

*Polishing Your Pedagogy:  
A SOPHE Webinar Series*

**DISTANCE LEARNING WITH THE NEW SOPHE  
HEALTH PROMOTION TEXTBOOK:  
TIPS FOR EFFECTIVE TEACHING ONLINE**

January 20, 2011



# Continuing Education

- Today's session has been approved for 1.0 Category I continuing education contact hours (CECHs) for Certified Health Education Specialists (CHES). SOPHE, including its chapters, is a designated multiple event provider of CECHs by the National Commission for Health Education Credentialing (NCHEC).
- Fees:
  - \$ 7.00 for SOPHE members
  - \$ 14.00 for non-members
- Forms can be downloaded from the SOPHE website:  
<http://www.sophe.org/webinars.cfm>
- Completed applications, evaluations, and fees should be sent to:

**Society for Public Health Education**

**10 G Street NE; Suite # 605**

**Washington, DC 20002**

**Ph: 202.408.9804**

**Fax: 202.408.9815**

**[www.sophe.org](http://www.sophe.org)**



# Technical Support

- E-mail: [support@webex.com](mailto:support@webex.com)
- Phone: Call **1-866-229-3239**  
(U.S. and Canada toll-free)



# Questions???

- **There will be a Q&A session after the two presentations.**
- **Questions may be submitted any time during the event by clicking on the ? button on your toolbar and typing in your question.**



# SOPHE



## MISSION

To provide global leadership to the profession of health education and health promotion and to promote the health of society.

## GOALS: 2011-2016

- **Goal 1:** Be the authoritative source for health education and health promotion.
- **Goal 2:** Optimize organizational performance.

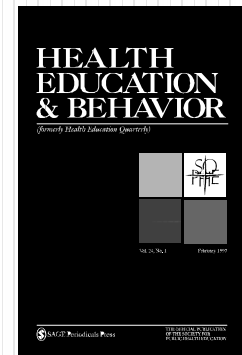


# SOPHE

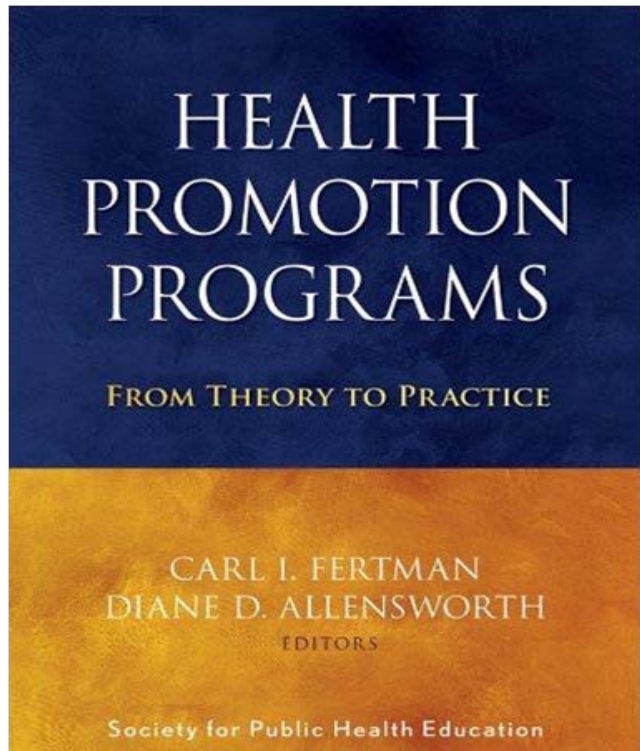


*Vision & Leadership for Health Promotion*

- Advocacy
- Professional Preparation & Standards
- Continuing Education & Training
- Public Outreach
- Health Education Research & Practice

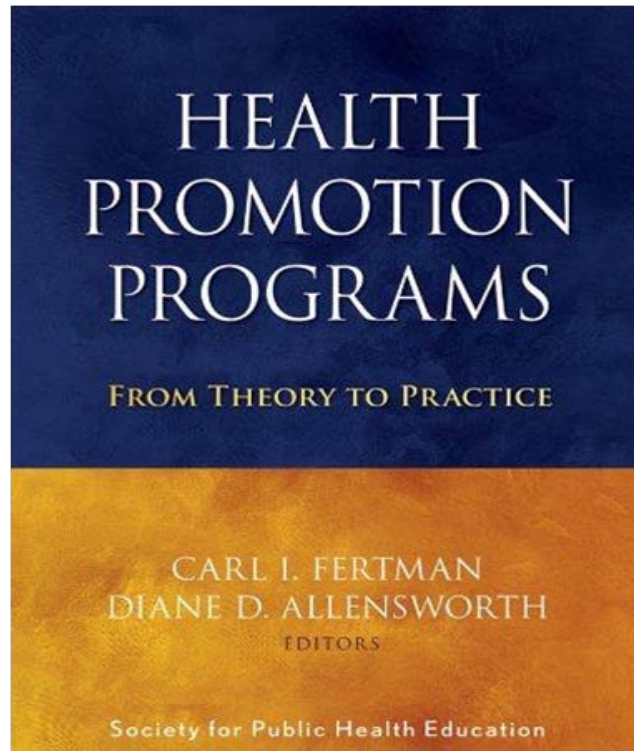


# SOPHE Textbook



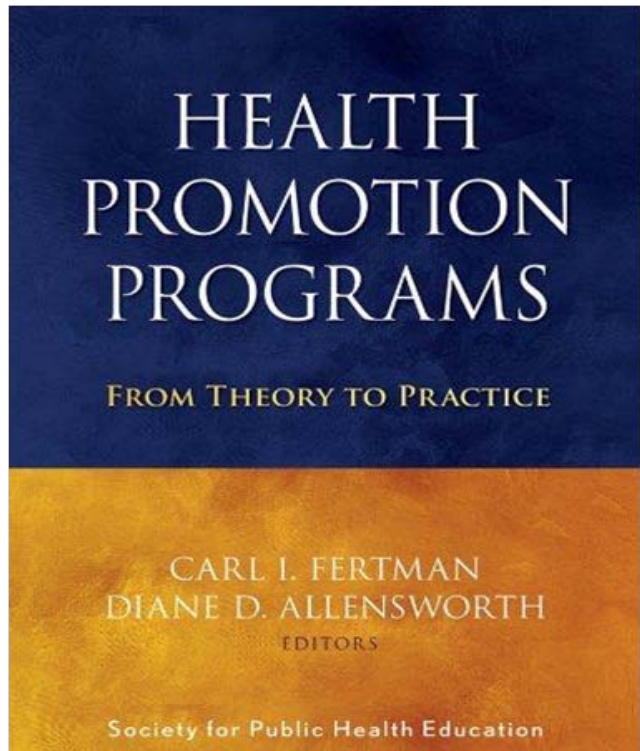
- **First SOPHE Textbook**
- **Published 2010, Jossey-Bass**
- **Co-editors: Carl Fertman, Diane Allensworth**
- **43 Contributors**
- **5 Major Sections, 15 Chapters**
- **Audience: Undergraduate & Graduate Students, Professionals**
- **SOPHE members — 20% discount**

# Book Highlights



- Learning objectives
- Practical tables and charts
- Practice and discussions questions
- Key Terms and glossary

# Book Highlights - Ancillaries



- Chapter Power Points — detailed
- Chapter Power Points — brief
- Chapter Test Bank
  - Multiple — choice
  - Matching
  - True — False
  - Short answers
- Chapter reading quizzes
- Creating supporting materials & videos

# SOPHE Textbook Webinar – Part I



- Available –  
<http://www.sophe.org/webinars.cfm>
- Carl I. Fertman, PhD, CHES
  - Co-editor, *Health Promotion Programs: From Theory to Practice*
  - Associate Professor, University of Pittsburgh
- Melissa L. Grim, PhD, CHES
  - Associate Professor, Radford University
  - Deputy Editor, *Health Promotion Practice*

## Objective of Today's Webinar

- **List at least three ways the new SOPHE textbook can be used in conjunction with health education courses that are taught online or through distance learning.**

# Today's Speakers

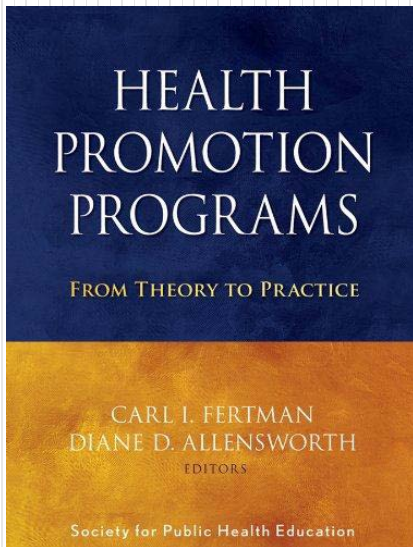


- **Beth Chaney, PhD, CHES**
  - Assistant Professor, Dept of Health Behavior & Education
  - University of Florida

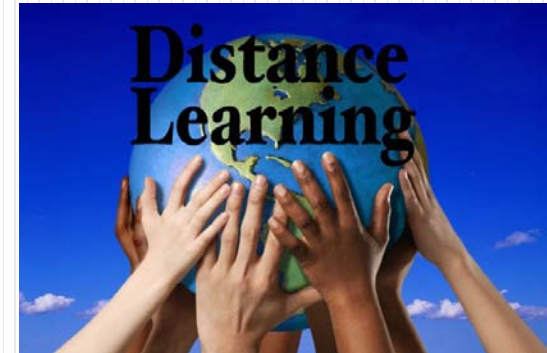


- **J. Don Chaney, PhD, CHES**
  - Assistant Dean for Distance Education & Outreach
  - University of Florida

# Distance Learning with the New SOPHE Health Promotion Textbook: Tips for Effective Teaching Online



Beth H. Chaney, Ph.D., CHES  
J. Don Chaney, Ph.D., CHES



# Objectives

- The purpose of this presentation is to provide:
  - A brief overview of distance education (DE) in the context of higher education.
  - Explain some of the benefits of developing a distance education course
  - A summary of important quality indicators for distance education course development, and
  - An example of how a distance education (DE) course can be developed using the new SOPHE textbook, *Health Promotion Programs: From Theory to Practice*.



# Introduction

- In the past decade, there has been an enormous growth of distance education courses and programs in higher education.
- The growth of distance education is particularly evident in the field of health education.





# Why engage in distance education?

# Benefits to Faculty

- R&D Support
- \$
- Travel
- Enhance on-campus instruction
- Enhance the quality and quantity of RA support



# Benefits to On-Campus Students

- Enhance on-campus instruction
- Learn from scholars outside of the instructor
- RA and Travel Support
- R&D Support
- Opportunity to learn about new technologies and DE = Marketable



# Quality of Distance Education

- The enormous potential of distance education is tempered by one overarching question:
  - How do you ensure that distance education coursework and degrees are of high quality?
- According to Meyer (2002), “the lack of consistent, agreed-on definitions for what quality is” can be very problematic (p. 22).
- It is difficult to provide a universal definition for quality, because the meaning of quality can change for different role players.



# Quality Indicators of Distance Education

- Literature Review Results Related to Quality of Distance Education:
  - 1) There are no universal definitions of “quality” in distance education.
  - 2) A comprehensive list of quality indicators of distance education was compiled from the results of the literature review. (Chaney, Eddy, Dorman, Glessner, Green, Lara-Alecio, 2009)



# Quality Indicators of Distance Education

- In order to meet the demands on distance education, meet the needs of administrators, faculty and students, and to incorporate sound pedagogical techniques into distance education courses and programs, structured guidelines on what high-quality distance education should look like, is needed.



ILLUSTRATION BY BRYAN LESTER

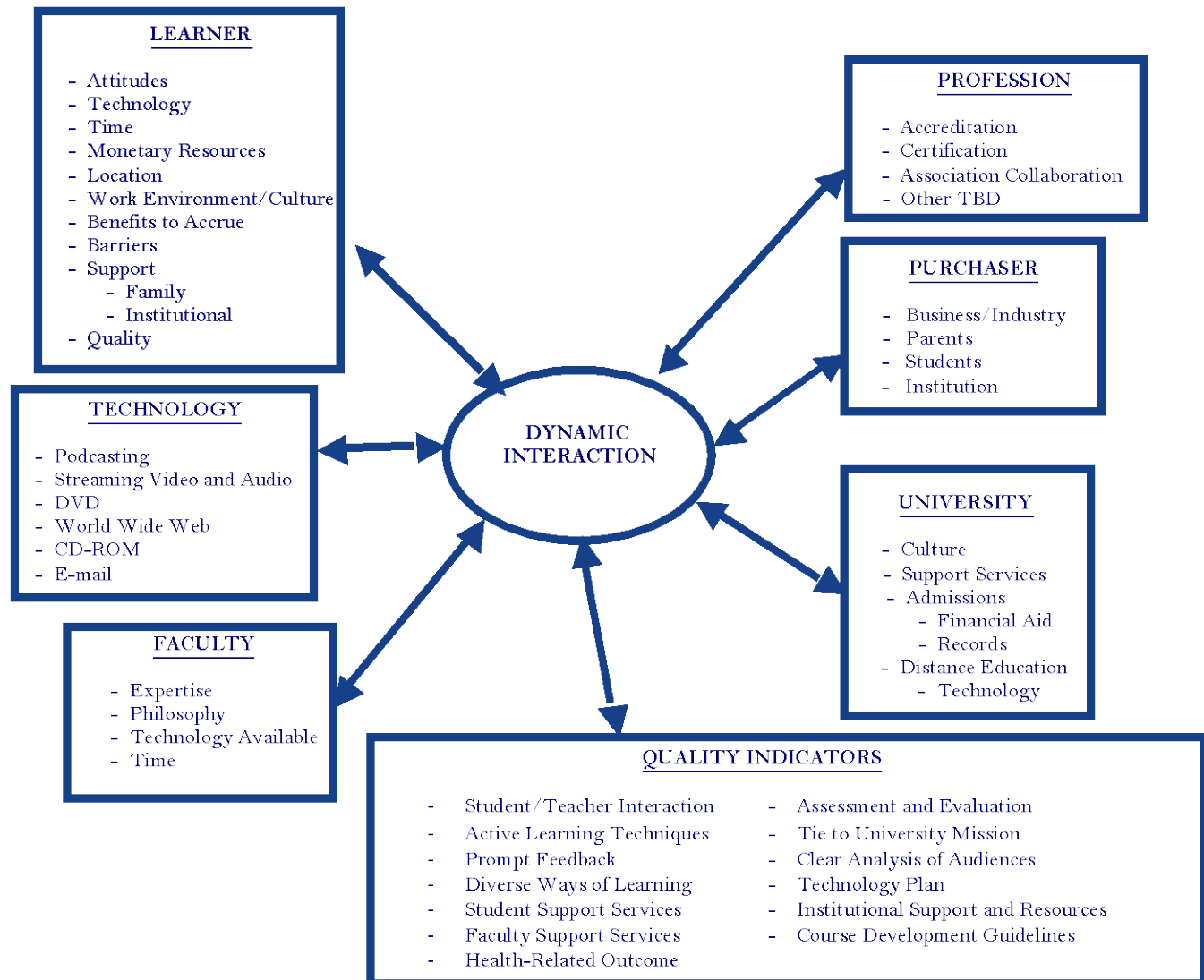
QUALITY CONTROL

# Quality Indicators

- Student-Teacher, Student-Student Interaction
- Active Learning Techniques
- Prompt Feedback
- Respect Diverse Ways of Learning
- Student Support/Services
- Faculty Support
- Evaluation and Assessment
- Strong Rationale for Distance Education that Correlates to the Mission of the Institution

# Quality Indicators Continued

- Clear Analysis of Audience
- Appropriate Tools and Media
- Documented Technology Plan to Ensure Quality
- Reliability of Technology
- Institutional Support and Institutional Resources
- Implementation of Guidelines for Course Development and Review of Instructional Materials
- Course Structure Guidelines



## Stakeholders and Quality Indicators to be Examined in the Needs Assessment Process

(Eddy, et al., 2001; Adapted by Chaney, et al., 2006)

# General DE Design Principles

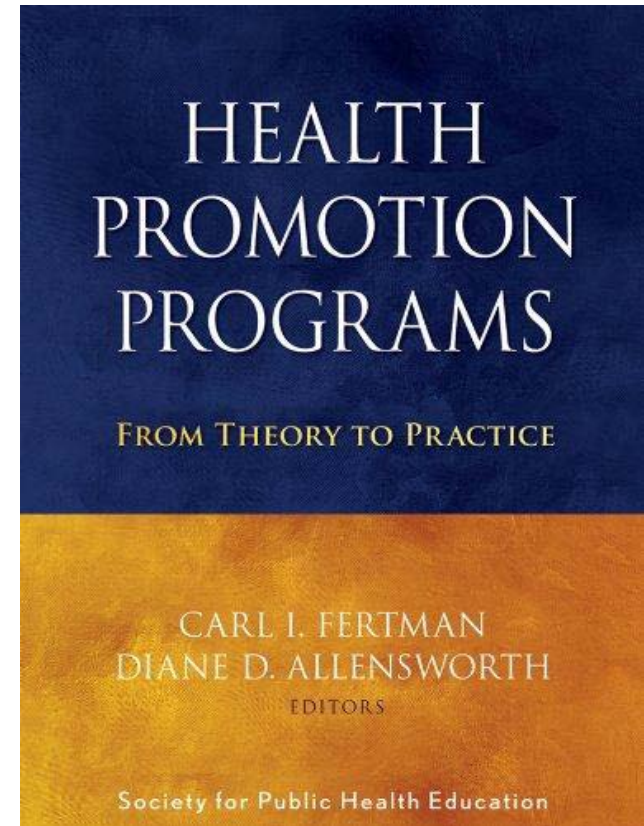
(Chaney, Chaney, Stellefson, Eddy, 2008)

- Good structure
- Clear objectives
- Small units
- Planned participation
- Completeness
- Repetition
- Synthesis
- Stimulation and variety
- Open ended
- Feedback and evaluation



# An Example of an Online Course Using *Health Promotion Programs*

- Foundations course
- 15 Chapters
- Average semester has 15 weeks
  - 1 Module/Chapter per week



# Module Breakdown

- Instructor Introductory Video
- Module Objectives
- Readings
  - Corresponding Chapter
  - Supplemental Literature
  - Weblinks, etc
- Video Lectures/Presentations
- Module Quiz/Activity/  
Assignments

## Module 1– Health, Health Education and Promotion

### Before we begin:

Did you take the Values Clarification Survey? If not, visit the link on the Modules home page. [See the results.](#)

- [Introduction to Module 1 Video](#)

### Objectives

Upon successful completion of this module, the student will be able to:

- Formulate a personal definition of health, health education, and health promotion.
- Define common health and medical terms.
- Discuss the evolution of the field of health education and promotion
- Identify and define the 4 determinants of health status.
- Explain the relationship between lifestyle behaviors, social structures, environmental conditions, health care, and health status.
- Identify and define the 3 types of prevention.
- Articulate future needs and trends facing the profession of health education and promotion.

### To Do's

1. See the Lecture(s) and/or view the Module's [Presentations Overview](#)
  - [Health Education & Promotion video - ppt](#)
  - [History of Health Care video - the ppt](#)
  - [Determinants of Health video - the ppt](#)
  - [Types of Prevention video - the ppt](#)
  - [Future of Health Care video -the ppt](#)
2. Make a Journal Entry
3. Take the Module QUIZ
4. Complete all assignments by their [Due Dates](#)

### Journal Entry

Under navigation pane to the left of this module, choose the link to the Journal and create a new post to document what you've learned. Place the module number in the subject line.

- After learning the dimensions of health, provide details on how this knowledge has affected your rankings of the Values Clarification Survey.

### Class Notes:

Review Course Objectives

Take Clarification Survey

Pay attention to Due Dates

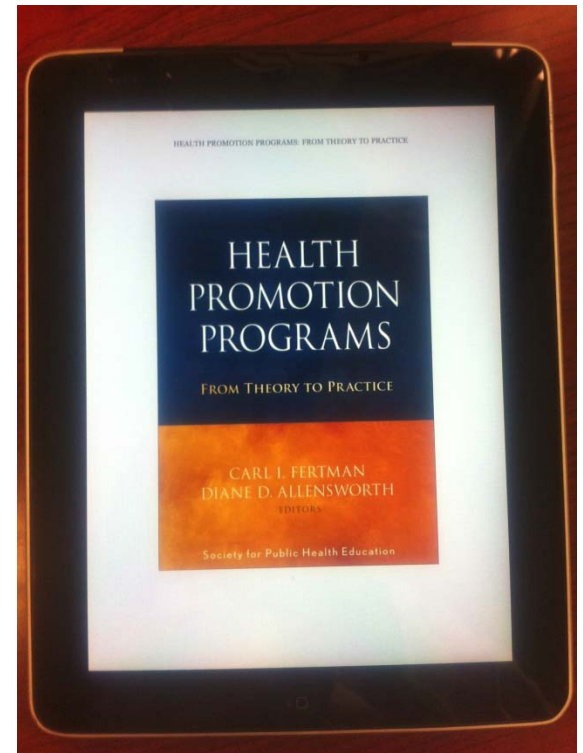
View Lecture Video(s):

View Presentation(s):

Make a journal entry,

# Other Possible Course Tools/Apps

- Discussions (CMS-based, Facebook)
  - Synchronous
  - Asynchronous
- Journal Entries (tie in current topics pertaining to each module chapter)
- Exams (3 Exams?, Chapters 1-5, Chapters 6-11, and Chapters 12-15)
- Course Project/Portfolio
- Mobile Course (Future?)



# Questions?

- To submit a question, click on the ? button and type in your question.

# For More Information

- Website

- [www.sophe.org](http://www.sophe.org)

- Beth Chaney

- [bchaney@ufl.edu](mailto:bchaney@ufl.edu)

- Don Chaney

- [dchaney@ufl.edu](mailto:dchaney@ufl.edu)

# Upcoming SOPHE Events



**March 5-7, 2011**

14<sup>th</sup> Annual Health Education Advocacy Summit, Washington, DC

In collaboration with Coalition of National Health Education Organizations

**May 1-4 2011**

SOPHE-NACDD Joint Academy and Midyear Scientific Conference

Albuquerque, NM

**October 25-27, 2011**

SOPHE 62<sup>nd</sup> Annual Meeting, Washington, DC



# Thank You!

- This session will be archived and available on the SOPHE website at <http://www.sophe.org/webinars.cfm>
- Please complete an evaluation form and return to [info@sophe.org](mailto:info@sophe.org)
- CHES credits
  - 1.0 category I
  - Fees: \$7 SOPHE members; \$14 non-members
  - Completed applications, evaluations, and fees to:

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10 G St. NE; Suite 605  
Washington, DC 20002

