback, and working together toward similar healthy lifestyle goals?”

Response Selections	Number of Respondents (N = 108)	Percent of respondents selecting this answer
Strongly Disagree	6 respondents	6 %
Disagree	13 respondents	12 %
Undecided	11 respondents	10 %
Agree	54 respondents	50 %
Strongly Agree	24 respondents	22 %

Some notable feedback from the students stated that “I feel like most people did not give genuine responses and only wanted the points. If we had a small Zoom discussion group that would have been much better because we would actually have interactions instead of typing to people we do not know,” “They did not improve my choices because I am more internally motivated and hearing what other people has to say doesn't motivate me.” To address the first comment, it is important to recognize that some students’ posts were not helpful for students who were truly trying to accomplish their goals. The combination of discussion board posts and live conversations among the students (e.g., Breakout rooms in Zoom) might have been a better strategy. To address the second response, we need to recognize that people are different and some are very self-driven and they think they do not need an external motivation.

Future Directions

The spring of 2021 was very different from previous academic years. A majority of students were taking courses remotely and interactions with instructors and their peers were very limited due to the pandemic. Based on the exam results, a vast majority of students demonstrated very high scores regardless how often they attended in the exam review sessions. In addition, a majority of students agreed that the Healthy Living assignment along with the discussion board interactions among their peers are valuable. Further, the majority of students expressed that they continue to implement their healthy living strategies that they learned from this course even after they completed the course. From the comments that I received and some observation, the students were very “hungry” for human interaction. Even, this course was taught remotely more frequent Zoom conferencing and peer discussion opportunities were suggested to improve this course. This demand was necessary especially we were middle of pandemic and the students had been practicing remote learning for more than a year now.

Based on the comments we received from the students, it was loud and clear that we needed to improve our interactions with students during the exam review sessions. The following ideas will be strongly considered to implement in the future semesters. First, frequent stops may be implemented during the exam review sessions so we can further discuss important concepts and give some examples, or break into small discussion groups in person or “breakout room” in Zoom and have them further discuss the concepts. Later we all come back to a whole group and share ideas and Q&As. Second, some sort of active learning to have the students actually participate may be considered. Example for that is exercise demonstrations, problem solving discussions, and exercise program design in class.

It was very pleased to hear that the majority of students were satisfied with the Healthy Living assignment along the discussion board assignments. I believe the SMART goals they created and implemented their exercise programs and healthy living practices into action were very personal and real problem solving opportunities for them. I will continue to refine the assignments and make a meaningful impact on their lives. In addition, as some students expressed, the combination of discussion board assignments and either in-person or Zoom breakout room sessions should be strongly suggested to implement in order to improve interactions among their peers for this class.

It was recognized that allowing the students to take the exams up to 2 times may not be necessary. A vast majority of students did score high for the first time and not many students did take the same exam twice. Anecdotally, some students forgot to take the exam on the first day and used the second day to take the exam. Since the exams were open book and the majority of questions were very similar to what they saw during the exam review sessions, the LearnSmart assignments, and the chapter quizzes, allowing the students to take the exams up to 2 times was an overkill.

Summary and Reflection of Portfolio Process

Overall I found the peer review of teaching program was very helpful to intentionally focus on course objectives that I stated on the syllabus. The assignments were now more intentional to what I want the students to learn from this course and beyond. I have not evaluated my courses based on the data that I collected before. This experience was very valuable and I will continue to work on this course as well as other courses that I teach. I have now very basic ideas of what I need to do to keep improving my courses. I am planning to sign up for the next level of the Peer Review of Teaching program next year.

Especially my current position is a Professor of Practice position, I will continue to implement different ideas and strategies to improve student learning whether it is an online or an in-person environment. I have gained confidence from this first year Peer Review of Teaching program to collect data and improve my courses. I am extremely happy that I took this program this past academic year. Needs of students coming to UNL are constantly changing. It is our job to keep evolving our teaching based on the needs. Flexible brain and courage to try out different ideas and teaching strategies should be welcomed as an instructor. I will continue to keep this mindset and improving my teaching for the future. Finally, I would like to conclude this paper with the following sentence. No matter what learning environment we are in, human interactions in the learning environment is not replaceable.

Appendices

Appendix A – Syllabus for NUTR100 (Spring 2021)

UNIVERSITY OF NEBRASKA – LINCOLN, Spring 2021
DEPARTMENT OF NUTRITION AND HEALTH SCIENCES
Course Syllabus

GENERAL INFORMATION

Course: NUTR100: Healthy Living (3 credit hours)
Time: Monday 1:00- 1:50 (See required meeting times) – Section 001
Monday 2:00- 2:50 (See required meeting times) – Section 002

Location: This course will be taught remotely.

Instructor: **Shinya Takahashi Ph.D. (Instructor of Record)**
Office: 104E Leverton Hall, East Campus
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Phone: 402-472-3922
Office Hours: By appointment only

Teaching Assistants **Casey Krolikowski (Section 002)**
Office: 108 Leverton Hall, East Campus
Email: casey.krolikowski@huskers.unl.edu
Office Hours: Th 10a-12p

Emma Worley (Section 001)
Office: 108 Leverton Hall, East Campus
Email: emma.worley@huskers.unl.edu
Office Hours: T 1-3p

COURSE DESCRIPTION

This course is designed to help the learner improve his/her level of well-being by understanding various risk factors and personal behaviors that affect health. Students will learn a variety of self-assessments and health behaviors designed to enhance awareness of short- and long-term risks and to achieve a higher level of wellness.

COURSE OBJECTIVES

Students will:

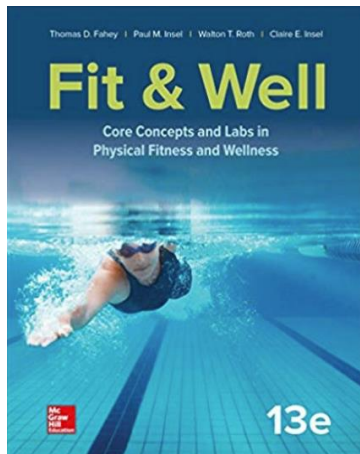
8. Demonstrate an understanding of the role that lifestyle has on longevity and quality of life.
9. Understand the health benefits and basic principles of physical fitness and program design and participate in a personalized exercise program to achieve such benefits.
10. Describe principles of nutrition and weight management that reduce chronic disease risks and promote positive well-being.
11. Demonstrate an understanding of the mental and physical effects of stress, the relationship of stress to immediate and long-term health problems and participate in stress reduction techniques.
12. Identify guidelines and lifestyle contributing factors that reduce one's weight problems. Identify and describe the symptoms of eating disorders and the health risks associated with them.
13. Demonstrate an understanding of the controllable and uncontrollable risk factors associated with cardiovascular disease. Identify the major forms of cardiovascular disease and how they develop.
14. Demonstrate an understanding of substance use and misuse including alcohol, tobacco, and other legal and illegal substances. Identify and describe strategies to cope with the substances.

REQUIRED COURSE MATERIALS

Text:

Thomas D. Fahey, Paul M. Insel, and Walton T. Roth (2017) *Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness*. 13th Edition. McGraw-Hill Companies, Inc., New York, NY.

www.mhhe.com.



IMPORTANT! You must have a McGraw-Hill “Connect™Plus access code. McGraw-Hill Connect is a web-based assignment and assessment platform that helps students to learn course materials. Here is how to get yourself registered at the McGraw-Hill Connect™Plus:

1. Go to Canvas and find NUTR100-701/702 and select the “**McGraw-Hill Connect**” tab on the left (**DO NOT select Quizzes tab!!!**)
2. Click **BEGIN**. Student registration tutorials are available if you need help.
3. You’ll see three options: Enter your access code and click **Submit** *OR* Click **Buy Online** to purchase an access code. If you’re purchasing the access code online, choose: “**Buy Connect**” (only connect code) *OR* “**Buy ConnectPlus**” (includes online access to an eBook and the connect code)
4. Next, you will need to fill out the registration form.
5. Please make sure to click on “**Go To Connect Now**” to complete your registration and continue to your instructor’s course.
6. You are now at your instructor’s course. This is where you can access your assignments and study resources.
7. Once you are finished with your assignment, you can quickly return to your **Canvas** course by clicking on the “**Return to Canvas**” link.

If you need help or have any questions about Connect, you can visit their 24-hour Customer Experience support center: www.mcgrawhillconnect.com/support or give them a call at 1-800-331-5094

Sunday - 6PM to 11PM (Central Time)

M-TH - 8AM to 11PM (Central Time) Friday - 8AM to 6PM (Central Time)

TEACHING-LEARNING STRATEGIES

The following methods will be used throughout this course to facilitate learning: the entire course will be taught through Canvas (e.g., Study Modules). Additionally, you will be required to complete pre and post fitness assessment participation and dietary recall analysis through NutriCalc Plus (we will discuss more about this web-based software which comes with your textbook).

CLASS EXPECTATIONS AND POLICIES

1. Attendance: There will be a total of 6 days to attend via Zoom Call. Please complete the readings and assignments on time and make every effort to contribute as a functioning member of this class. You are required to come to class on the dates scheduled and be ready to begin class at the times specified.

Jan 25 – Course Overview

Feb 1 – Healthy Living Assignment Overview, Discussion Board Instructions and more

Feb 22 – Review session 1 & discussion

Mar 15 – Review session 2 & discussion

Mar 29 – Review session 3 & discussion

April 19- Review session 4 & discussion

***There is no final exam (comprehensive) for this course.**

****There are no make-up dates for the fitness assessments.**

2. LearnSmart learning tool is available for you 24/7: LearnSmart is a web-based interactive learning module. Based on your confidence level for learning materials, the difficulty level and/or types of questions (e.g., True/False, fill-in the blank, and multiple-choice questions) will change. You are expected to utilize all LearnSmart activities. It is imperative to complete each LearnSmart assignment using critical thinking skills. Critical thinking has been described as "the process of purposeful, self-regulatory judgment, which uses reasoned consideration to evidence, context, conceptualizations, methods, and criteria." An overall lower score will most likely result on exams if the LearnSmart activities are completed in an adverse and/or unfocused manner. **It is required that you complete all LearnSmart activities. The questions and answers may be similar to the actual exam questions.**
 - a. There are a total of twelve (12) LearnSmart assignments (one for each chapter) throughout the semester (please see the class schedule) will be available for you.
 - b. It is recommended to complete the reading assignments before you access the LearnSmart.
 - c. You have unlimited access to the LearnSmart assignments **during specific time periods** (see class schedule at the end of this syllabus).
 - d. **McGraw-Hill Connect Help desk (Digital Care)** is available for you if you experience any difficulties with Connect. **Please contact at 1-800-331-5094.**
3. Exams and Chapter Quizzes: There are four (4) exams and twelve (12) chapter quizzes in this course.
 - a. Chapter Quizzes
 - i. You have one chance to take each quiz, so be sure to be familiar with the material before starting the quiz. The quizzes will have a time limit (45 minutes per quiz). One quiz will be given in each chapter and the number of questions will be 8-16 (each question worth 1 point). The best way to prepare for the quiz is to complete all reading assignments and the interactive learning activities (LearnSmart).
 - ii. All quizzes are on the McGraw-Hill Connect website (this website is connected to Canvas, you do not need to go to the McGraw-Hill Connect website) and will be made available for a week at least; however, once you start the quiz you **MUST** complete the quiz within the time limit (**45 minutes**) given. It is important to be connected to the website until you complete the quiz. **You have ONLY one time to access the quiz.** If you are "locked out" of a quiz, you must *immediately* email your TA for assistance. Credit will not be given for the quiz once the quiz has closed and if no attempt has been made to contact your TA within the hour it is open. There are

no make-up quizzes. *I suggest that you write the scheduled quizzes in your daily planner so you don't forget!*

- iii. Quizzes are open book and open note. You are to work alone in order to test your knowledge and comprehension of learning material. McGraw-Hill Connect Help desk (Digital Care) is available for you if you experience any difficulties with Connect. **Please contact at 1-800-331-5094.**

Chap 1 quiz and LS assignment are due Feb 1 (by 11:59pm)
Chap 2 quiz and LS assignment are due Feb 14 (by 11:59pm)
Chap 3 quiz and LS assignment are due Feb 21 (by 11:59pm)
Chap 4 quiz and LS assignment are due Feb 28 (by 11:59pm)
Chap 5 quiz and LS assignment are due Mar 7 (by 11:59pm)
Chap 6 quiz and LS assignment are due Mar 14 (by 11:59pm)
Chap 7 quiz and LS assignment are due Mar 21 (by 11:59pm)
Chap 8 quiz and LS assignment are due Mar 28 (by 11:59pm)
Chap 9 quiz and LS assignment are due Apr 4 (by 11:59pm)
Chap 10 quiz and LS assignment are due Apr 11 (by 11:59pm)
Chap 11 quiz and LS assignment are due Apr 18 (by 11:59pm)
Chap 13 quiz and LS assignment are due Apr 25 (by 11:59pm)

b. Online Exams

- i. There are a total of four (4) exams in this course. The exam will be given every 2-4 weeks and will include questions similar to quiz questions and interactive learning activities on the McGraw-Hill website (i.e., LearnSmart). ***You are required to take the exams on Canvas. I suggest that you write the scheduled exams in your daily planner so you don't forget!***
- ii. It is advisable to take note of quiz questions and answers in order to study for the exams. It is also advisable to keep up with the class material, complete all assignments, and do all of the reading assignments.
- iii. There is no final exam (comprehensive exam).
- iv. **You are allowed to take each exam up to 2 times within 48 hours. The best score will be recorded on Canvas.**

The scheduled exam dates will not be changed unless a student has a reasonable excuse (e.g., family emergencies, severe sickness, and incremental weather conditions, etc. – In that case, contact your TA ASAP).

Mar 1 – Exam 1 (Chapters 1-4)

Mar 22 – Exam 2 (Chapters 5-7)

Apr 5 – Exam 3 (Chapters 8 and 9)

Apr 26 – Exam 4 (Chapters 10, 11, 13) -This is the last day of this course

***There is no final exam (comprehensive) for this course.**

4. Online discussion board assignment:

A total score (65 points) is based on your posts on the Discussion Boards via Canvas.

You will be randomly assigned to one of small groups. A total of seven posts are required as an individual student: You must post at least **one** response to a discussion question and respond to **two** other classmates' discussion question responses within your small group. Specific questions are posted on Canvas under each discussion board question. Please read the instructions on Canvas thoroughly.

- | | |
|--|------------------|
| 1. Introduce yourself (1 post): Due date – 2/22 | 5 points |
| 2. Why your 3 SMART goals are important to you? Part 1: Due date – 3/1 points | 10 |
| 3. Why your 3 SMART goals are important to you? Part 2: Due date - 3/8 points | 10 |
| 4. Healthy Living assignment mid-term progress Part 1: Due date – 3/22 | 10 points |
| 5. Healthy Living assignment mid-term progress Part 2: Due date – 3/29 | 10 points |
| 6. Healthy Living assignment final thoughts Part 1: Due date – 4/12 | 10 points |
| 7. Healthy Living assignment final thoughts Part 2: Due date – 4/19 | 10 points |

Again, your grade on the discussion board is based on participation. The discussion board assignment is worth 65 points. However, in order to receive full credit for these posts, you must fulfill some basic requirements (see below):

- All posts should be a minimum of 150 words except the response posts to your classmates should be a minimum of 100 words.
- All posts should be relevant to the topic being discussed, but should also attempt to introduce a new point of view or piece of information or otherwise further the discussion
- All posts should use correct grammar, punctuation and vocabulary appropriate for a university-level course. Misuse of the discussion boards will not be tolerated.
- More detailed information on this assignment will be discussed in class.

5. Healthy Living Assignment (part 1 and 2): This assignment requires you to record all foods consumed for one weekday (M-F) and one weekend (Sat or Sun) day. You are required to enter nutritional information into the NutriCalc application found within the McGraw Hill website. No late assignments will be accepted, so plan ahead! We will discuss how to use NutriCalc and more information about this assignment on the second day of this course. In addition, the self-administered fitness assessments (pre and post) are required as well. Those who are unable to complete the fitness assessments because of your physical limitations please contact us as soon as possible. A doctor's note may be required to verify for the limitations. Please refer to Lecture 2 PowerPoint with questions about this assignment!!!

As a part of completing the part 1, you are required to complete the Wellness lab assignments (Lab 1.1 Wellness Profile and Lab 1.2 Lifestyle Evaluation) on Canvas. These assignments will help you identify your potential “Wellness” goal item. Each worth 5 points (10 points total).

6. Statement of Academic Dishonesty: Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. To further serve this end, the University supports a Student Code of Conduct that addresses the issue of academic dishonesty.

Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions as described in the *Undergraduate Bulletin*.

7. **Student Resource Statement:** The University of Nebraska-Lincoln and the College of Education and Human Sciences are committed to ensuring the health and well-being of our students. This responsibility is shared by all members of the academic community and includes providing resources for the intellectual, academic, financial, physical, social and mental well-being. To further this, the College of Education and Human Sciences has developed a comprehensive resource guide that has been developed to assist faculty and students in finding specific university and CEHS resources based on their needs. This can be found at go.unl.edu/studentresources

8. **Required Use of Face Coverings for On-Campus Shared Learning Environments*:**

To protect the health and well-being of the University and wider community, UNL has implemented a policy requiring all people, including students, faculty, and staff, to wear a face covering that covers the mouth and nose while on campus. The classroom is a community, and as a community, we seek to maintain the health and safety of all members by wearing face coverings when in the classroom. This simple action also aligns with the CEHS mission dedicated to enhancing the lives of individuals, families, schools and communities. When you wear a face covering, you demonstrate care about the health and safety of those in your community. Failure to comply with this policy is interpreted as a disruption of the classroom and may be a violation of UNL's Student Code of Conduct. Individuals who have health or medical reasons for not wearing face coverings should work with the Office of Services for Students with Disabilities (for students) or the Office of Faculty/Staff Disability Services (for faculty and staff) to establish accommodations to address the health concern. Students who prefer not to wear a face covering should work with their advisor to arrange a fully online course schedule that does not require their presence on campus. Students in the classroom: 1. If a student is not properly wearing a face covering, the instructor will remind the student of the policy and ask them to comply with it. 2. If the student will not comply with the face covering policy, the instructor will ask the student to leave the classroom, and the student may only return when they are properly wearing a face covering. 3. If the student refuses to properly wear a face covering or leave the classroom, the instructor will dismiss the class and will report the student to Student Conduct & Community Standards for misconduct, where the student will be subject to disciplinary action. Instructors in the classroom: 1. If an instructor is not properly wearing a face covering, students will remind the instructor of the policy and ask them to comply with it. 2. If an instructor will not properly wear a face covering, students may leave the classroom and should report the misconduct to the department chair or via the TIPS system for disciplinary action through faculty governance processes.

*Courses that have been granted an exception to the Face Covering Policy for pedagogical reasons are excluded. Exceptions to the Face Covering Policy are only granted after an approved health safety plan is developed.

9. Diversity Statement: The University of Nebraska-Lincoln is committed to a pluralistic campus community through Affirmative Action and Equal Opportunity. We assure reasonable accommodation under the Americans with Disabilities Act. Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, student must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787 voice or TTY.”
10. Canvas will be used in this course. If you experience any difficulties with Canvas related to this class, contact the **UNL Help Desk at 472-3970**.
11. **McGraw-Hill Connect Help desk (Digital Care)** is available for you if you experience any difficulties with Connect. **Please contact at 1-800-331-5094**.
12. Communicating. If you have questions and/or concerns please contact our TA via email. When sending an email to him or her please reference the course number (NUTR100), your name, and the nature of the message on the subject line of the email.
13. Grading. The official record of grades will be kept on Blackboard. Be sure to check this regularly to see how you are doing in the course.

COURSE REQUIREMENTS

Fitness Testing

Each class member will complete a series of fitness assessments that will be able to be performed **AT HOME**. We will discuss this assignment in detail later. Please contact one of us if you are physically unable to participate in the fitness assessments.

1. The assessments (Pre & Post) will serve as a baseline and will help to determine fitness improvement. They will take approximately 30 minutes of your time.
2. You are required to perform both the pre and post-fitness assessments on your own. Your results will be used to complete Healthy Living Assignment part I and II.
3. Instructions for the fitness assessment can be found on Canvas under the “Files” tab and in the “Fitness Assessment” folder. Also, refer to the lecture slides in PowerPoint 2.

**Please inform instructor if you are unable to complete the fitness assessments due to limitations as soon as possible.*

PERFORMANCE EXPECTATIONS

1. Complete 4 online exams.
2. Complete all reading assignments.
3. Complete all (12) LearnSmart assignments.
4. Complete all (12) chapter quizzes.
5. Complete online discussion board assignments
6. Participate in the self-administered fitness Pre- and Post-fitness assessments.
7. Complete the Healthy Living Assignment (both part one and two) including a 2-day food recall/dietary analysis assignment (to be discussed in class).

ASSIGNMENTS AND GRADING

Assignments	Points Each	Total Points
12 Quizzes	8-16	155
4 Exams	150	600
*Fitness Assessments (pre & post)	25	50
Wellness lab assignments (1.1 and 1.2)	5	10
2 day dietary recall assignment	20	20
Online discussion board assignment	5–10	65
Healthy Living Assignment Part 1: SMART Goals	15	90
Part 2: Final Evaluation Paper	75	
LearnSmart Activities	5	60
Total		1050
Extra Credit: Mid Term and End of Course Surveys	5	10

* If you miss your assessment due to a reasonable excuse (e.g., severe illnesses, injuries, or family emergencies), contact your TA as soon as possible. There is no partial credit given for this assignment.

Percentage Scale for Grading (non-negotiable)

A ₊	≥ 97.00 %	B ₊	87.00-89.99%	C ₊	77.00-79.99%	D ₊	67.00-69.99%
A	93.00-96.99%	B	83.00-86.99%	C	73.00-76.99%	D	63.00-66.99%
A-	90.00-92.99%	B-	80.00-82.99%	C-	70.00-72.99%	D-	60.00-62.99%
						F	< 60%

NUTR 100 – Spring 2021 Tentative Course Schedule		
Date	Class Meeting Topics	Assignment(s) Due
WK 1		
M, Jan 25	Course Overview	READ SYLLABUS
WK 2 Assigned Reading: Chapter 1 – Introduction to Wellness, Fitness and Lifestyle Management		
M, Feb 1	Healthy Living Assign, Discussion Board Overview, and Extra Credit Info	
Sun, Feb 7		Chapter 1 Quiz + Learn Smart Due (11:59 pm)
WK 3 Assigned Reading: Chapter 2 – Principles of Physical Fitness		
M, Feb 8	No Class	
Sun, Feb 14		Chapter 2 Quiz + Learn Smart Due (11:59 PM) Dietary Recall Assignment Due
WK 4 Assigned Reading: Chapter 3 – Cardiorespiratory Endurance		
M, Feb 15	Pre-Fitness Assessments (At-Home)	Lab 1.1 & 1.2 Due
Sun, Feb 21		Chapter 3 Quiz + Learn Smart Due (11:59 PM) Pre-Fitness Assessment Score Sheet Due
WK 5 Assigned Reading: Chapter 4 – Muscular Strength and Endurance		
M, Feb 22	Exam 1 Review Session	Discussion Board: Introduction Post Due
Sun, Feb 28		Chapter 4 Quiz + Learn Smart Due (11:59 PM)
WK 6 Assigned Reading: Chapter 5 – Flexibility and Low-Back Health		
M, Mar 1	EXAM 1 (Chapter 1-4)	Discussion Board: Why your 3 SMART goals are important to you? Part 1 post due (11:59 PM)
Sun, Mar 7		Chapter 5 Quiz + LS Due (11:59 PM)
WK 7 Assigned Reading: Chapter 6 – Body Composition		
M, Mar 8	Healthy Living Assignment Part 1 DUE	Discussion Board: Why your 3 SMART goals are important to you? Part 2 post due (11:59 PM)
Sun, Mar 14		Chapter 6 Quiz + LS Due (11:59 PM)
WK 8 Assigned Reading: Chapter 7 – Putting Together a Complete Fitness Program		
M, Mar 15	Exam 2 Review Session	

Sun, Mar 21		Chapter 7 Quiz + LS Due (11:59 PM)
WK 9	Assigned Reading: Chapter 8 – Nutrition	
M, Mar 22	EXAM 2 (Chapters 5-7)	Discussion Board: Healthy Living assignment mid-term progress Part 1 post due (11:59 PM)
Sun, Mar 28		Chapter 8 Quiz + LS Due (11:59 PM)
WK 10	Assigned Reading: Chapter 9 – Weight Management	
M, Mar 29	Exam 3 Review Session	Discussion Board: Healthy Living assignment mid-term progress Part 2 post due (11:59 PM)
Sun, Apr 4		Chapter 9 Quiz + LS Due (11:59 PM)
WK 11	Assigned Reading Chapter 10- Stress	
M, Apr 5	EXAM 3 (Chapters 8 & 9)	Mid-term survey due (11:59 PM)
Sun, Apr 11		Chapter 10 Quiz + LS Due (11:59 PM)
WK 12	Assigned Reading: Chapter 11- Cardiovascular Health	
M, Apr 12	Post-Fitness Assessments (At-Home)	Discussion Board: Healthy Living assignment final thoughts Part 1 post due (11:59 PM)
Sun, Apr 18		Chapter 11 Quiz + LS Due (11:59 PM) Post-Fitness Assessment Score Sheet Due
WK 13	Assigned Reading: Chapter 13 – Substance Use and Misuse	
M, Apr 19	Exam 4 Review Session	Discussion Board: Healthy Living assignment final thoughts Part 2 post due (11:59 PM)
Sun, Apr 26		Chapter 13 Quiz + LS Due (11:59 PM)
WK 14	NO READINGS: LAST WEEK OF CLASS	
M, Apr 26	EXAM 4 (Chapters 10, 11, 13)	
WK 15		
M, May 3	Healthy Living Assignment Part 2 DUE	Final survey due(11:59 PM)