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Student Builders of Online Curriculum Content. What Are Their Perceptions and Motivations?

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Student Builders of Online Curriculum Content. What Are Their Perceptions and Motivations?

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OBJECTIVES
1. Describe the benefits and challenges of establishing a campus-wide student-centered program to create online curricular content.
2. Gain insight about student perceptions and motivations for becoming curriculum content developers.

NEED FOR INNOVATION
• Faculty receive constant encouragement to discover methods for transforming health science instructional materials using active learning.
• Faculty identify “lack of time” as the most significant barrier to developing blended and online materials.
• Students would like to share what they know about using technology to learn.

APPROACH

OUTCOMES
WHAT MOTIVATED STUDENTS TO PARTICIPATE?

GREATEST MOTIVATING FACTORS
• Contribution to curriculum
• Development of e-learning skills

LEAST MOTIVATING FACTORS
• Letter of commendation
• Stipend

BENEFITS FOR STUDENT PARTICIPANTS
• Enhanced e-learning skills
• Enriched faculty relationship
• Curriculum Vitae

E-LEARNING SHOWCASE
All campus faculty, staff, students, and community members attended the showcase.

COLLABORATION

IDENTIFIED THE STUDENT

WHAT WE LEARNED
• Development of more interprofessional teams may result in content applicable in more than one curriculum.
• Inserting the student-developed materials into courses on campus was possible thanks to guided project development.

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