









授業コード	授業科目名	配当学年/学期	単位数
	International Nursing I (国際看護学 I) BLENDKIT2017	1st year(1 年) / after summer(後期)	2credit(2 単位) / 15 period(15 回)
担当教員		科目区分	
	Prof Jekan Adler-Collins		






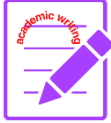


Purpose of this subject (講義目的)	Activities/Interaction/Assignments	Assessment strategies	Learning Outcomes
<p>Key Course Outcomes</p> <p>At the successful completion of this course of study, The student will be prepared as an informed member the global profession of Nursing.</p> <p>Students will have been introduced to the challenges and complexities of culture, politics of health care and help develop their critical thinking skills needed to assess and deliver care in a culturally sensitive manner.</p> <p>Students will engage and learn to analyses other ideas and cultures to see how Japanese culture can help, enrich or learn from them.</p>	<p>Activities to include.</p> <p>The Web, Interactive Blogs, (WB) Web research (WR) Reflective journaling (RJ) Web formative tests /Quizzes (WFT) Sign Post-Formative surveys (SPS) Discussion/Presentations (DP) Video making. (VM) E-Portfolio Building (EP) Critical Thinking (CT) Face to Face (FTF) Audio Feedback (AFB)</p>	<p>Holistic Rubrics Formative tests Final Presentation Oral Defense Exit e-Portfolio</p>	<p>The student will have engaged with several types of research tools.</p> <p>The student will have engaged with several different Apps and their use.</p> <p>The student will have will have engaged in development of a reflective Blog</p>
Contents of this subject (授業内容)			

DIY week three Assignment Planning.18.03.2017. As this document progress, I keep revisiting the original and changing the planning and structure to reflect better and more focused ideas. The Curriculum structure is well set now and I am conceptualising the assessment process and activities process by graphics. I have also split the pages up to represent each module for eas.e of reference. I will also use the review system in word to track changes.











Assignments and activities icons.



<p>Web research is a process activity for freshman. They are not graded but are awarded completion assignment badges for each module.</p> <p>Web Research</p> 	<p>Reflective Journaling is a process activity for freshman. They are not graded but are awarded completion assignment badges for each module</p> <p>Reflective Journaling</p> 	<p>Sign Posted Survey is a process activity for freshman. They are not graded but are awarded completion assignment badges for each module. The purpose of SPS is qualitative over- watch and identify any issues</p> <p>Sign Posted Surveys</p> 	<p>Formative self-evaluation They are not graded but are awarded completion assignment badges for each module. The purpose of SPS is qualitative over- watch</p> <p>Web Formative Test</p> 
<p>Video evidence is a tool for feedback, peer to peer evaluation. Discussion, critical thinking. Awarded completion assignment badges for each module</p> <p>Video Evidence</p> 	<p>Demonstration and Presentations. Presenting research findings peer to peer. Video evaluation. Awarded completion assignment badges for demonstrating and Presenting</p> 	<p>Social Communication blogging their views of their learning.. Awarded completion assignment badges for each module..Evidence is live dated url of blog</p> 	<p>The key evidence of the students' progress to knowledge acquisition. The portfolio is graded by evidencing the accumulated process the</p> 


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<p>Critical Thinking thinking tasks are writing s where the student has to show engagement with the appropriate use of action verbs and academic writing.</p> <p>Critical thinking </p>	<p>Face 2 face, peer to peer, student to teacher, and teacher to student. This icon indicates a communication needs to take place</p> <p>Face 2 Face </p>	<p>Feed Back. This logo indicates that a feed back response is required. Peer to peer , student to teacher</p> <p>feedback </p>	<p>Rubric. Student co-design assessment holistic rubric to inform them of the conditions of assessment, .learning contract</p> 
<p>Motivation award badges. 1 point for each module completed. Total of 5 per module>75 points for course process</p> <p>Completion badges </p>	<p>Logo for academic writing. Reference type and action verb criterion</p> <p>Academic writing </p>	<p>Audio Feedback tool. This logo is for giving students audio feed back on assignments. Students can keep in e-portfolio and refer for actionable advice when needed.</p> <p>audio feedback </p>	<p>The coffee Clinic is an informal space where students' can drop in an discuss f2F issues of their concern</p> <p>The coffee clinic </p>

<p>Introduction to International Nursing. In the beginning, students will learn about a definition and necessary. Students will research the situation and characteristic of the Health in the world and Millennium Development Goals. This course is researched based requiring the student to develop their data collection and analysis skills. Students will identify how the economy, social status, education, environment, gender, a problem of population, the condition of nourishment, labour, child soldiers, trauma, First Aid, incident response and control, traditional medicine, refugees, infection, and future global issues such as genetic counselling. Vaccination, endemics and population exodus. International Nursing is a student-centered, living action research, <i>blended learning</i> approach to higher education. For each subject, students will complete Online reflective journals to evidence their critical thinking and engagement with the curriculum material, Online self-study <i>formative evaluation</i> tests and evaluate their learning online. Module evaluation to develop reporting skills. And developing an <i>E-Portfolio</i> of learning will be developed to evidence the process of knowledge assimilation. A final end, of course, <i>exit portfolio will be graded. Final summative</i> web exam will be taken.</p>	<p>The student will have engaged with critical thinking skills and the use of action verbs.</p> <p>The student will have engaged with critical thinking skills</p>
<p>授業計画及び学習課題</p>	
<p>Assignment Details</p> <p>Assignments will be handed in by electronic medium submission (Turnitin) one week after being set unless otherwise stated. Please read the assessment criterion given for each module</p> <p>.File mediums.</p> <p>Microsoft word is used for the universities word processing document, PowerPoint, Spread sheets. Mac users need to submit in .doc files.</p> <p>Apps</p> <p>Apps are an essential part of this course. Some apps will be recommended as they conform to university security polices and have been tested by staff. You are however, encourage to seek apps that work well with you. You will have full access to your course through any internet access point.</p> <p>Tutorial Policy.</p> <p>The tutorial policy of this course is open door. This means that I am available to you during working hours 0900-1800. I can be reached for urgent issues outside of the se time but will not respond immediately.</p>	


回	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M0	<p><i>Ice breaking, learning contract, course admin. Academic writing, reflective journals</i></p> <p>To ponder activity.</p> <p>History of nursing in the world, Asia, Islam, religious orders and west.</p>	<p>Models of nursing focus on the Nightingale model as the modern history of nursing. International Nursing looks at how politics has shaped what we consider is the truth and offers insights to other historic nursing systems for the students to research.</p>	<ol style="list-style-type: none"> 1. <i>Develop a Blog</i> 2. <i>Personal Blog Entry and Reflection.</i> 3. <i>Develop an E-Portfolio</i> 4. <i>Engaged with web searches, methods and problems</i> 5. <i>Engaged with critical thinking skills</i> 6. <i>Engaged with academic writing and Bibliography</i> 	<p><i>Guided sign post assignment 1</i></p>  <p><i>Coffee shop Clinic for students to drop in and discuss any issues they have</i></p> 	<p>Successful completion of the module the student will;</p> <ul style="list-style-type: none"> •
	<p>Module Graphic activity Map</p>	    <p>Learning Outcomes. Module 0</p> <ul style="list-style-type: none"> • Have made and posted to their own blog thoughts about module 0 (admin). • Started to develop their e-portfolio. • Completed a reflective journal entry. • Engaged with academic writing • Completed online formative self-testing Module 0    			


	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M1	Learning tools and systems; A basic introduction	This section of the course introduces the student to action research, the web and web research. Online testing, portfolios, reflective journals, critical, thinking, <i>blended learning</i> . <i>Personal Blog Entry and Reflection</i>	<ol style="list-style-type: none"> 7. <i>Continue to develop a Blog</i> 8. <i>Continue Personal Blog Entry and Reflection.</i> 9. <i>Continue to develop an E-Portfolio</i> 10. <i>Continue to engaged with web searches, methods and problems</i> 11. <i>Continue to engaged with critical thinking skills</i> 12. <i>Continue to engaged with academic writing and Bibliography</i> 	 <p><i>Guided sign post assignment 2</i></p>  <p><i>Coffee shop Clinic for students to drop in and discuss any issues they have</i></p>	

	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M2	Introduction to International Nursing. 1	This section introduces students to the complexity of culture and socialisation within a culture. Nationalism, Global citizenship. <i>Personal Blog Entry and Reflection</i> <i>Online assessment 2, review</i>	<ul style="list-style-type: none"> 13. <i>Continue to develop a Blog</i> 14. <i>Continue Personal Blog Entry and Reflection.</i> 15. <i>Continue to develop an E-Portfolio</i> 16. <i>Continue to engaged with web searches, methods and problems</i> 17. <i>Continue to engaged with critical thinking skills</i> 18. <i>Continue to engaged with academic writing and Bibliography</i> 	<p><i>Guided sign post assignment 3</i></p>  <p><i>Coffee shop Clinic for students to drop in and discuss any issues they have</i></p>	


	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M3	Medicine and Health in the world. Insurance: Healthcare or wealth care? discuss	Students look at health care as a business, as a policy within the country and research the different political controls in health care. Including drug companies and corporate interest. Who controls health care? <i>Personal Blog Entry and Reflection</i> <i>Assessment 3</i>	<i>group discussions</i> 19. <i>Continue to develop an E-Portfolio</i> 20. <i>Continue to engaged with web searches, methods and problems</i> 21. <i>Continue to engaged with critical thinking skills</i> 22. <i>Continue to engaged with academic writing and Bibliography</i>	<i>Guided sign post assignment 4</i>  <i>Coffee shop Clinic for students to drop in and discuss any issues they have</i>	


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	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M4	<p>Cultural research. 1 Students will in their groups carry out research on selected countries and present their finding to the class for discussion.</p> <p>Students will compare and contrast Japans system with those of their selected country.</p>	<p>Students will be in groups and their country to research will be allocated by draw. The following will be researched.</p> <p>Location, population, Gross National Product. World rating. Political structure, education structure Healthcare systems. Birth rate, industries?</p> <p><i>Personal Blog Entry and Reflection</i></p> <p><i>E-Portfolio Assesment 4</i></p>	<p>Country selection by draw</p> <p>23. <i>Continue to develop an E-Portfolio</i></p> <p>24. <i>Continue to engaged with web searches, methods and problems</i></p> <p>25. <i>Continue to engaged with critical thinking skills</i></p> <p>26. <i>Continue to engaged with academic writing and Bibliography</i></p>	<p><i>Guided sign post assignment 5</i></p>  <p><i>Coffee shop Clinic for students to drop in and discuss any issues they have</i></p>	

<p>M5</p>	<p>Cultural research. 2 Students will in their groups carry out research on selected countries and present their finding to the class for discussion. Students will compare and contrast Japans system with those of their selected country</p>	<p>Education, medical and nurse education. Do they have a national council? What is the system of training Doctors and Nurses? What are the pathways open in their culture to access nurse training? What are the major health issues? World Health Organization listings (Health) Portfolio building <i>Personal Blog Entry and Reflection</i> <i>Assesment 5</i></p>	<p>27. <i>Continue to develop an E-Portfolio</i> 28. <i>Continue to engaged with web searches, methods and problems</i> 29. <i>Continue to engaged with critical thinking skills</i> 30. <i>Continue to engaged with academic writing and Bibliography</i></p>	<p><i>Guided sign post assignment 6</i></p>  <p><i>Coffee shop Clinic for students to drop in and discuss any issues they have</i></p>	
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	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M6	<p>Cultural research. 3 Students will in their groups carry out research on selected countries and present their finding to the class for discussion.</p> <p>Students will compare and contrast Japans system with those of their selected country.</p>	<p>Period 1. Presentation of findings, peer to peer evaluation.</p> <p>Period 2. Discussions on presentation, Portfolio building</p> <p><i>Personal Blog Entry and Reflection</i></p> <p>Assessment 6</p>	<p>Discussion</p> <p>31. <i>Continue to develop an E-Portfolio</i></p> <p>32. <i>Continue to engaged with web searches, methods and problems</i></p> <p>33. <i>Continue to engaged with critical thinking skills</i></p> <p>34. <i>Continue to engaged with academic writing and Bibliography</i></p>	<p><i>Guided sign post assignment 7</i></p>  <p><i>Coffee shop Clinic for students to drop in and discuss any issues they have</i></p>	

	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M7	<p>Human rights and ethics in the world, Terrorism and Health. Sexual slavery and trafficking. 世界における人権と倫理、テロリズムと健康、性的奴隷、人身売買</p>	<p>Period 1. What is a terrorist? How is terrorism affect health, nationally, internationally? What types of terror attacks have been used on health? Sexual slavery and trafficking</p> <p>Period 2. Discussions, Portfolio building Personal Blog Entry and Reflection</p> <p>Assessment 7</p>	<p>Discussion</p> <p>35. Continue to develop an E-Portfolio</p> <p>36. Continue to engaged with web searches, methods and problems</p> <p>37. Continue to engaged with critical thinking skills</p> <p>38. Continue to engaged with academic writing and Bibliography</p>	<p>Guided sign post assignment 8</p>  <p>Coffee shop Clinic for students to drop in and discuss any issues they have</p>	

	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M8	Population in the world and family planning, Gender issues. A boy baby is better than a girl baby?? Discuss.	Period 1. Population issues? Birth control, religion, trends. Period 2. Discussions, Portfolio building <i>Personal Blog Entry and Reflection</i> <i>Assessment 8</i>	Discussion 39. <i>Continue to develop an E-Portfolio</i> 40. <i>Continue to engaged with web searches, methods and problems</i> 41. <i>Continue to engaged with critical thinking skills</i> 42. <i>Continue to engaged with academic writing and Bibliography</i>	<i>Guided sign post assignment 9</i>  <i>Coffee shop Clinic for students to drop in and discuss any issues they have</i>	

	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M9	Nourishment in the world. /Malnutrition and obesity. Clean water.	Period 1. Famine, hunger, obesity? Clean water. Period 2. Discussions, Portfolio building <i>Personal Blog Entry and Reflection</i> <i>Assessment 9</i>	43. Activity, Making a low tech water filter <i>44. Continue to develop an E-Portfolio</i> <i>45. Continue to engaged with web searches, methods and problems</i> <i>46. Continue to engaged with critical thinking skills</i> <i>47. Continue to engaged with academic writing and Bibliography</i>	<i>Guided sign post assignment 10</i> <i>Coffee shop Clinic for students to drop in and discuss any issues they have</i>	

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	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M10	Mental Health and Health for Child labour, Child soldiers, trauma and accident.	<p>Period 1. International mental health. War, child soldiers, traumatic stress disorder. Natural disasters</p> <p>Period 2. Discussions, Portfolio building <i>Personal Blog Entry and Reflection</i> <i>Assessment 10</i></p>	<p>Activity. Role Play, Discussion (Video taped)</p> <p>48. Choose an mental Health condition and role play it</p> <p>49. <i>Continue to develop an E-Portfolio</i></p> <p>50. <i>Continue to engaged with web searches, methods and problems</i></p> <p>51. <i>Continue to engaged with critical thinking skills</i></p> <p>52. <i>Continue to engaged with academic writing and Bibliography</i></p>	<p><i>Guided sign post assignment 11</i></p> <p><i>Coffee shop Clinic for students to drop in and discuss any issues they have</i></p>	

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	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M11	Health and Traditional Medicine (CAM) in the world. Healing, Magic, mystery or facts. Discus?	<p>Period 1. Complementary and Alternative Medicine, Natural healing Kikou healing, shamanic healing, healing culture and systems.</p> <p>Period 2. Discussions, Portfolio building <i>Personal Blog Entry and Reflection</i> <i>Assessment 12</i></p>	<p>Activity. Ki Kou Healing experience Practical</p> <p>53. <i>Continue to develop an E-Portfolio</i></p> <p>54. <i>Continue to engaged with web searches, methods and problems</i></p> <p>55. <i>Continue to engaged with critical thinking skills</i></p> <p>56. <i>Continue to engaged with academic writing and Bibliography</i></p>	<p><i>Guided sign post assignment 2</i></p> <p><i>Coffee shop Clinic for students to drop in and discuss any issues they have</i></p>	

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	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M12	<p>Global Health issues.1 : Childhood.</p> <p>a.) infections; measles, mumps, whooping cough, cholera, scarlet fever, jaundice, hepatitis, HIV. MDRTB</p> <p>b.) b) environmental, malnutrition, rickets etc.</p> <p>c.) Pandemics</p>	<p>Period 1. Research selected diseases and their aetiology.</p> <p>Period 2. Discussion and Portfolio building</p> <p><i>Personal Blog Entry and Reflection</i></p> <p><i>Assessment 13</i></p>	<p>57. <i>Continue to develop an E-Portfolio</i></p> <p>58. <i>Continue to engaged with web searches, methods and problems</i></p> <p>59. <i>Continue to engaged with critical thinking skills</i></p> <p>60. <i>Continue to engaged with academic writing and Bibliography</i></p>	<p><i>Guided sign post assignment 2</i></p> <p><i>Coffee shop Clinic for students to drop in and discuss any issues they have</i></p>	

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	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M13	Global Health issues.2: Pneumonia, diarrhoea, malaria, another infection and a vaccination)	<p>Period 1. Research selected diseases and their aetiology.</p> <p>Period 2. Discussion and Portfolio building <i>Personal Blog Entry and Reflection</i> <i>Assessment 14</i></p>	<p>Discussion</p> <p><i>61. Continue to develop an E-Portfolio</i></p> <p><i>62. Continue to engaged with web searches, methods and problems</i></p> <p><i>63. Continue to engaged with critical thinking skills</i></p> <p><i>64. Continue to engaged with academic writing and Bibliography</i></p>	<p><i>Guided sign post assignment 2</i></p> <p><i>Coffee shop Clinic for students to drop in and discuss any issues they have</i></p>	

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	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M14	Final online web test, session evaluation, hand in portfolios (Group)	Period 1. Online web test. Period 2. Course debrief and evaluation Summative . <i>Personal Blog Entry and Reflection</i> <i>Assessment 15</i>	Revision and grading Rubrics for grading Portfolios and tacking assignments.	<i>Guided sign post assignment 2</i> <i>Coffee shop Clinic for students to drop in and discuss any issues they have</i>	

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A condition for taking this subject: 留意事項(履修条件他)					
<p>English is the international language for communication. Students may need help with their English skills and will be encouraged to attend the English circle where conversation help from a native speaker will be available.</p> <p>Smartphones, the translator may be used in all these sessions to assist the student in comprehension.</p> <p>No percentage of marks are awarded for attendance. If you are absent without due reason over 4 times, you will not be able to be awarded any credit.</p> <p>Tutorials are on an open door policy</p>					
Text(教材)					
<p>Are no fixed texts for this course but signed posted scholarly papers will be required to be completed before each module. Module web links will be given to the students as start references for research via google and made available on the course google web page.</p>					
Final Target (最終到達目標)	The method of study(学習法)	評価方法			
By the end of this course of study, the students will have been introduced to the complexity and challenges that make up the subject of International Nursing. They will be familiar with up to date ideas and have experience of research, analysing data, presenting and discussing International Nursing.	Action Research using mixed methods, blended learning, of data collection, analysis and critical engagement through debate and reflective journals, online self-testing blended theory and portfolio building.	<ol style="list-style-type: none"> 1. Online self-testing knowledge reviews, 14 times (15%) 2. Reflective journal entry in portfolio 14 times (15%) 3. Module evaluation 14 times (15%) 4. Interactive World Map test 15% 5. Final Exam 	6.	7.	8.

		Online 40 %			
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Notes.

This is the first year curriculum accepted by the Ministry of Education. My thinking now as I reflect on this is in red as I mind map the issues. Green for problems I have little control over .

1. Curriculum Heads of study cannot be change for 4 years. Teaching style is up to me so blended learning as describe by this course can be a core concept along side living action research and .living educational Theory.
2. Learning outcomes are problematic in that the course has been design to be formative reasearch process with one final learning Outcome. The university do not want me testing other teachers subjects such as IT, Basic Nursing, Anatomy andphisiology.

“By the end of this course of study, the students will have been introduced to the complexity and challenges that make up the subject of International Nursing. They will be familiar with up to date ideas and have experience of research, analysing data, presenting and discussing International Nursing.”

There are many steps of learning the student has to take such as IT skills, research skills, Use of Apps, blended learning etc. They are all skills of Process. The critical thinking skill is mainly accessed by submitted sign post assignment on line, where the use of appropriate action verbs can be evidenced. I am uncertain of how I am going to phrase the other new learning out comes such as reflective journal (This has already caused a tremendous problem. I believe that the reflective journal is private to the student. Reflective bogs can be public. There for the grade for reflection is not content but process, they have to have completed 14 blog entries? If 14 entries can be seen, they get the full weighting of marks.).

The given curriculum is as above, the hidden curriculum is to develop open minded, critically thinking, and practical nurses. AS nursing lies in the swampy low lands. Nurse educators want to test only facts, not feelings, values or beliefs. Anyway, this is just an outline . I need to look closely at the sign post formative self-evaluations as they are key to having academic framing and flexibility of learning. I am really enjoy this course and hope that there is more I can do. I am especially interested in Green screen videos, 3 D interactive tools.. smile.





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60 % of this course is based online and provides a good base for the students to extend their skills in blended learning research, social communications.

Bibliography/ Reference

<http://teachonline.asu.edu/objectives-builder> Blooms accessed 03/03/2017

Week three DIY 18032017

 <p>Feed back (FB)</p> <p>[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]</p>	 <p>The Web, Interactive Blogs, (WB)</p> <p>[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]</p>	 <p>Face to Face</p> <p>Face to Face Activity [Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]</p>
<p>Apps logo made with InstaLogo Creator Apple Apps</p>	 <p>Holistic Rubric HR</p> <p>[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]</p>	

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