

## Dietetics & Physiotherapy Students Create Teaching Videos

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Recently, the University of Applied Sciences in St.Pölten created the project X-SITE (Student Interprofessional Teaching Experience), where we were able to create teaching videos for use in an inverted classroom model (ICM). ICM involves a pre-class digital phase of learning, eg watching videos, as in this example. [www.youtube.com/channel/UCRoRb7yMzwAdSzh0oEP43SA](http://www.youtube.com/channel/UCRoRb7yMzwAdSzh0oEP43SA)

***...in the USA ...dietetic students preferred ICM over traditional in-class teaching settings***

ICM is already used in the training of medical students, where significant pre-class preparation is necessary and the time in class is used for discussion and/or problem-solving of relevant case studies<sup>1</sup>. The use of ICM in the training of dietitians in the USA showed that dietetic students preferred ICM to traditional in-class teaching settings<sup>2</sup>.

A combination of online and traditional face-to-face teaching can be a successful teaching strategy. A meta-analysis from 2010<sup>3</sup> shows significantly better learning results when blended learning such as ICM has been used, compared to either exclusively face-to-face teaching or exclusively online learning methods.

Our team of seven students from dietetics and physiotherapy created four teaching videos on:

- stigma and obesity
- weight reduction in focus: nutrition and sports
- arthrosis (osteoarthritis) and bone metabolism
- type 2 diabetes mellitus

Over two terms we did research for our videos and focused on interdisciplinary areas between physiotherapists and dietitians. We wrote movie scripts, got didactic advice from the teaching team SKILL (<http://skill.fhstp.ac.at>) and were supported by media students from the university. We gained a deeper understanding through collaboration with other health professionals and improved our project management and media skills.

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<sup>1</sup> Tune JD et al (2013) Flipped classroom model improves graduate student performance in cardiovascular, respiratory, and renal physiology *Advances in Physiology Education* Bd 37 4 316-320

<sup>2</sup> Gilboy MB et al (2014) *Enhancing student engagement using the flipped classroom*  
[www.ncbi.nlm.nih.gov/pubmed?term=25262529](http://www.ncbi.nlm.nih.gov/pubmed?term=25262529)

<sup>3</sup> Means B et al (2010) *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies* Washington DC, US Department of Education, Office of Planning, Evaluation, and Policy Development