

Module II Assignment #3

In-depth analysis of current strategies used to address nutrient deficiencies in developing nations (15% of total grade).

Students will learn about specific strategies currently used to address nutrient deficiencies.

1. Ready to use therapeutic foods (RUTF) + Lipid based nutrient supplements (LNS)
2. Sustainable approaches + Water and sanitation: purification strategies and implications on malnutrition
3. Genetic modification for nutrient enhancement
4. Home Fortification
5. Wheat-soy blend (WSB) and corn-soy blend (CSB)

Students will be divided into groups of 3, depending on their topic of interest. Each group will have to facilitate 1 full class (roughly 25 minutes each). This class should include the following:

- Class agenda (provided at the beginning of class)
- 1 relevant reading provided beforehand (brief; 2 days in advance)
- Visual aid + engaging activity
- Handout with key points, relevant definitions (optional)
- Information from reliable web pages or peer reviewed journal articles
- References and citations APA style (PowerPoint and handout)

Each group should include the following about their product when applicable.

1. Discuss the importance of social and cultural dimensions in regions where this product is consumed and/or distributed.
2. Describe your product in detail: ingredients, bioavailability of nutrients, regulations. How can this product be improved? (Reliable source)
3. Has this product been beneficial for a specific or several regions? (Reliable source)
4. Discuss political, economic and ethical concerns related to this product.

Module II - Assignment 3 Grading Rubric

Components	3 - Sophisticated	2 - Competent	1 - Not yet Competent
Group evaluation			
<i>Teambuilding</i>	Team has energy and enthusiasm, each member has a clear role	Team has energy, but roles are undefined	Team has no cohesion
<i>Organization</i>	Clear agenda stated at the beginning of class. Overall clear, logical, organized, and within time guidelines.	Overall generally clear and well organized. A few minor points may be confusing. Class agenda was not clear.	Overall difficult to follow and understand. Pacing was too fast or too slow. Did not provide any agenda.
<i>Use of Communication Aids/PowerPoint</i>	Communication aids/PowerPoint enhances presentation. <ul style="list-style-type: none"> • The font on the visuals is readable. • Effective slides with coherent and logical progression, covers all key points • Details are minimized so that main points stand out. 	Communication aids contribute to the quality of the presentation. <ul style="list-style-type: none"> • Font size is mostly readable • For the most part slides are helpful understanding the speaker • Some material is not supported by visual aids. 	Communication aids are poorly prepared or used inappropriately. <ul style="list-style-type: none"> • Font size is too small to read • Too much information is included in each slide • Details or some unimportant information is highlighted, and may confuse the audience.
<i>Resources</i>	Reading is relevant to topic and was provided beforehand. Reliable and relevant references provided.	Reading is not entirely relevant OR was not provided 2 days in advance. References provided, some from unreliable sources.	Reading was not relevant and was not provided ahead of time. No references provided.
<i>Group response</i>	Generated opportunities for meaningful discussion by providing questions and/or materials. Successful engaging activity.	Generated opportunities for discussion, which at times deviated from main topic. Engaging activity off-topic.	Did not provide opportunities for discussion amongst the class. No engaging activity.
Individual evaluation			
<i>Style (individual)</i>	It is <u>not a reading</u> of a paper. Speakers are comfortable in front of the group and can be heard by all.	Presenters seem slightly uncomfortable at times, and audience occasionally has trouble hearing them. <u>Reading off of paper at times.</u>	Presenters seem uncomfortable and can be heard only if listener is very attentive. <u>Most of the information is read.</u>
Components	5 to 6 - Sophisticated	3 to 4 - Competent	1 to 2 - Not yet Competent
<i>Content/Individual comprehension</i>	The student shows a thorough understanding of topic.	The student shows a good understanding of the topic.	The student does not seem to understand the topic very well.

Adapted from: Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning* (pp. 156-157). Allyn & Bacon: Needham Heights, MA. Retrieved from <http://www.cmu.edu/teaching/design/teach/rubrics.html>