



Dr. Sophia Lin

University of New South Wales

Dr. Katherine Kent

Western Sydney University

Mr. Tristan King

University of South Australia



Welcome to Country

2nd May

Engagement



Practical Learning and  
Teaching Strategies for  
Engaging Public Health  
Students

Mid July

Assessment



Practical Learning and  
Teaching strategies to  
improve assessment and  
feedback

September

Impact



Collecting evidence of  
the impact of your  
teaching in Public  
Health

Late October

The  
Promotion  
Pitch

Strengthening your teaching  
case for promotion & job  
applications in public health

Early Career Academics & Postgraduate Students: *By Us, For Us*

Participants who attend all four seminars will receive a CAPHIA certificate of attendance

**Advancing Public Health**  
Education, Research &  
Workforce Development

CAPHIA

### CAPHIA: The Council of Academic Public Health Institutions Australasia

CAPHIA is the peak organisation that represents public health in universities that offer undergraduate and postgraduate programs, research and workforce development in public health throughout Australasia.

### ECAPS: The Early Career Academics and Postgraduate Student Subcommittee

ECAPS supports the connection and growth of public health early career academics & higher degree research students through targeted programs, events and services. “By Us, For Us”



[caphia.com.au](http://caphia.com.au)



[caphia@phaa.net.au](mailto:caphia@phaa.net.au)



[LinkedIn](#)



[@CAPHIA1](#)



+61 404 757 599

# Presenters



**Dr Sophia Lin**  
UNSW Sydney



**Dr Katherine Kent**  
Western Sydney University



**Mr Tristan King**  
University of South Australia

# Dr Sophia Lin



Dr Sophia Lin is an early career academic and lecturer in the UNSW School of Population Health and is the current Chair of the CAPHIA Early Career and Postgraduate Students committee. She has taught into a range of areas in the Bachelor of International Public Health program since 2017 including epidemiology, chronic disease prevention and control, program evaluation, public health nutrition and physical activity, and advocacy. Sophia will share how she uses storytelling as a simple, effective and sustainable way of improving student engagement in online settings. She will describe how storytelling for teaching can be effectively implemented, the student response to this teaching strategy, and her top tips for ensuring successful implementation.



**UNSW**  
SYDNEY

# ***Let me tell you a story:*** using storytelling to engage online students

CAPHIA ECAPS Professional Development Series  
Seminar 1: Practical Learning & Teaching Strategies for Engaging  
Public Health Students

Dr. Sophia Lin | [sophia.lin@unsw.edu.au](mailto:sophia.lin@unsw.edu.au)  
School of Population Health, UNSW Sydney  
Mon 2 May, 2022



**UNSW**  
SYDNEY

# Teaching context

- Fully online 3-year undergraduate public health program
  - Health program evaluation (2<sup>nd</sup> year core)
  - Advocacy (3<sup>rd</sup> year elective)
- Interactive lectures to complete before weekly 2-hour webinar tutorials
- Teaching philosophy: authentic & student-centred
- Engaged students = participating students

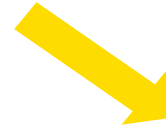


# My teaching challenge: the problem with case studies

- Lots of reading: passive, didactic, boring
  - *“a lot of it felt like busywork”*
  - Students found it difficult to connect theory and practice
- Discussion of case studies in online tutorials was very difficult
  - Low attendance
  - Low engagement: don't know the answer, afraid of being wrong, non- or partial completion of lecture beforehand (unprepared)
  - Specific detail is not available
  - Nuances are lost: What made it work? What made it fail?

# Elevate the case study using storytelling

Storytelling = lived experience + passion & emotion + reflection



- Who was involved?
- What happened?
- When did this happen?
- What was the context?

- How did you feel at the time?
- Be honest – students are not looking for perfection
- Add the details: the curveballs (& solutions), faux pas, what went right and wrong
- Show videos and photos
- Don't be boring! Check your delivery, and stick to the important details

- Why did the events pan out the way it did?
- Link to theory from lectures – *be explicitly clear*
- Demonstrate to students how to self-reflect
- What would you do differently next time?

# How do I integrate into my own teaching?

1. Select a case study from personal experience (ideally one that can be threaded across the term)
2. For each week/module, focus on one/a few key skills/concepts to be mastered
3. Provide the theory in the lecture
4. Tell a story of what happened to you in your field work
5. Give students the opportunity to reflect on this and share their thoughts, ask questions, provide their own examples

# Does storytelling improve engagement?

Overall student workload did not change, only the structure of the webinars

Overall course satisfaction: 5.3/6 >> 5.4/6 (90%)

Encouraged participation: 5.9/6

*“Special mention for her anecdotes in the live webinars, as this is the first time many of us students have been able to tie in the theoretical side of public health into real-life practice. For me this actually made a lot of the concepts click more so than any readings or textbook. I rewatched many of these back in webinar recordings a couple of times, as they were so fascinating. Please don't ever stop recounting these stories!”*

*“The webinars were very interactive and provided the most pro-active effort to emulate in-person class style interactions between students and professors that I've experienced to date.”*

# Will storytelling work for me?

- Easily implementable across multiple disciplines
- Not time intensive
- Works for undergraduate and postgraduate students
- Works for in-person and online teaching
- No cost
- Low resourcing required (low tech, no need for educational developers & learning designers)
- Can be scaled (feasible in class of 1 or 1000 students)

# Top Tips

1

**Don't wing it:** storyboard before the webinar/tutorial

2

**Give the warts and all detail:** important for students to learn from your mistakes

3

**It's not a dinner party:** the story must have teaching and learning relevance – don't waffle!

# Thanks for listening to my story

Dr. Sophia Lin

School of Population Health, UNSW Sydney

[sophia.lin@unsw.edu.au](mailto:sophia.lin@unsw.edu.au)

## Dr. Katherine Kent



Dr Katherine Kent is an early career academic in the School of Health Sciences, having completed a Doctor of Philosophy at the University of Wollongong and a postdoctoral fellowship at the University of Tasmania. Katherine has over 9 years of experience as a course coordinator, lecturer and academic tutor contributing to diverse public health and nutrition science units of study. Katherine will present on a recent study “Utilising case-based learning to enhance student’s understanding of lifespan development” which was an evaluation of scaffolded learning and assessment tasks in a unit within the Bachelor of Health Science degree at Western Sydney University. The study demonstrates the benefits for student learning when utilising technology within case-based learning in a multidisciplinary student cohort.







# Utilising case based learning to enhance student's understanding about lifespan development

Dr Katherine Kent  
Lecturer in Public Health

# Human development and disease across the lifespan

---

- A first year core unit in the Bachelor of Health Science degree at WSU
  - Students enrolled from Testamur majors public health, health promotion, health services management, therapeutic recreation and clinical sciences.



# Case Based Learning (CBL)

---

CBL utilises scenarios to promote student analysis and discussion of key learning outcomes.



Provides authentic linkage between assessment and practice by using 'real-life' examples (Eva et al., 2016).



Students apply their theoretical knowledge to cases using inquiry based learning methods (Thistlethwaite et al., 2012).



Students learn through active & reflective participation to develop critical thinking and problem-solving skills (Bonney, 2015)

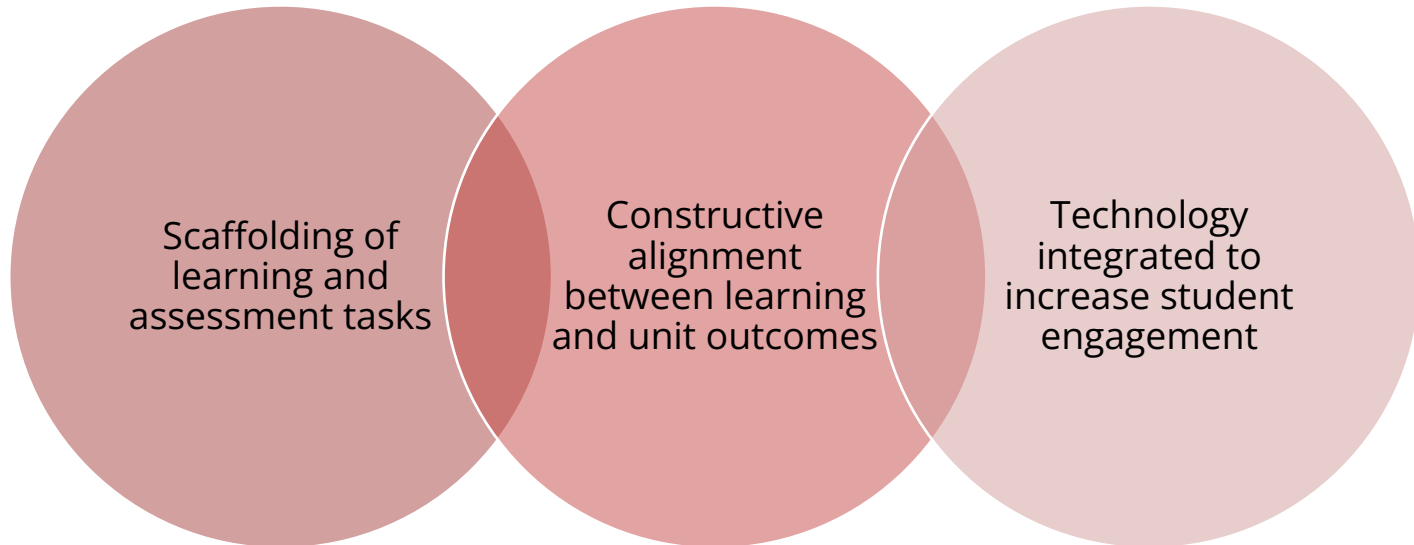


Group CBL learning activities develop communication skills & stimulate authentic professional collaboration (McLean, 2016).

## Innovative learning design utilising CBL in this unit

---

Case studies are integrated into the synchronous and asynchronous learning activities, and assessment tasks.



# Structure of delivery of CBL

---

## Learning Activity 1

*Format:* Short written narrative

*Delivery:* Facilitator led small group learning activity and discussion

*Feedback:* Verbal feedback provided through discussion

## Learning activity 2

*Format:* Longer written narrative

*Delivery:* Individual asynchronous learning activity & facilitator led small group learning activity and discussion in tutorial

*Feedback:* Verbal feedback provided through discussion

## Assessment Task

*Format:* Animated videos, written narrative and accompanying resources

*Task description:* 1,500 word written case study report

*Feedback:* Feedback provided using rubric, written feedback and voice memo

# Examples of narrative case studies

*"Imagine two new mothers, Louisa and Kimberly, who are close friends and have children around the same age. Louisa's daughter is 14 months old, and Kimberly's son is 12 months old. According to the normative approach, the average age a child starts to walk is 12 months. However, at 14 months Louisa's daughter still isn't walking. She tells Kimberly she is worried that something might be wrong with her baby. Kimberly is surprised because her son started walking when he was only 10 months old. Should Louisa be worried? Should she be concerned if her daughter is not walking by 15 months or 18 months?"*



## Case Study: Iain

Iain is a five-year-old Wiradjuri boy who lives in Condobolin, NSW with his 25-year-old mother, 25-year-old father, two younger siblings (2 and 4) and 19-year-old uncle. Iain's mother is cashier at the local grocery and Iain's father works long hours in the nearby mine. Iain has been sharing a bedroom with his siblings since his uncle moved in last year.

Iain loves his uncle Jay, but he often hears his mother and father argue with him. They say that he isn't pulling his weight around the house, frequently leaves messes for others to clean up and is teaching the children that it is okay to do the same. Having an extra person to feed has also impacted on the family's finances and his family can no longer afford childcare for Iain and his siblings.

Lately, Jay has been helping out by watching the children and preparing meals during the day while Iain's mother and father are work. Iain thinks Jay is super cool because he sometimes lets him play Call of Duty with him on his Xbox when Iain's mother isn't home. Iain's mother doesn't approve and says that he is too young to be playing those kinds of games. Jay rarely takes the kids outside to play so they spend most afternoons watching cartoons or playing video games.

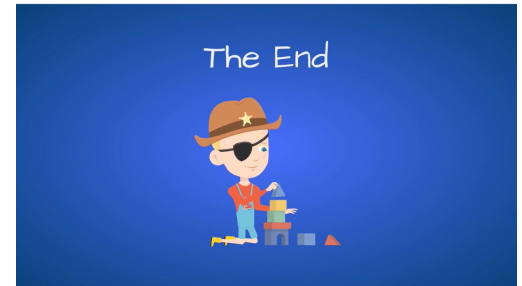
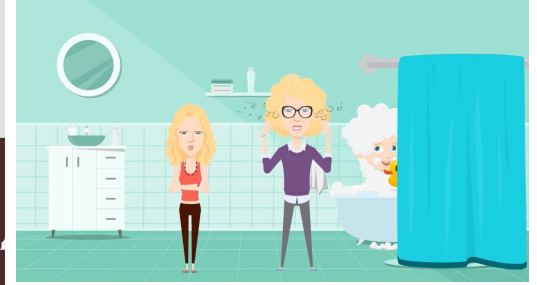
Jay doesn't actually know very much about cooking and preparing meals. Most afternoons, he makes the kids sandwiches or gives them some canned spaghetti or macaroni and cheese. The kids seem to like these meals too and he never has an issue with getting them to eat their food unlike at dinner when Iain's mother often ends up arguing with him to eat his dinner.

Iain has recently stopped eating most foods he used to eat, preferring to snack with his uncle Jay throughout the day instead. He has recently started complaining of belly aches and his mother has noticed that he seems to be catching colds much more frequently than he used to. When working with Iain on his homework activities, she notices he has difficulty cutting out shapes or colouring inside the lines. He often gets cranky when she tries to help him and has had frequent angry outbursts which are uncharacteristic of Iain's normal behaviour.

Iain's behaviours have also been getting him in trouble at school. On the playground, Iain has been found playing games where him and the other kids run around pretending that they are shooting each other and has been caught using swear words by the teacher. When asked about these behaviours, Iain states that he heard his uncle Jay use them.

Iain is short for his age and has dark hair and brown eyes just like his mum and dad. Iain has always been very rambunctious, but lately he spends most of his time sitting on the couch with his uncle and doesn't get much exercise. His mother has noticed that his pants are getting tight around the waist and that Iain is beginning to put on weight around his belly despite rarely finishing his evening meals.

# Example of integrating technology with CBL



# Views and downloads of animations

Folder Dashboard

Jun. 30, 2021 - Sep. 30, 2021

Custom...

**400**

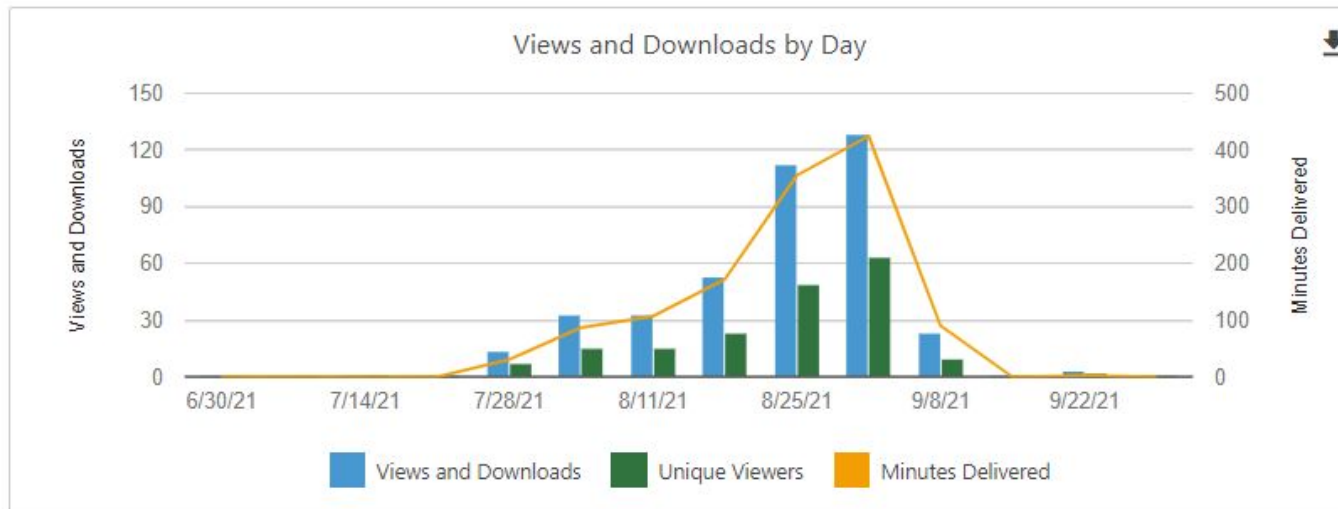
Views and Downloads

**143**

Unique Viewers

**1268.9**

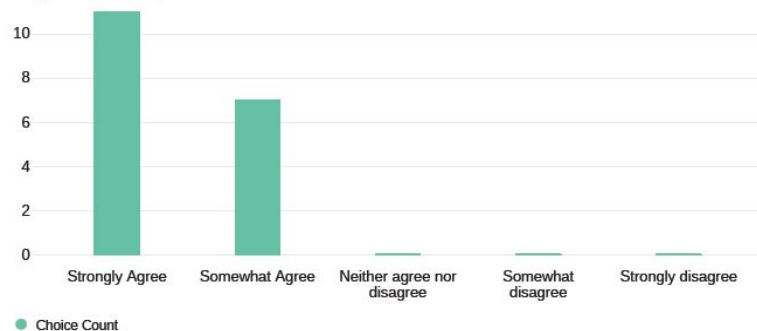
Minutes Delivered



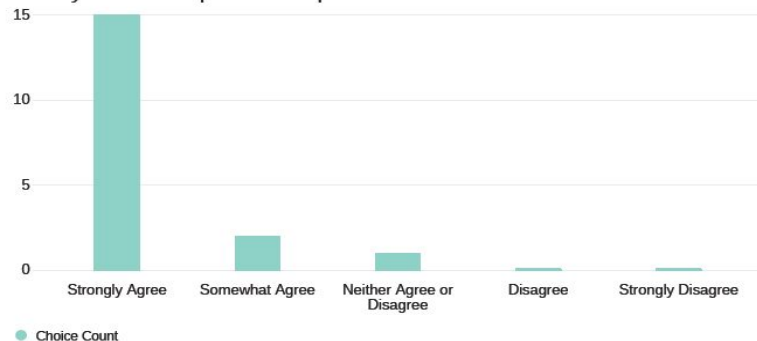


# Evaluation

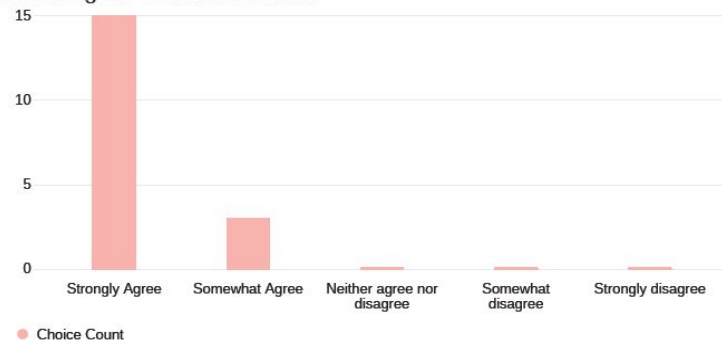
Q1 - The case studies in this unit have increased the relevance of lifespan development theories.



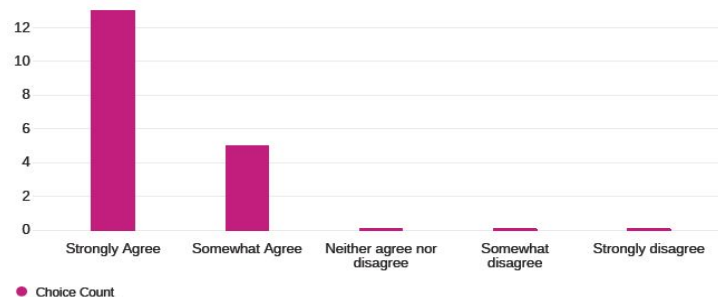
Q1D1 - Examining and discussing case studies have helped me think critically about lifespan development.



Q2 - Using case studies has helped me transfer new academic knowledge to real-life contexts.



Q3 - Appraising case studies in class and for assessment task 2 has been an effective way for me to demonstrate my knowledge and skills learned in the unit.



## 3 top practical tips for using CBL

---



### Developing CBL

Take baby steps with developing a bank of CBL learning activities

Utilise technology to provide flexibility in self-directed learning

Ensure the case allows students to achieve relevant unit learning outcomes



### Scaffolding CBL

Scaffold the complexity of case studies and learning activities to avoid overwhelming students



### Assessing CBL

Assess student learning with CBL in multiple ways (informally before formally)



[WESTERNSYDNEY.EDU.AU](http://WESTERNSYDNEY.EDU.AU)

# Mr Tristan King



Mr. Tristan King is a senior academic and Program Director of Foundation Studies at UniSA. He has taught in a range of health related courses including anatomy and physiology, pharmacology and neuroscience across multiple disciplines and stages of the student degree life cycle ranging from pre-degree pathways through to masters. Students in pathway programs come from many walks of life including students who have had poor experiences with formalised education, or perhaps are first in family or bring additional challenges to their learning. As such, in his current role a significant focus of his teaching is to develop and support student engagement with their curriculum, classes and learning. Tristan would like to share elements of a key aspect of this which is the implementation of an enabling pedagogy; inclusive practices, care, empathy and optimism.



**University of  
South Australia**



University of  
South Australia

# Removing Barriers to Learning by Applying Enabling Pedagogy; Simply

Mr Tristan King  
UniSA College

# A bit about me and the College



I failed my first ever university assignment



Teaching wasn't on the radar



Tutored – lectured – course coordinated – program directed



UniSA College – pathways to university



# Enabling pedagogy

- Diverse cohort of non-traditional students
- Educational disadvantage
- Poor education experiences

	2019	2020	2021	2022
Disability %	17.2%	17.0%		
NESB %	11.5%	13.4%		
Low SES %	49.0%	49.2%	51.0%	54.2%
Regional Remote %	15.9%	17.9%	17.4%	19.9%
Aboriginal %	2.8%	2.6%	4.0%	3.5%



# Enabling pedagogy

## Dialogical

- Students invited into the conversation and learning, and, with whatever they are equipped with

## Pedagogies of care

- Emphasising empathy and optimism

## Understanding discipline concepts

- Removing the hidden curriculum

## Democratic access to knowledge

- Promoting ways for students to develop their own learning

## Iterative reflexive approach

- Continuing to develop and adjust (often in real time)





# Removing/avoiding barriers

## Accessibility

- Allow students to focus on learning the content
- Course page: easy to navigate and clear
- Course materials: easy to find,
  - There are some chaotic course pages and learning resources around!
- Remove barriers to learning wherever possible

## Consistency

- Look and feel of your course and teaching/learning materials should be familiar
- This familiarity can be underpinned by the practicalities
  - e.g. Anatomy – lectures follow a script
    - weekly activities follow a pattern

## Scaffolding

- Activities are built to build confidence
- Also allow for experimentation with learning
- Opportunities to practice their understanding
- Scaffolds build across the course
  - But also within weeks, and within activities



# Simple things in practice

University of South Australia  
SP2 2022  
Introduction to Anatomy

Dashboard | HLTH 1046 | Week 2

- Welcome
- Getting Started
- Assessments
- Zoom Workshop Links
- Content
  - Week 1
  - Week 2**
  - Week 3
  - Week 4
  - Week 5
  - Week 6
  - SEMESTER BREAK SP2
  - Week 7 (26/04/22)
  - Week 8
- Academic Integrity
- Assessment
- Grades
- Extensions
- Resources
- Recordings
- People

## WEEK 2: THE THIGH AND THE LEG

This week we get straight into the anatomy of the human body. The topic of this week's lectures and workshop is lower limb anatomy. In this week's content, we will learn the muscles and the bones of the thigh and leg.

## TASKS TO COMPLETE



[Watch the lectures \(approx 2 hours\)](#)



[Make anatomy notes that can be used for revision](#)



[Complete the HSP pre-workshop activity \(approx 15 minutes\)](#)



[Download a copy of the weekly question book and make an attempt](#)



[To download, sign and submit the Anatomy agreement](#) (please ignore if you have already completed this task)



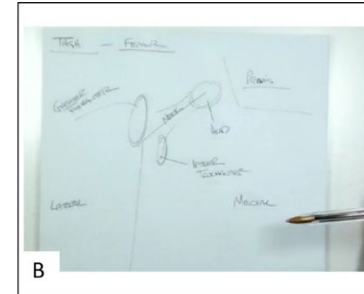
[Attend your enrolled workshop](#)



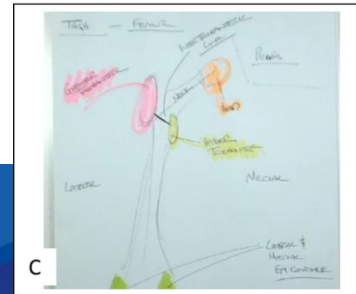
[Complete the weekly question book that you downloaded](#)



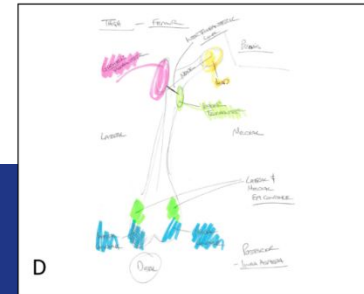
A



B



C



D



# Scaffolding learning

- Interactive
- Low stakes
- Immediate feedback
- Anonymous
- Repeatable
- Scaffolded



## Question 1

Identify which number is labelling hamate.

A Label 1

B Label 2

C Label 3

D Label 4

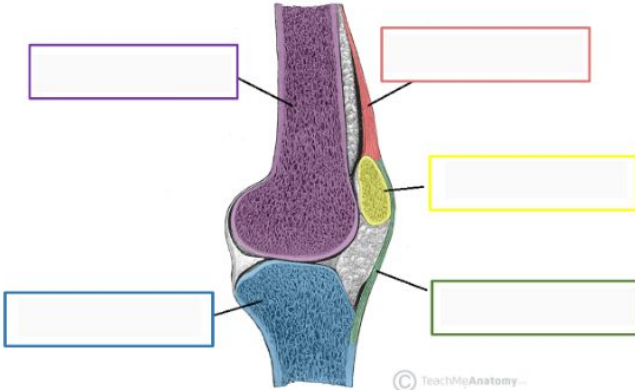
E Label 5



# Scaffolding learning

- Interactive
- Low stakes
- Immediate feedback
- Anonymous
- Repeatable
- Scaffolded

Question 3 Drag and Drop



Patella

Quadriceps Tendon

Tibia

Femur

Patella Ligament

Check

© TeachMeAnatomy

Embed

HP



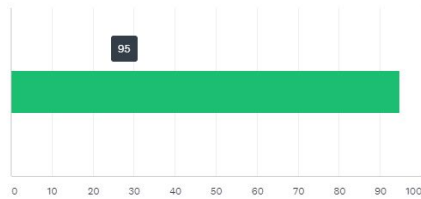
# Evidence of engagement

Q7

Customize Save as ▼

Would you like to see one or more of these approaches to learning in your future courses

Answered: 71 Skipped: 8

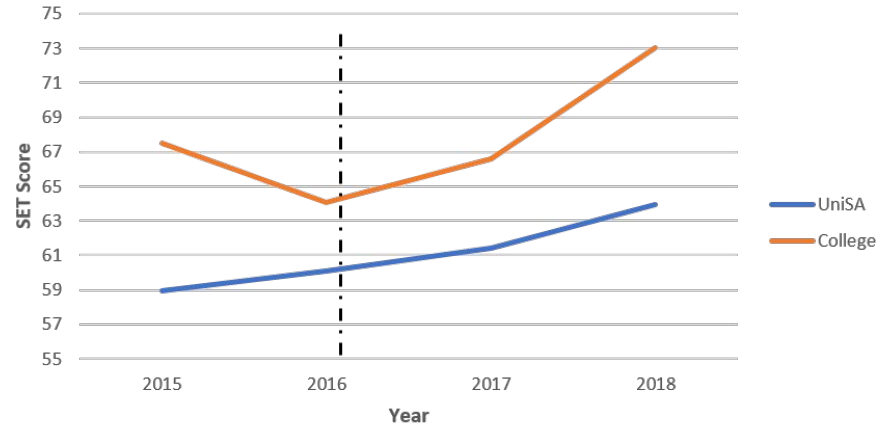


ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Responses	95	6,734	71
Total Respondents: 71			

## Student feedback

- ‘I love that the lecture content was evaluated through the tutorials to help gain understanding. The Pre- Workshop quizzes were great, they helped to keep testing yourself on the content so you could remember.’
- ‘Great introduction to anatomy for basic learning. I enjoyed the same structure each week of how it was introduced such as bones, muscles, nerves etc.. Pattern learning would definitely be a strength’

## Student Satisfaction of Teacher Performance



**Fig 1:** Comparison of student satisfaction of their teacher between the College and UniSA. Satisfaction is calculated from a scale range of -100 to +100 where; 50 = Agree and 100 = Strongly Agree. Dashed vertical line represents the implementation of the Tutor Training program.

AAUT Citation – 2019

**For sustained leadership of academic professional development in inclusive pedagogy to enhance teaching at UniSA.**



University of  
South Australia

# Evidence of engagement



Data is great

- Qual or quant
- Especially for your career!



Look for the human element

- How is your least confident student going?
- Has someone 'brightened' up in class
- Metrics not so easily measured



# Top 3 strategies

- Teach the way you wish you were taught!
- Consider action research
  - reflexive approach
- Seek feedback
  - Openly, consistently and frequently





# University of South Australia

Mr Tristan King  
Program Director Foundation Studies  
UniSA College  
[Tristan.king@unisa.edu.au](mailto:Tristan.king@unisa.edu.au)

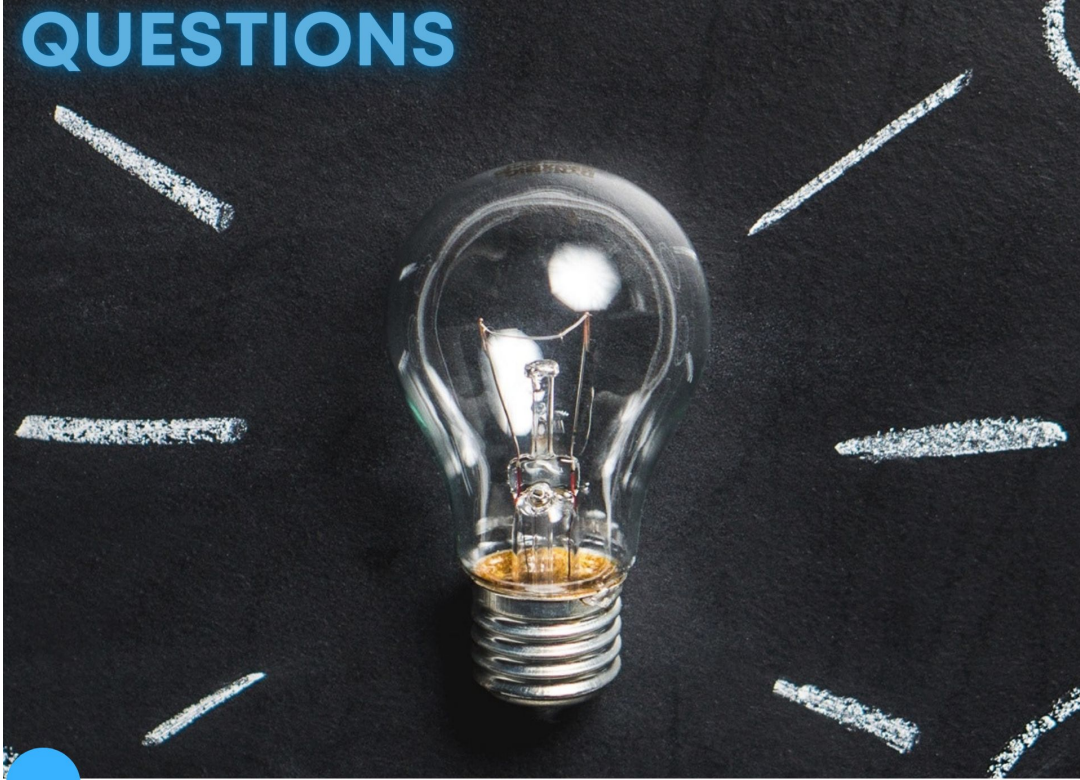


# QUESTIONS



What is student engagement?  
What does **good** engagement  
look like?

# QUESTIONS



Early career teaching traps: what activities lower engagement or have high effort but result in negligible impacts?

# ACTIONS



Finding your identity as a  
public health educator

Q&A



# Submitted Questions 1/2

1. Is competency based teaching and learning helpful for training of next generation public health professionals? (KK, SL)
2. How do we develop students' academic writing effectively within a course? (KK, TK)
3. How we we engage students online? (TK, KK, SL)
4. What is your advice for first-time teaching associate and how to find more opportunities? (SL)
5. What are effective teaching & evaluation mechanisms? (KK, TK - Seminars 2 & 3)

## Submitted Questions 2/2

1. Do you have any tips for engaging international students? (TK, SL)
2. What strategy do you suggest for students changing their career track to the public health arena? For example, I am a health economics graduate who wants to pursue public health career now. (KK, SL)
3. Is there any internship/ part-time opportunity in Australia/Melbourne? (KK)
4. What are your recommendations for improving awareness among people regarding public health field of study? (SL)
5. I'm a coursework student but I am interested in research. Could you please provide some advice for transitioning to research?

## Theme:

### PUBLIC HEALTH EDUCATION:



**Challenges**

**Opportunities**

**Solutions**

## Formats:



Oral  
Presentations



Challenge  
Rooms



Solution  
Rooms

## Abstracts Due:

**9am Thursday  
5th May 2022**

Showcase your education innovation, scholarship of teaching and learning, evidence and evaluation and novel work-integrated learning approaches.



[caphia@phaa.net.au](mailto:caphia@phaa.net.au)

## Advocacy in Action Consultation Group

Build the evidence based around academic public health and advocate for public health education throughout Australasia.

Contribute to:

- position papers
- submissions
- literature reviews
- letters to the editor
- research & evaluation



## Mentoring Reference Group

Help make CAPHIA's established Mentoring Program even better to support growth in both mentees & mentors.

Contribute to:

- program evaluation
- training & support material development
- promotions & publications





Please complete our 4 question  
feedback survey to make the next  
event even better!

[https://www.surveymonkey.com/r/  
ECAPS\\_PD](https://www.surveymonkey.com/r/ECAPS_PD)