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.

**PARTICIPANTS**

- 30 student projects
- 58 student participants

**APPROACH**

- **Call for Proposals**
  - Competitive application process
  - Informational lunch sessions held for students
  - Applications reviewed by E-Learning Steering committee
  - Awards lunch and program overview

- **Module Development Timeline**
  - Oct-Dec: Plan Module
  - Dec.: Progress meeting with instructional designer
  - Dec-Mar: Build Module
  - March: Submit pilot for review
  - Mar-Apr: Final revisions
  - Apr: Final product due
  - May: Survey about experiences

- **Team Recognition**
  - E-Learning Showcase for student to demo modules to the campus
  - Awards & Recognition Ceremony
  - Commendation Letter to their dean
  - $1,000 stipend for development tools or as a student award

**OUTCOMES**

**WHAT MOTIVATED STUDENTS TO PARTICIPATE?**

<table>
<thead>
<tr>
<th>GREATEST MOTIVATING FACTORS</th>
<th>LEAST MOTIVATING FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to curriculum</td>
<td>Letter of commendation</td>
</tr>
<tr>
<td>Development of e-learning skills</td>
<td>Stipend</td>
</tr>
</tbody>
</table>

**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.

**TRANSFERABILITY**

- Students can be content creators in addition to learners, and can assist faculty in developing active learning modules.
- Students increase their altruistic behaviors and skills to contribute and enhance curriculum for future students.
- Stipend was not a motivating factor, so model project can be fit into other institutions’ budget and IT infrastructure.

**COLLABORATION**

**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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