

United Nations Sustainable Development Goals Open Pedagogy Fellowship

“Good Health and Well Being Student Care Guidebook”

Introduction: This project was developed as a part of the 2020 United Nations Sustainable Development Goals Open Pedagogy Fellowship. Open educational resources (OER) increase equitable access to education and empower students in the learning process. Open pedagogy—an approach to teaching and learning that draws on OER—places the student at the center of that learning process in a more engaging, authentic, and collaborative learning environment in order to achieve social justice in the community. Montgomery College in Montgomery County, Maryland (USA), Kwantlen Polytechnic University (KPU) in British Columbia (Canada), and Maricopa Community Colleges (Arizona) are committed to supporting social justice through this international partnership in which faculty can work across institutions to maximize global impact.

The conceptual framework on which this fellowship is based is the [United Nations Sustainable Development Goals \(UN SDGs\)](#), which is a set of 17 goals that address a wide range of social issues, such as poverty, inequality, climate change, and peace and justice. The SDGs are designed to achieve and maintain social justice and a sustainable future, with a target of the year 2030 set for the attainment of each goal. This particular project is dedicated to [Goal 3: Good Health and Well Being](#)

The hope is that through the creation of this public guidebook that is available to all, we can support the UN's goal of ensuring healthy lives and promoting well-being for all at all ages.

Phase 1: Assignment: Mental Health Essentials for College Students

The purpose of this assignment is to contribute to the creation of a student guidebook for health and well-being. Your assignment is to select from the list of developmental psychology topics (for PSY 101) or nutritional topics (FON 241) that will help students learn how to support their mental health while attending college. Think carefully about what you would want to know and make it interesting to your fellow classmates. This project will be shared as an Open Educational Resource (OER) to be utilized on this campus and it can also be adapted by other schools for use with their students.

Project Steps:

1. Review the example chapter for [psychology](#) or [nutrition](#).
2. [Watch the assignment walk-through videos.](#)

3. You will be assigned to a group. Your group must select a topic from the list provided by your instructor. Once a topic is chosen, it cannot be duplicated.
4. Research your topic using the [course text](#) as your primary source with additional support from [Wikipedia](#) or other openly licensed sources.
5. Write about your topic using your own words in a short chapter of 500-750 words. Remember that your audience is other students just like you. You must also include a community resources section that links out to appropriate local resources.
6. Find at least two openly licensed images or in the public domain (CC0, CC-BY, or CC-BY-SA) to include in your chapter. Google also offers search tools to help you find images that allow for reuse. You can click “tools”, then the dropdown menu will come down and allow you to select “labeled for reuse,”
7. Edit your work using [Grammarly or a similar grammar checking software](#).
8. Post your group’s chapter into the [Student Care Guidebook](#)
9. Once you have completed all of the steps above, submit the url of your chapter here in the appropriate assignment spot in Canvas.

Student Care Guidebook Chapter



Criteria	Ratings			Pts
<p>Integrative Learning Integrate concepts from PSY 101 to show your understanding in an applied project.</p>	<p>20.0 pts Meets or Exceeds Standards for Competency Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth. Thoroughly integrates related concepts from PSY 101 into the chapter.</p>	<p>12.0 pts Needs Improvement Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is only somewhat achieved. Adequately integrates related concepts from PSY 101 into the chapter.</p>	<p>0.0 pts Does Not Meet Minimum Standards Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. Does not adequately integrate concepts from PSY 101 text.</p>	<p>20.0 pts</p>
<p>Intellectual Property Uses text (PSY 101 text as primary) and images (2 min) properly from creative commons sources with appropriate attribution. Appropriate cites community resource websites (5 min). Cites journal article appropriately for 5HP.</p>	<p>15.0 pts Meets or Exceeds Standards for Competency Shows evidence of fairmindedness and a thorough understanding of the various economic, legal, and social implications of using information by: adhering to intellectual property laws and guidelines, accurately giving credit to the original ideas of others, and following citation formatting standards with zero or few errors.</p>	<p>9.0 pts Needs Improvement Shows some evidence of fairmindedness and a partial understanding of the various economic, legal, and social implications of using information by: adhering to intellectual property laws and guidelines, giving credit to the original ideas of others and following citation formatting standards with some errors.</p>	<p>0.0 pts Does Not Meet Minimum Standards Shows little or no evidence of fairmindedness and understanding of the various economic, legal, and social implications of using information by: not adhering to intellectual property laws and guidelines and/or not giving credit to the original ideas of others and/or not following citation formatting standards</p>	<p>15.0 pts</p>
<p>Mechanics Includes showing evidence that a grammar checking program was used.</p>	<p>10.0 pts Meets or Exceeds Standards for Competency Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</p>	<p>6.0 pts Needs Improvement Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</p>	<p>0.0 pts Does Not Meet Minimum Standards Uses language that sometimes impedes meaning because of errors in usage.</p>	<p>10.0 pts</p>
<p>Format Including minimum word count, required sections, etc.</p>	<p>15.0 pts Meets or Exceeds Standards for Competency All or most of the format guidelines were accurately applied</p>	<p>9.0 pts Needs Improvement Some of the format guidelines were accurately applied.</p>	<p>0.0 pts Does Not Meet Minimum Standards Few or none of the format guidelines were accurately applied</p>	<p>15.0 pts</p>
<p>Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</p>	<p>15.0 pts Meets or Exceeds Standards for Competency Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</p>	<p>9.0 pts Needs Improvement Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</p>	<p>0.0 pts Does Not Meet Minimum Standards Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience)</p>	<p>15.0 pts</p>
<p>Total Points: 75.0</p>				

Phase 2: Assignment: Make an H5P Interactive.

The purpose of this assignment is to creatively design an interactive component that enhances the learning of your topic by adding interesting graphics, multiple-choice questions, a video, or visual matching activity.

You will make these interactives using [H5P](#) using the **course presentation** tool. The presentation should have a minimum of 5 slides and a maximum of 8. The course presentation feature in H5P works like this:

[H5P Course presentation](#)

The other types of H5P tools you'll likely to include within the H5P presentation are:

[H5P Image Sequencing](#)

[H5P Drag the words](#)

[H5P Fill in the blanks](#)

[H5P Multiple choice](#)

The goal is not to simply duplicate the multiple-choice practice questions that you already see in course, but to create an activity that provides a deeper review or an opportunity to elaborate upon important concepts. You could also pull in current research or other engaging articles to expound upon a topic.

You are required to **include at least one reference to an outside peer-reviewed resource in the interactive that was published in the last 3 years**. Any and all content you use inside of the interactive needs to be written in your own words and appropriately cited. Most peer-reviewed journal articles are not freely available online. Check in with your institution's library to help you locate a journal article. Similarly, any images used should be openly licensed or in the public domain (CC0, CC-BY, or CC-BY-SA) as noted in Phase 1 of the assignment.

STEP 1: Write out your plan for the interactive. It works well to storyboard it first on a document so you know what you'll want to include on each slide. Add this to your group's Google doc that you already shared with me. For example:

- Slide 1: Introductory paragraph on topic. Introduce example.
- Slide 2: Multiple choice question about the example, with feedback.
- Slide 3: Introductory text. Picture.
- Slide 4: Matching activity.
- Slide 5: Conclusion.

STEP 2: Go to [H5P.org](https://www.h5p.org) and create a free account. Click “Create New Content.” Read through the [tutorial on creating a course presentation](#). Select the type of content you want to create, and get started. If you are working in Pressbooks, H5P is included as a ready to use tool.

STEP 3: Create your interactive! Read through this [brief tutorial on adding attributions](#) or use the guides within H5P to help you create the type of content you need.

STEP 4: Add the Interactive to your chapter. Watch this video on how to add your [H5P interactive to Pressbooks](#).

STEP 5: Submit the url of your chapter (with the new interactive embedded) in the textbox below and attach the pdf of the required peer-review journal article that you used.

H5P   				
Criteria	Ratings			Pts
Interactive is an informative and engaging h5p presentation	10.0 pts Meets or Exceeds Standards for Competency The interactive is an interesting h5p presentation between 4 and 10 slides. It covers a relevant topic within lifespan development. It is easy to follow, and informative. Critical analysis and application are demonstrated.	6.0 pts Needs Improvement The interactive is a h5p presentation between 4 and 10 slides. It covers a relevant topic within lifespan development. It is engaging, easy to follow, and informative.	0.0 pts Does Not Meet Minimum Standards Interactive is not between 4 and 10 slides; not on topic, or not informative. Does not demonstrate critical analysis.	10.0 pts
Includes at least one outside source with proper citations and attributions. Submits a pdf of the journal article that was used.	5.0 pts Meets or Exceeds Standards for Competency Content is original work unless where specifically indicated. The presentation includes at least one outside reference, with proper citations, and attributions if using OER.	3.0 pts Needs Improvement Content is original work unless where specifically indicated. The presentation includes at least one outside reference, with proper citations, and attributions if using OER.	0.0 pts Does Not Meet Minimum Standards Content is original work unless where specifically indicated. The presentation includes at least one outside reference, with proper citations, and attributions if using OER. Does not use APA style of citing sources within essay and in reference lit (if relevant).	5.0 pts
Makes required revisions to the entire chapter.	5.0 pts Meets or Exceeds Standards for Competency Well-organized and clearly written slides provide enhancement on the topic. Clearly written; excellent writing style.	3.0 pts Needs Improvement Organized presentation; clearly written.	0.0 pts Does Not Meet Minimum Standards Presentation content is not well-organized; not clearly written; grammatical and/or spelling errors.	5.0 pts
Total Points: 20.0				

Phase 3: Assignment: Peer Review

Every student must complete the peer review that was assigned to them in Canvas. Before beginning, review the guides below.

- [What is a Peer Review Assignment?](#)
- [How do I submit a Peer Review Assignment?](#)

Instructions for completing the Peer Review Assignment

- Go to the Assignment page and on the right sidebar, look for your assigned peer review
- Before doing any assessment of the work, read the complete work submitted by your assigned peer(s).
- Re-read the assignment and consider the following, noting your thoughts and any feedback you wish to share with the author.
- Focus on content, structure, organization of ideas, quality of information. Provide feedback that will help the author with the next round of revision. You can also make suggestions to address typos, spelling mistakes, and grammar, but it is not the primary focus of the review.
- In Canvas, go use the Rubric in the grading tool to evaluate the work you reviewed. Be sure to click save. The feedback is anonymous. Give appropriate, helpful, constructive feedback, including written comments.
- Finally, in the text box below give a brief experience on how the peer review process went for you. Did it help you revise your own project? Why or why not?

Peer Review				
Criteria	Ratings			Pts
2nd Peer Review: Supporting Feedback with Evidence	5.0 pts Meets or Exceeds Standards for Competency Includes feedback that is significant and relevant to the topic. Presents evidence in a fair and unbiased manner.	3.0 pts Needs Improvement Includes feedback that is seemingly trivial yet somewhat relevant to the topic. Presents evidence in a fair and unbiased manner	0.0 pts Does Not Meet Minimum Standards Includes feedback that is trivial and unrelated to the topic and/or fails to support ideas with evidence. Presents evidence in a unfair and biased manner	5.0 pts
Reflection	5.0 pts Meets or Exceeds Standards for Competency All or most of the format guidelines were accurately applied	3.0 pts Needs Improvement Some of the format guidelines were accurately applied,	0.0 pts Does Not Meet Minimum Standards Few or none of the format guidelines were accurately applied	5.0 pts
1st Peer Review: Supporting Feedback with Evidence	5.0 pts Meets or Exceeds Standards for Competency Includes feedback that is significant and relevant to the topic. Presents evidence in a fair and unbiased manner.	3.0 pts Needs Improvement Includes feedback that is seemingly trivial yet somewhat relevant to the topic. Presents evidence in a fair and unbiased manner	0.0 pts Does Not Meet Minimum Standards Includes feedback that is trivial and unrelated to the topic and/or fails to support ideas with evidence. Presents evidence in a unfair and biased manner	5.0 pts
Total Points: 15.0				

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