

## Human Body and Brain as Design (25 points)

This is one of six assessments that meet NCATE Benchmark #3.

Assessment 8B – Power point 2

**Assignment Goal:** The goal of this assignment is to investigate the importance of our five human senses in processing information through four different learning styles.

**Professional Problem or Question:** The professional problem that needs to be answered by this assignment is how can health professionals gain a deeper appreciation for the role of the human senses in processing information? By learning how each of us prefers to access health content through our human senses and different learning styles, we gain awareness of the complexity of educating for health without even addressing the socio-cultural preferences formed (and informed) by race, gender, age, abilities, and many other nuances of culture.

**Procedural Information:** In cooperative learning groups of three to five health professionals, design a multi-genre presentation that educates your colleagues on the role of the human senses in learning. Each group presentation will be organized by all four learning styles (Silver, Strong, & Perini, 2000; Parry & Gregory, 1998; Jung, 1923). Please demonstrate your understanding of one human sense (your content) and four learning styles (your process) by planning and implementing a Power Point presentation that includes multiple sources, e.g., academic journal articles and books, informational web links, film clips from a DVD program on the human senses, and an interactive hands-on demonstration. Please document all your written, visual, sound, and media sources using the American Psychological Association (APA) style guide ([www.apa.org](http://www.apa.org)) throughout your Power Point presentation and at the end of your document.

**Assignment Objectives:** The objectives of this assignment are threefold:

- Educate your colleagues on one of the five human senses while helping them to access information via all four learning styles, e.g., Mastery, Interpersonal, Understanding, and Self Expressive, during your multi-genre presentation.
- Design a 30 minute multi-genre presentation on the human senses which includes print resources (e.g., professional journal articles and books), technological tools (e.g., PowerPoint, DVD, & web site applications), and human interactions as you educate for health; and
- Educate and entertain your colleagues in a design exploration of the “human body and brain” from a *health* perspective and not a *disease or disorder* perspective (except for the purposes of comparing how the human senses are studied differently in health and medicine).

**Assignment Assumptions:** This assignment assumes your explicit practice of five out of the seven professional skills for becoming a certified health education specialist (CHES):

- 1. Assess the learners or clients.
- 2. Plan a program, presentation, curriculum, or campaign.
- 3. Implement a program, presentation, curriculum, or campaign.
- 4. Evaluate a program, presentation, curriculum, or campaign.
- 5. Coordinate services or abilities.
- 6. Act as a resource person
- 7. Communicate the purposes of health and health education.

Professional CHES skills need to emerge in tandem with critical thinking skills (Ubbes & Zullig, 2007; Ubbes, 2008). Lynch & Wolcott (2001, p. 5) suggest that “When thinking skills are lacking, poor decision making and planning result”. In fact, Paul (1999) suggests that our thinking needs to be qualified by elements of accuracy, breadth, clarity, depth, precision, and relevance. Thus, this assignment will include two assessments: 1) your use and practice of CHES professional skills before and during the presentation, and 2) your ability to present accurate and relevant information on learning styles with clarity, breadth, and depth. As a final ongoing assessment, you will also evaluate your reflective thinking skills. You will practice observing, analyzing, and interpreting the role of learning styles when accessing health content information.

**Final Outcome:**

Ultimately, expertise involves your ability to think like a health educator by accessing health information through different learning styles AND by practicing professional skills of planning, implementing, coordinating, communicating, and acting as a resource person. These two synergistic processes of accessing information through a preferred learning style AND practicing professional skills (e.g., planning, implementing, coordinating, communicating, and acting as a resource person) will be easier in a group process than if you were to attempt these alone at this point in your professional development.