



# Student-Created Media Resources to Prepare for Internships

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Dietetics students at UBC take a three-week preparatory course before beginning internships. This course has been re-designed to encourage student engagement and expand the utility of course materials by having students create digital media resources to support their fellow students throughout the internship, and to develop communication and media skills that can be used throughout students' professional practice.



## Strategy for Addressing the Challenges

Revised pilot course informed by key informant feedback:

- a self-directed learning model to address asynchronous learning, to suit diversity of learning styles and to prevent information overload
- development of an open-access online repository to house student-created educational media to help students recall foundational knowledge during practicum

Predicted outcomes for students:

- enhanced student engagement and ownership of learning
- increased skills with educational media development
- increased self efficacy to learn during practicum
- engagement with dietitians

All of the above outcomes aid in transitioning students from academic to practice setting to achieve success during practicum placements

## About the Course

*Purpose* - to prepare and orient students for practicum

*Timing* - final university-based course of Dietetics Program prior to practicum

*Format* - three hours per day for three weeks of May

## Revised Course

### Pedagogical Shift

**Lecture-Based Learning**  
Students as consumers of knowledge

**Self-Directed Learning**  
Students as creators of knowledge

### Technological Shift

**Minimal Role**  
Limited use by way of lecture slides & course site

**Central Role**  
Teaching, Learning & Recalling

## Course Schedule

**WEEK 1**

Student groups meet RD advisor. Conduct needs assessment

**WEEK 2**

Develop & compile content into educational media and student-led workshop

**WEEK 3**

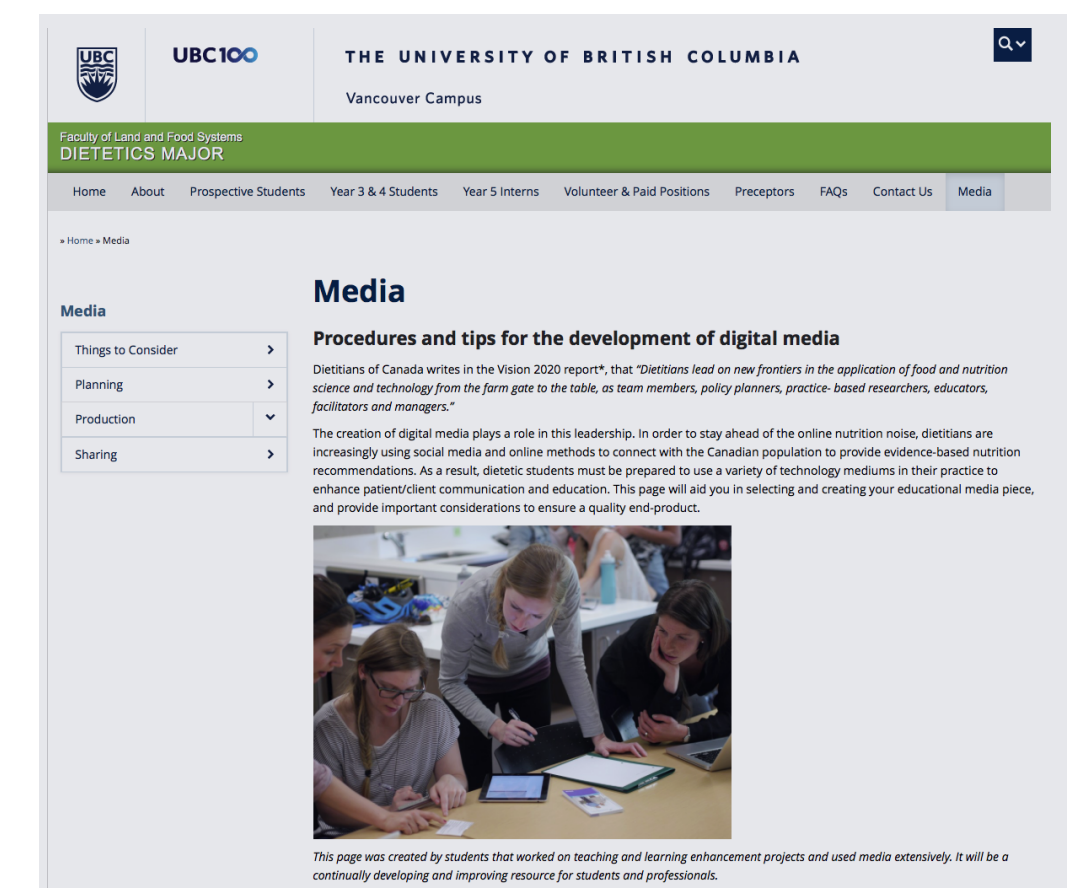
Students lead workshops. Self-reflection

## Technology used

Students flocked to **wikis** as an efficient way to display lots of information and media types with minimal web experience needed. This was then embedded in **Wordpress** to give it a bit of polish. UBC has a platform for both of these services.

Students used **video** (including those created with VideoScribe & PowToons), **podcasts, infographics, timelines & mind maps** to supplement written materials.

Media support was collected here:  
[dietetics.landfood.ubc.ca/media-creation/](http://dietetics.landfood.ubc.ca/media-creation/)



## Evaluation Results

- 1** Increased **student engagement** compared to previous course design
  - 2** Student improvement of **technology skills**, knowledge and use in education. Increase in student self-efficacy to seek help and to learn about technology. Enhanced student education through use of technology
  - 3** Rich **student-advisor interactions**. Improvement of scheduling and professional communication needed.
  - 4** Student and advisor feedback obtained in the following areas: advisory structure, course resources, course schedule, course topics, assignments, and learning objectives. **Advisory structure was area most noted as needing improvement.**
  - 5** **Preparation for practicum** noted as primary perceived value of student-created educational media. Knowledge gained in practice settings quickly superseded the academic learning displayed in student-created educational media.
- Overall** Students appreciated the new format, but worried they were not getting enough time with experts. The course is being modified to accommodate this, with a hybrid model that encourages student creation but mixes in some lectures.



[lc.landfood.ubc.ca](http://lc.landfood.ubc.ca) & [dietetics.landfood.ubc.ca](http://dietetics.landfood.ubc.ca)