

Faculty Showcase '07



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Goals

- Improve understanding of difficult concepts.
- Provide an alternative means for students to interact with material, with the intent of meeting the needs of auditory learners in particular.
- Improve communication and create a stronger virtual presence for the instructor.

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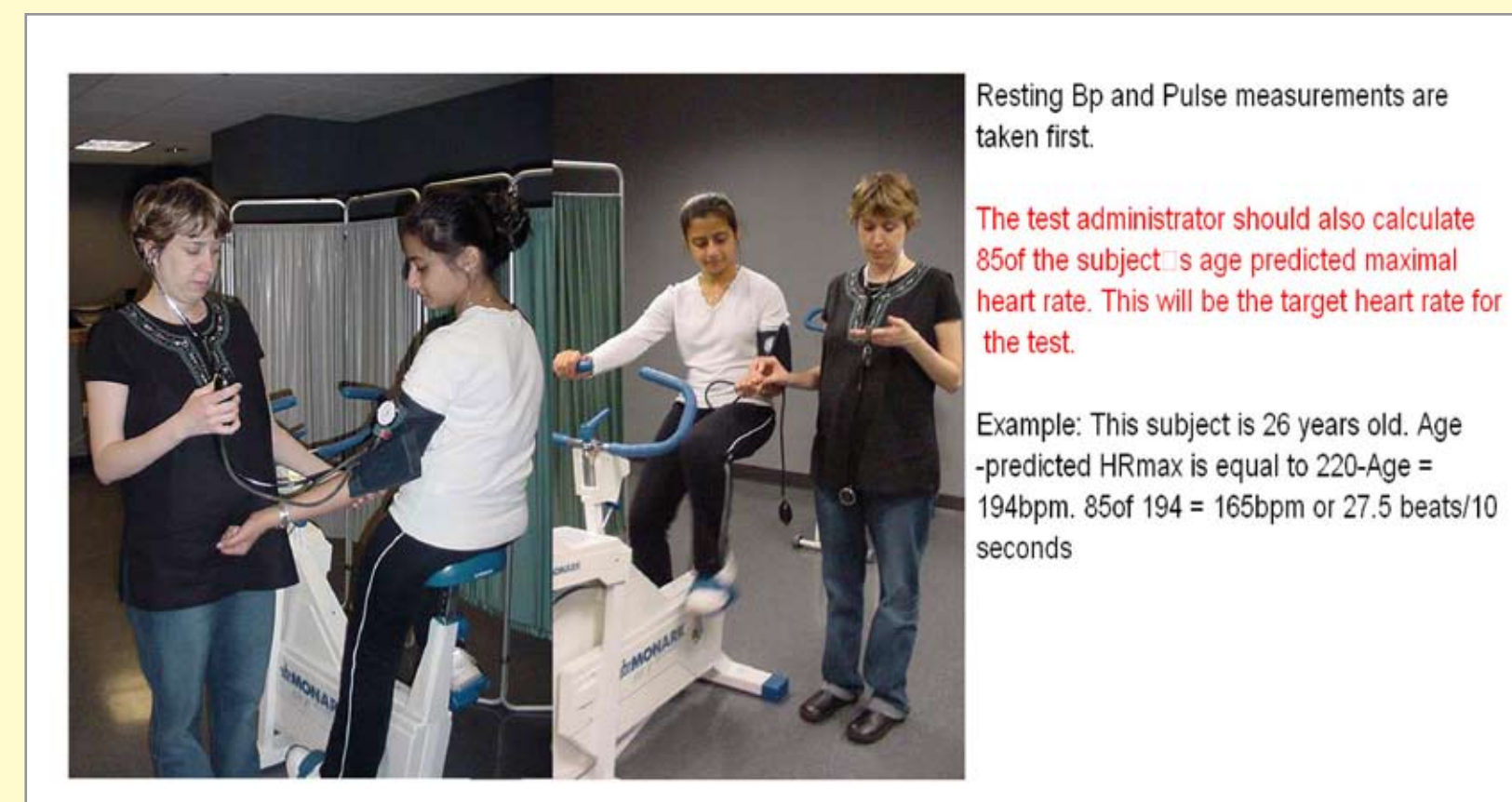
Use of Targeted Audio in an Online Course

Project Overview

My online course, "Exercise Assessment & Prescription," is required for the Masters in Nutrition and Health Promotion and for the Certificate in Sports Nutrition. Parts of the course are content heavy, which means that the student is extensively engaged with the textbook. There is a weekly discussion that provides the only forum for understanding and explaining the content. There is also a weekly assignment during which students demonstrate their grasp of learning module content.

This year I have created a series of 3-6 minute audio files in .m4a format that students can download from Vista. I used my personal Mac laptop and GarageBand software to create these files.

The audio files supplement and complement the reading by describing key figures in the textbook. The student listens to the audio (and hears MY voice), looks at the textbook, and sometimes is asked to trace a pathway in a figure.



This is my way of incorporating auditory, visual, and kinesthetic learning to hopefully improve student understanding of key concepts. It is also my hope that I can convey, with my voice, my presence, personality, and enthusiasm to students I will perhaps never meet in person.

Student comments about the audio component indicate that they are perceived to be valuable:

"I really like the audio files. They provide a great way to incorporate an 'in-class' lesson in an online course."

"I think the audio files are a huge help in clarifying the concepts of the module. They tell you where to look, and in walking you through graphs it's much easier to know you're reading them correctly, which leads to absorbing the material that much more thoroughly. I vote keep them and add more!"

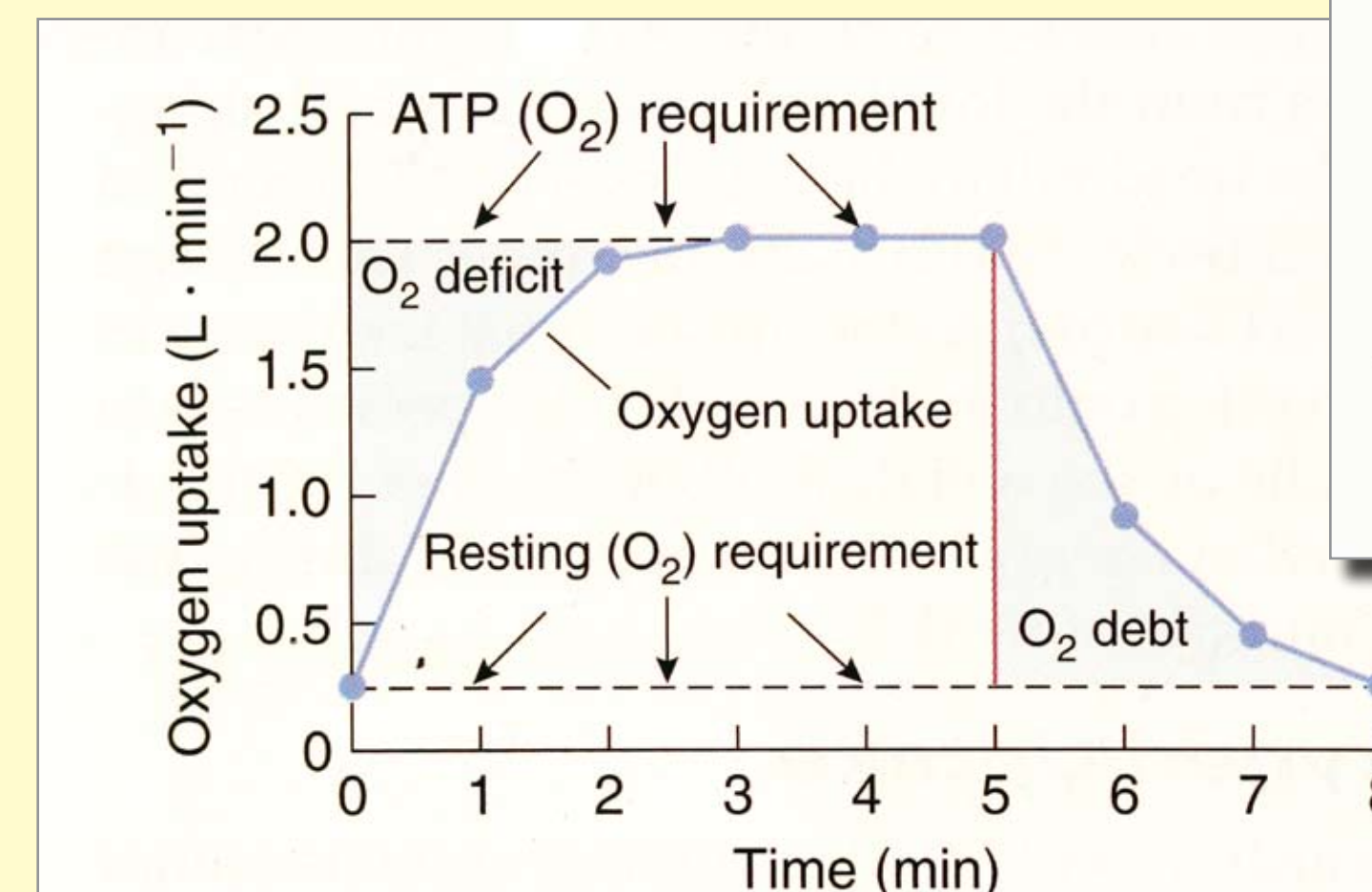


Figure 28.9 Oxygen deficit and oxygen debt (repayment) during a 5-min run on a treadmill. ATP = adenosine triphosphate.

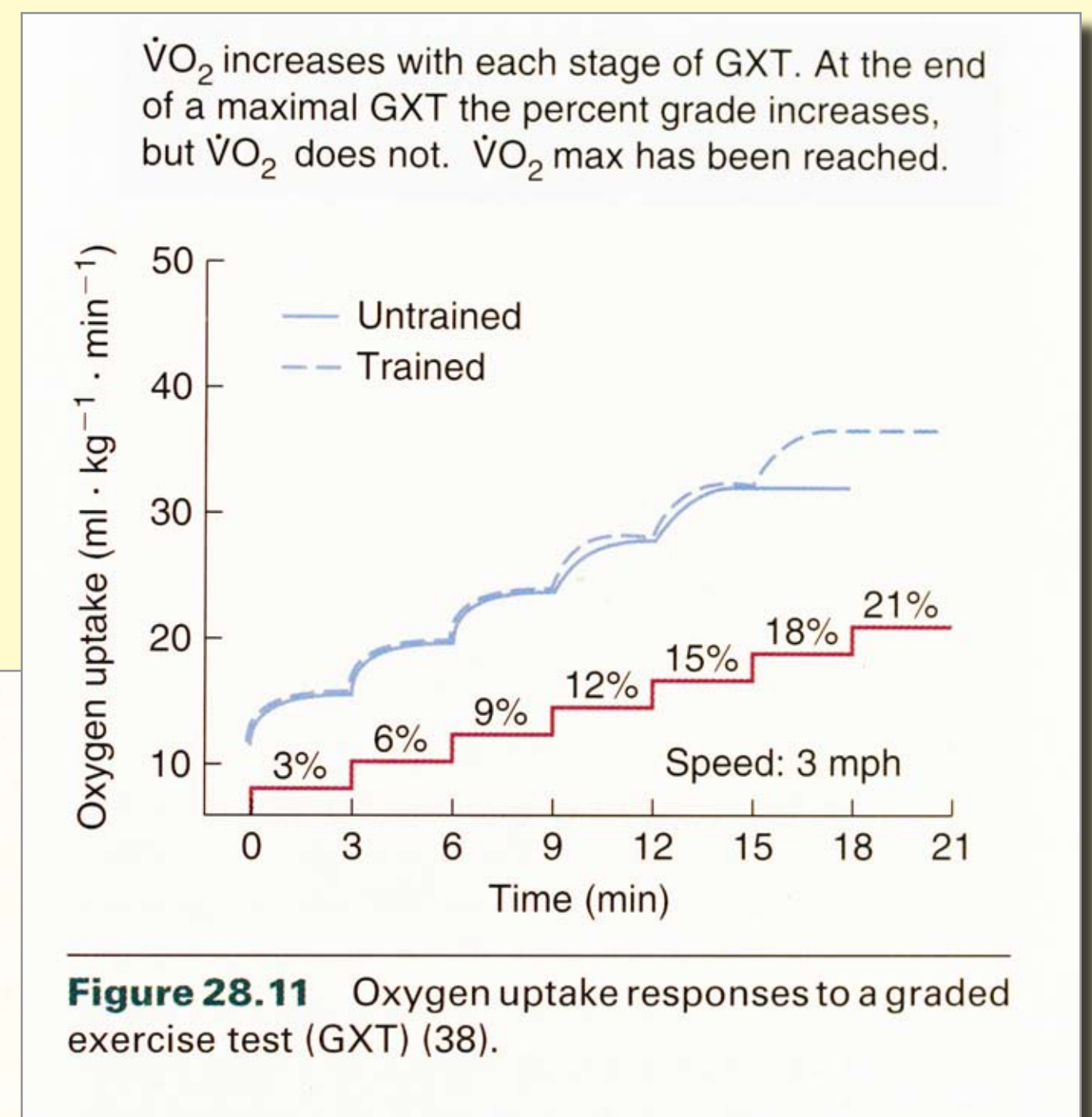


Figure 28.11 Oxygen uptake responses to a graded exercise test (GXT) (38).

Edward T. Howley and B. Don Franks, *Health Fitness Instructor's Handbook, Fourth Edition*, 2003. Human Kinetics, Champaign, IL www.humankinetics.com.

Applications Beyond

I chose .m4a files because they open in iTunes and can be downloaded to an .mp3 player. One could certainly add visuals and video as well. I foresee that I could convert other parts of the course to this format to enhance students' feelings of connection with me and with the course material. For example, I could add an audio component to the welcome area, and I could use audio with photos for some of the case studies.