Increasing Student Engagement Online with FLO

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• The literature says…
  – Engaged students do better
  – Students learn more from each other and do well if there’s lots of student interaction

• But we know…
  – Students don’t come into uni unless they have to
  – Students always think they will engage more with FLO and online material than they actually do
• A solution?
• Make them engage with each other from the comfort of their home
What would an EHO do?


Assessment 2. Group activity: Presentation, quiz, discussion questions, choice of readings: Scenarios (what would an EHO do?)

In groups of 4-5, develop a portfolio of teaching materials will teach the other students in your topic the important points of investigation of your scenario (the scenarios include: hoarding, tattooing and body piercing, food safety, wood smoke, and meth lab investigations). You will be given a chance to nominate into a group in about week 2.

The portfolio should include:
1. A 20-45 minute lecture
2. Three important or relevant documents
3. A 5-7 question quiz (multiple choice or short answer)
4. Two thought provoking questions that students can discuss.

These resources will be presented to the other students in your topic. These resources should be submitted to the topic coordinator by 2 pm of the Friday before the week and they will be uploaded onto FLO.

The grade will be determined by the quality and the accuracy of the resources that you prepare. Keep in mind that students come from jurisdictions that may be covered by different legislation and regulations.
Example:

Hoardi ng scenario
You are an EHO with a local council and you have received a call from a local resident who says that the house next door to her is full of newspapers and rubbish and that the garden is full of old cars, rubbish and that there is evidence of rats. You realise this is a house that you have received complaints about hoarding from before.

As an EHO, how would you act? To aid your thinking you may wish to consider how you would:

- investigate the complaint,
- the issues you would consider,
- other agencies that might need to be involved, and
- the actions that might be taken to ensure compliance with legislation and protection of public health
- (consider vexatious complaints as well as assuming the complainant is right)
"What would an EHO do?" assessment block

This block contains each scenario and a discussion lounge for your group to work out how best to develop your teaching materials (lecture, readings, quiz and discussion questions) (only accessible by the other members of the group).

Choose which area you would like to research

Nominate here if you have a special interest in food, meth labs, tattooing and infection control, etc

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date resources are due for submission (email to: <a href="mailto:kirstin.ross@flinders.edu.au">kirstin.ross@flinders.edu.au</a>) and they will be uploaded for the following week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hoarding</td>
<td>27/04/2018</td>
</tr>
<tr>
<td>Food safety (1 and 2)</td>
<td>4/05/2018</td>
</tr>
<tr>
<td>Tattoo and body piercing</td>
<td>4/05/2018</td>
</tr>
<tr>
<td>Methamphetamine labs</td>
<td>11/05/2018</td>
</tr>
<tr>
<td>Asbestos waste</td>
<td>18/05/2018</td>
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<tr>
<td>Falling septics</td>
<td>25/05/2018</td>
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<tr>
<td>Legionnaires disease</td>
<td>25/05/2018</td>
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<tr>
<td>Noise</td>
<td>1/06/2018</td>
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</tbody>
</table>
Discussion lounges: This is where you discuss your "What would an EHO do?" assessment with other members of your group. Access is restricted to group members.

- Hoarding scenario
  - Hoarding
    - Restricted Not available unless: You belong to Hoarding
- Food safety scenario
  - Food safety
    - Restricted Not available unless: You belong to Food safety
- Food safety 2 scenario
  - Food safety 2
    - Restricted Not available unless: You belong to Food safety 2
- Tattooing and body piercing scenario
  - Tattooing and body piercing
    - Restricted Not available unless: You belong to Tattooing and body piercing
- Methamphetamine labs scenario
  - Methamphetamine labs
    - Restricted Not available unless: You belong to Methamphetamine labs
- Asbestos waste scenario
  - Asbestos waste
    - Restricted Not available unless: You belong to Asbestos waste
<table>
<thead>
<tr>
<th>Topic</th>
<th>Rating</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Thought provoking questions</td>
<td>2</td>
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<td>Slides and layout</td>
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<tr>
<td>Teamwork will make the dream work :)</td>
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<td></td>
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<tr>
<td>Presentation of lecture format</td>
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<td>Lecture section allocations</td>
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<td></td>
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<tr>
<td>Example of inspecting a tattoo establishment from Iowa</td>
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<tr>
<td>Checking in</td>
<td>2</td>
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<tr>
<td>Group Work</td>
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<td></td>
</tr>
<tr>
<td>GOOGLE DOCUMENTS</td>
<td>0</td>
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</tr>
<tr>
<td>Introduction</td>
<td>3</td>
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</tbody>
</table>
What would an EHO do? Hoarding

Lecture: Hoarding 69MB Powerpoint 2007 presentation

Helpful resources

Hoarding - Find your pathway through the maze
Find your pathway through the maze Support for people living with situations of Hoarding and Squalor


Foot in the Door - SA Guidelines for Hoarding and Squalor

Quiz

28 of 31 Attempted

Discussion questions - Hoarding and squalor 2 unread posts
Tattooing and body piercing

Lecture: Tattooing and body piercing
Helpful resources

Guidelines on the safe and hygienic practice of skin penetration
SBS documentary on backyard tattoos
South Australian Public Health Act 2011
Quiz

28 of 31 Attempted

Discussion questions - Tattooing and body piercing 2 unread posts
That old chestnut…. “no one but me did any work”

“What would an EHO do?” contribution template 12.2KB Excel 2007 spreadsheet

Hidden from students

Download this template, find your group, allocate what you consider to be percentage contribution made by each member, save and upload into the: “What would an EHO do?” contribution below. This will be anonymous and will help me, as this year there was very significant differences in the level of contribution in some groups. Note: I also check the Discussion lounges regularly, so I have a pretty good idea of who did what.
• Assessable
• Authentic
• Fair (well, as fair as possible)
What works for you?

- Discuss among yourselves instances of online engagement that have worked
- Come up and show us!
• Questions and discussion
• Thank you