



210

3/20

17

draft Course curriculum International Nursing

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 self-study tests Final Presentation Oral Defence Exit e-Portfolio</p>	<p>At the end of this course, you will be able to: Analyse, contrast, report and demonstrate that you can consider and collate information to reach a conclusion, inference, or generalization based on this information. Level four.</p> <p>Student will have successfully demonstrate several types of research tools, Apps, t and their use in a digital and blended environment.</p>
Contents of this subject (授業内容)			

DIY week 4 Assignment Planning.21.03.2017. 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 ease of reference. I will also use the review system in word to track changes.

Assignments and activities icons.



Web Research

Web research is a process activity for freshman. They are not graded but are awarded completion assignment badges for each module.



Reflective Journaling



Reflective Journaling is a process activity for freshman. They are not graded but are awarded completion assignment badges for each module

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 the

Sign Posted Surveys



Web Formative Test

Formative self-evaluation they are not graded but are awarded completion assignment badges for each module. The purpose of SPS is qualitative over-watch



Video evidence is a tool for feedback, peer to peer evaluation. Discussion, critical thinking. Awarded completion assignment badges for each module

Demonstration and Presentations. Presenting research findings peer to peer. Video evaluation. Awarded completion assignment badges for



Social Communication to their views of their learning. Awarded completion assignment badges for each module. Evidence is live dated



The key evidence students' prior knowledge and evidencing the processes student through



Video Evidence



demonstrating and Presenting

Critical thinking



Critical Thinking writing s where t has to show engage the appropriate us verbs and academic

Face 2 face, peer to peer, student to teacher, and teacher to student. This icon indicates a communication needs to take place



Face 2 Face



Feedback

Feed Back. This log that a feedback r required. Peer to peer teacher



Rubric. Student co-d assessment holistic rub inform them of conditions assessment, .lea: contract

Motivation award badges. 1 point for each module completed. Total of 5 per module > 75 points for course process

Completion badges



Academic writing



Logo for academic w Reference type and action criterion.



Audio Feedback tool. T The coffee Clinic is an for giving students a informal space where back on assignments. students' can drop in an can keep in e-portfolio discuss f2F issues of their for actionable advi concern needed



Do it Yourself for tasks that have no graded value but are important to your development. They can be any activity of function. important in helping you learn



The coffee clinic

<p>Introduction to International Nursing.</p> <p>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 outlined by the World Health Organisation.</p> <p>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.</p> <p>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>EPortfolio</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. Online assessment is an open book policy strategy</p>	<p>The student will have engaged with critical thinking skills and the use of action verbs at level three- four of blooms taxonomy.</p> <p>The student will have engaged with critical thinking skills in exploring and reporting varies health related topics.</p>
<p>授業計画及び学習課題</p>	

Assignment Details

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

Assignment grading

Letter Grade	Points
A	93–100 points
A-	90–92 points
B+	87–89 points
B	83–86 points
B-	80–82 points
C+	77–79 points
C	73–76 points
C-	70–72 points
D+	67–69 points
D	63–66 points
D-	60–62 points
F	59 and below

1. Online self-testing knowledge reviews, 14 times 14points
2. Reflective journal entry in portfolio 14 times 14 points
3. Session evaluation 14 times 14points
4. Interactive World Map test 8 points
5. Final Exam On line 20 points
6. Exit Portfolio 30 points

- Please note.
Online self-testing knowledge reviews are an open book resource to help you understand what you know and what you still need to work with. Using your iPhone, iPad or reading










Attendance Policy

No marks are awarded for attended. If you are absent for 4 modules without reasonable circumstances you will be unable to be awarded the grades for the unit and have to repeat.

Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Services.









Module 0 Admin and getting started.





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. History of nursing in the world, Asia, Islam, religious orders and west.</p>	Using research 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.	<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. Write your opinion and findings</i> 	See next page for details		
<p>Module 0 Graphic And 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 researching the module theme using level3-4 Blooms learning action verbs. • Completed online formative self-testing Module 0 • Completed online module survey 0 • Made the appropriate entries in portfolio for module 0 and • Reflection on their learning. What worked what did not work for them? • Completed the survey for module entered the completion certificate in
						














portfolio their e-portfolio for module 0

Assignment Notes: Module 0 methods worksheet model for portfolio use

Task	What you need to do	Examples of sites give a sample of URL here and why they were useful or not	Evidence of where to find proof of task completion.	 Feedback
 <i>Develop a Blog</i>	What is a blog? Explore the web and think about how you want to do your blog to look like		Copy your posting in to your portfolio or save it to your course file under blog postings.	 You will receive audio feedback [PJKA2] from me. Blog design badge awarded
 <i>Personal Blog and Reflection.</i>	Enter a reflective blog after each module		 Send the web url of your web and mail it to me.	
 <i>Engaged with web searches, methods and problems Engaged with critical thinking skills</i>	All your writing has to be using actions verbs of Blooms Taxonomy level-3-4	Urls	 Submit the live URL of your portfolio in English	Award web search badge Award critical thinking badge

 <p><i>Engaged with academic writing and Bibliography</i></p>	<p>Write a research report using Bibliography writing styles Harvard</p>	<p>Urls about academic writing. Download reference of Harvard Style.</p>	<p>0/0 completed or not completed</p>	
 <p>web test</p>	<p>Complete the self-learning web test</p>	<p>.</p>	<p>Evidenced by online completion of self-testing, test certificate awarded</p> 	<p>Email feedback</p>

Module 1 Learning Tools and Systems

	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M1	Learning tools and systems; A basic introduction 	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>	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 culture. Nationalism, Global citizenship</i> 11. <i>Continue to engaged with critical thinking skills</i> 12. <i>Continue to engaged with academic writing and Bibliography</i>	 Guided sign post assignment 2  Coffee shop Clinic for students to drop in and discuss any issues they have	See next page
Module Graphic activity Map		<div style="display: flex; align-items: center;"> <div style="display: flex; gap: 10px; margin-right: 20px;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> <div> <h3 style="margin: 0;">Learning Outcomes. Module 1</h3> <ul style="list-style-type: none"> Have made and posted to their own blog thoughts about module 1 (learning tools) continued to develop their e-portfolio entries for this module. Completed a reflective journal entry for this module theme Engaged with academic writing a culture. Nationalism, Global citizenship. Completed online formative self-testing Module1 </div> </div>			









Module 1
Graphic
And
Activity Map

















Learning Outcomes. Module 1







- Have made and posted to their own blog thoughts about module .1
- Made e-portfolio entry for this module
- Completed a reflective journal entry.
- Engaged with academic writing researching the module theme using level3-4 Blooms learning action verbs.
- Completed online formative self-testing Module 0
- Completed online module survey 0
- Made the appropriate entries in portfolio for module 0 and
- Reflection on their learning. What worked what did not work for them?
- Completed the survey for module entered the completion certificate in portfolio their e-portfolio for module 0










Assignment Notes: Module 1 methods worksheet model for portfolio use










Task	What you need to do	Examples of sites give a sample of URL here and why they were useful or not	Evidence of where to find proof of task completion.	 Feedback
 <i>Develop a Blog</i>	What is a blog? Explore the web and think about how you want to do your blog to look like		Copy your posting in to your portfolio or save it to your course file under blog postings.	 You will receive audio feedback [PJKA3] from me. Blog design badge awarded
 <i>Personal Blog and Reflection.</i>	Enter a reflective blog after each module		 Send the web url of your web and mail it to me.	
 <i>Engaged with web searches, methods and problems Engaged with critical thinking skills</i>	All your writing has to be using actions verbs of Blooms Taxonomy level-3-4	Urls	 Submit the live URL of your portfolio in English	Award web search badge Award critical thinking badge










 <p><i>Engaged with academic writing and Bibliography</i></p>	<p>Write a research report using Bibliography writing styles Harvard</p>	<p>Urls about academic writing. Download reference of Harvard Style.</p>	<p>0/0 completed or not completed</p>	
 <p>web test</p>	<p>Complete the self-learning web test</p>	<p>.</p>	<p>Evidenced by online completion of self-testing, test certificate awarded</p> 	<p>Email feedback</p>










	Contents (内容)	Object (学習課題)	Activities/Interaction/	Assessment strategies	Learning Outcomes
M2	Introduction to International Nursing.  micro lecture	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>	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>	<i>Guided sign post assignment 3</i>  <i>Coffee shop Clinic for students to drop in and discuss any issues they have</i>	
	Module Graphic activity Map	       	Learning Outcomes. Module 2 <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
M3	<p>Medicine and Health in the world. Insurance: Healthcare or wealth care? discuss</p>	<p>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></p> <p><i>Assessment 3</i></p>	<p><i>group discussions</i></p> <p>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></p>	<p><i>Guided sign post assignment 4</i></p>  <p><i>Coffee shop Clinic for students to drop in and discuss any issues they have</i></p>	
	<p>Module Graphic activity Map</p>	    <p>Learning Outcomes. Module 3</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	
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 Assessment 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>		
	Module Graphic activity Map	       	<h3>Learning Outcomes. Module 4</h3> <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 			









M5	<p>Cultural research. 2 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>Education, medical and nurse education.</p> <p>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?</p> <p>What are the major health issues? World Health Organization listings (Health)</p> <p>Portfolio building <i>Personal Blog Entry and Reflection</i></p> <p><i>Assessment 5</i></p>	<p>27. <i>Continue to develop an E-Portfolio</i></p> <p>28. <i>Continue to engaged with web searches, methods and problems</i></p> <p>29. <i>Continue to engaged with critical thinking skills</i></p> <p>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>	
	<p>Module Graphic activity Map</p>	       	<h3>Learning Outcomes. Module 0</h3> <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
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. Continue to develop an E-Portfolio</p> <p>32. Continue to engaged with web searches, methods and problems</p> <p>33. Continue to engaged with critical thinking skills</p> <p>34. Continue to engaged with academic writing and Bibliography</p>	<p>Guided sign post assignment 7</p>  <p>Coffee shop Clinic for students to drop in and discuss any issues they have</p>	
	Module Graphic activity Map	       	<h3>Learning Outcomes. Module 0</h3> <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
M7	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	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 Period 2. Discussions, Portfolio building <i>Personal Blog Entry and Reflection</i> <i>Assessment 7</i>	Discussion 35. <i>Continue to develop an E-Portfolio</i> 36. <i>Continue to engaged with web searches, methods and problems</i> 37. <i>Continue to engaged with critical thinking skills</i> 38. <i>Continue to engaged with academic writing and Bibliography</i>	<i>Guided sign post assignment 8</i>  <i>Coffee shop Clinic for students to drop in and discuss any issues they have</i>	
	Module Graphic activity Map	       	Learning Outcomes. Module 0 <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(学习课题)	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>	
	Module Graphic activity Map	       	Learning Outcomes. Module 0 <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
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>	<p>43. Activity, Making a low tech water filter</p> <p>44. <i>Continue to develop an E-Portfolio</i></p> <p>45. <i>Continue to engaged with web searches, methods and problems</i></p> <p>46. <i>Continue to engaged with critical thinking skills</i></p> <p>47. <i>Continue to engaged with academic writing and Bibliography</i></p>	<p><i>Guided sign post assignment 10</i></p> <p><i>Coffee shop Clinic for students to drop in and discuss any issues they have</i></p>	
	Module Graphic activity Map		<h3>Learning Outcomes. Module 0</h3> <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
M10	Mental Health and Health for Child labour, Child soldiers, trauma and accident.	Period 1. International mental health. War, child soldiers, traumatic stress disorder. Natural disasters Period 2. Discussions, Portfolio building <i>Personal Blog Entry and Reflection</i> <i>Assessment 10</i>	Activity. Role Play, Discussion (Videotaped) 48. Choose an mental Health condition and role play it 49. <i>Continue to develop an E-Portfolio</i> 50. <i>Continue to engaged with web searches, methods and problems</i> 51. <i>Continue to engaged with critical thinking skills</i> 52. <i>Continue to engaged with academic writing and Bibliography</i>	<i>Guided sign post assignment 11</i> <i>Coffee shop Clinic for students to drop in and discuss any issues they have</i>	
	Module Graphic activity Map	        Learning Outcomes. Module 0 <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
M11	Health and Traditional Medicine (CAM) in the world. Healing, Magic, mystery or facts. Discuss?	Period 1. Complementary and Alternative Medicine, Natural healing Kikou healing, shamanic healing, healing culture and systems. Period 2. Discussions, Portfolio building <i>Personal Blog Entry and Reflection</i> <i>Assessment 12</i>	Activity. Ki Kou Healing experience Practical 53. <i>Continue to develop an E-Portfolio</i> 54. <i>Continue to engaged with web searches, methods and problems</i> 55. <i>Continue to engaged with critical thinking skills</i> 56. <i>Continue to engaged with academic writing and Bibliography</i>	<i>Guided sign post assignment 2</i> <i>Coffee shop Clinic for students to drop in and discuss any issues they have</i>	
	Module Graphic activity Map	       			
		<h3>Learning Outcomes. Module 0</h3> <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
M12	Global Health issues.1: Childhood. a.) infections; measles, mumps, whooping cough, cholera, scarlet fever, jaundice, hepatitis, HIV. MDRTB b.) b) Environmental, malnutrition, rickets etc. c.) Pandemics	Period 1. Research selected diseases and their aetiology. Period 2. Discussion and Portfolio building <i>Personal Blog Entry and Reflection Assessment 13</i>	<i>57. Continue to develop an E-Portfolio</i> <i>58. Continue to engaged with web searches, methods and problems</i> <i>59. Continue to engaged with critical thinking skills</i> <i>60. Continue to engaged with academic writing and Bibliography</i>	<i>Guided sign post assignment 2</i> <i>Coffee shop Clinic for students to drop in and discuss any issues they have</i>	
	Module Graphic activity Map	       	Learning Outcomes. Module 0 <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
M13	Global Health issues.2: Pneumonia, diarrhoea, malaria, another infection and a vaccination)	Period 1. Research selected diseases and their aetiology. Period 2. Discussion and Portfolio building <i>Personal Blog Entry and Reflection</i> <i>Assessment 14</i>	Discussion 61. <i>Continue to develop an E-Portfolio</i> 62. <i>Continue to engaged with web searches, methods and problems</i> 63. <i>Continue to engaged with critical thinking skills</i> 64. <i>Continue to engaged with academic writing and Bibliography</i>	<i>Guided sign post assignment 2</i> <i>Coffee shop Clinic for students to drop in and discuss any issues they have</i>	
	Module Graphic activity Map	        <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
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 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>	
	Module Graphic activity Map	   	<h3>Learning Outcomes. Module 0</h3> <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 		

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)											
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.											
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.	<table border="1"> <tr> <td>1. Online self[PJKAA]-testing knowledge reviews, 14 times</td> </tr> <tr> <td>2. Reflective journal entry in portfolio 14 times</td> </tr> <tr> <td>3. Session evaluation 14 times</td> </tr> <tr> <td>4. Interactive World Map test once 8 points</td> </tr> <tr> <td>5. Final Exam On line 20 points</td> </tr> <tr> <td>6. Exit E-portfolio 30 points</td> </tr> </table>	1. Online self[PJKAA]-testing knowledge reviews, 14 times	2. Reflective journal entry in portfolio 14 times	3. Session evaluation 14 times	4. Interactive World Map test once 8 points	5. Final Exam On line 20 points	6. Exit E-portfolio 30 points			
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6. Exit E-portfolio 30 points											
Module Graphic activity Map		   	Learning Outcomes. Module 0								



- 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

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 andphysiology.

“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.

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://teac>

teachonline.asu.edu/objectives-builder Blooms accessed 03/03/2017

<http://teachonline.asu.edu/objectives-builder/> accessed 21032017. Very good site

<http://www.plagtracker.com/premium-subscription.html> accessed 2103/2017 useful but has a cost attached.

Week three DIY 18032017

<p>Feedback (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</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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[\[PJKA1\]](#)Note to self-check with admin Japanese policy on this??

[\[PJKA2\]](#)Need to link to badges/gaming awards system

[\[PJKA3\]](#)Need to link to badges/gaming awards uri

[\[PJKA4\]](#)Debate is over the use of a final exit portfolio , marked by holistic rubric.

Score of course work.

14 points online self-evaluation

14 points for online survey

14 points for session evaluation

8 points for interactive world map test

20 points for Final online exam

30 exit e-portfolio