Festival of Learning Showcase

Facilitator: Mr John Taplin, Lecturer, Clinical Professional Fellow, School of Nursing and Midwifery, Dr Hannah Crabb, Lecturer, School of Biomedical Sciences, and Dr Andrew McWilliam, Adjunct Senior Lecturer, School of Pharmacy

Strategic theme: Rich, interactive learning experience

Subject Title: Development of an audio database for health science students at N1 level

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Brief Description:

This session provides a demonstration of the Human Structure and Function 100 (HS&F) audio glossary at the Festival of Learning. The audio glossary will be provided to HS&F students in semester 1, 2015 using an e-learning tool call Quizlet. It is proposed that this innovative learning tool will help students acquire specialised, difficult to pronounce, assessable key words and key terms e.g. biomedical science key words and terms.

The learning tool is called Quizlet and it can embed into Blackboard (Bb) with individual sets for different learning modules/compendiums.

1. Quizlet offers an engaging interactive learning experience for students.
2. Students can study on their mobile phones and tablets with mobile apps for iPhone, iPad and Android devices.
3. Voice recording. Add your own voice and accent to the assessable key words, key terms and descriptions. This helps students practice the correct pronunciation.
4. Information for teachers includes learning activities like flashcards and speller tools, measure class progress and other.

Time/Day: Tuesday 17 March 2015, 2:30-3:00pm

Duration: 30 minutes

No. of Sessions: One

Venue: Building 400:Room 249

Special Requirements: invite staff/audience members to bring along their iPad, iPhone or android devices

Abstract from T&L Forum:

Some disciplines have very low frequency vocabulary like Health Sciences and these students often show difficulty with the phonological requirements of biomedical science terms and a frequent inability to identify affixes and (Latin) roots in medical words (Muller, 2012, p.7). This leads to
challenges with comprehension of key words and key terms used in formative and summative assessments. Muller, 2012 suggests that 10 word audio exposures or more were most likely to get results in terms of word acquisition. Acquisition of key words and key terms can be achieved through auditory learning by hearing the term pronounced and visual learning by reading the term (Bransford et al, 2000; Brown et al, 2008; Dubois et al, 2013).