

應用智慧行動化微翻轉遊戲式策略於健康飲食教育課程

Applying Mini-flip Game-based strategies through smart-mobile ways on healthy diet education courses

109學年度教學創新與成果海報發表競賽:個人創新組

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Course Background

- It shows that the current way of education for college students on healthy diets is not based on the cultivation of core literacy. College students are unable to internalize dietary knowledge, making them unable to apply it on the daily life situations.
- The Healthy-dietary education was concerned on dietary foundation including food groups, food serving and identification of high calories food (Ministry of Health and Welfare, 2020)

Purposes

To develop a Mini-flip Game-based strategies through smart-mobile ways on promoting knowledge of healthy-diet among college students for healthy diet education courses.

Theory-based Approach To Design The Learning Programs

- Learning theories in program design: Bloom's Domains of Learning: The Cognitive Domain (Bloom's Taxonomy)
- Gagné's 3 cognition strategies include Verbal information, Intellectual skills and Cognitive strategies
 - Gagné's 9 Levels of Learning: Stages of program design and implementation

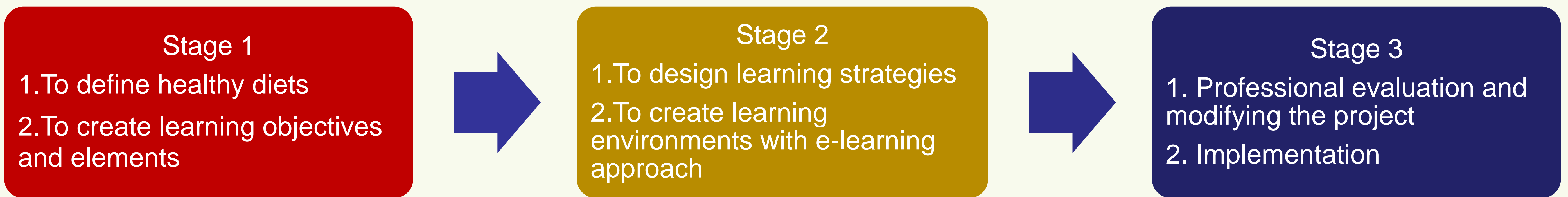


Table 1. Learning Context and the Objectives on Healthy Diets-

Class unit/ Context	Learning Objective	Bloom's Domains of Learning	Gagné's Condition of Learning
Unit 1 Six Food groups	1.To define food groups	Fact knowledge	1. Provide elaborations, imagery 2. Provide varied concrete examples 3.Provide opportunities for interacting with examples in different ways 4.Provide opportunities for strategy specific practice with support and feedback
	2.To list each food group	1. To list	
	3.To categorize foods into six groups	2. To demonstrate 3. To categorize	
Unit 2 Food Servings	1.To know number of servings for each food group	Conceptual knowledge	4.Provide opportunities for strategy specific practice with support and feedback
	2.To list food exchanges	1. Define	
	3. To apply food servings in daily life	2.To demonstrate 3. To test	
Unit 3 High calories diets and the correct decisions	1. To understand high calories food	Conceptual knowledge	4.Provide opportunities for strategy specific practice with support and feedback
	2.To determine high calories food with the cooking methods	1.To describe	
	3. To apply knowledge in daily life for identify high calories foods	2. To explain 3. To test	

Procedures of Teaching -Smart-Mobile Applications and Final Evaluations

Formative Evaluation

A1 The nutrition includes in the meal such as starch, protein, fiber, oil. For the food groups include sea food, fruit, vegetable...
A2 Low lipid, low salt, and high fiber. The nutrition is included. It is very healthy.
A3 For the food groups, it includes vegetable, meat, nuts, milk, fruit,. It only lacks of whole rhizome.
A4 it is only this meal is balance and healthy among the all meals, It includes nuts, whole rhizome, bean fish meat and fruit
A5 It is healthy. The nutrition is enough because it includes protein, carbohydrate and fiber. The fish is better than red meat from calorie perspective.
A6 It contains all elements of nutrition. Six food groups are included. It looks very delicious.

Self-reflection

- 83%提及能透過課程了解健康飲食知識，有68%提及能有效運用於日常生活中，而有85%認為課程十分有趣，對健康促進課程有正向的詞彙或評價。

從一開始的身體活動課程到後來的健康飲食課程，課程進行方式都很有趣。我們也都能從活動和遊戲的進行更加了解相關知識。上課方式very有趣

