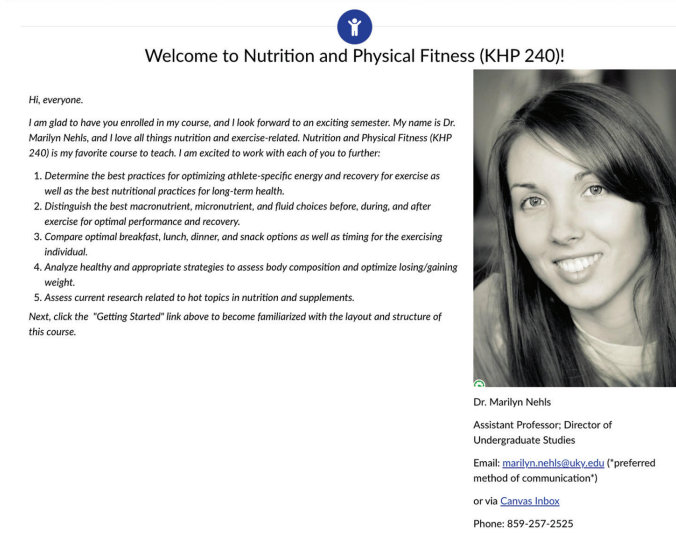
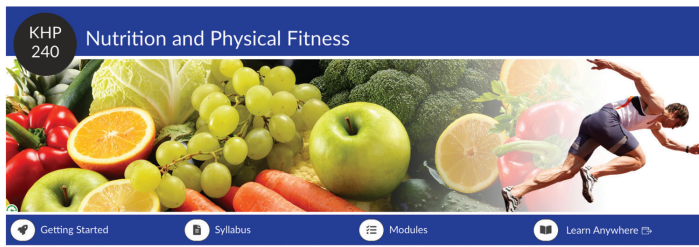


# From Concept to Connection: Iterative Design for Meaningful Student Interaction

## KHP 240-201 Nutrition and Physical Fitness



### About the Course

KHP 240 Nutrition and Physical Fitness explores the interrelationship between nutrition and physical fitness. Students explore key concepts in nutrition, such as carbohydrates and protein, and their interaction with exercise performance.

### The Challenge

Online section ratings were consistently lower than in-person. Issues identified included low engagement, limited peer interaction, and need for stronger alignment and accessibility.

Instructor sought insight and experience with contemporary online pedagogies beyond recorded lectures, discussion boards, and quizzes, and needed guidance on meaningful student-to-student interaction, improved alignment of objectives, and course accessibility.

### Results & Instructor Perspective

- **Engagement:** The Teach-back role-play replaced passive discussion posts with an active, learner-centered assignment that requires students to apply and communicate nutrition concepts in authentic scenarios.

- **Interaction:** Paired recordings produced meaningful student-to-student interactions and promoted peer learning and accountability.

- **Course Quality Design:** Module-level objectives clarified the purpose of each activity and improved alignment between objectives, materials, and assessments.

- **Accessibility:** Course materials were updated for digital accessibility, which improved inclusivity and prepared the course for upcoming accessibility regulations.

- **Instructor growth:** Through the CQ Design Program and targeted consultations, I expanded my online teaching repertoire beyond traditional lecturing and discussion boards and now feel better equipped to design engaging, aligned, and accessible online experiences.



*"Improving KHP 240 online has been a work in progress, and through the UK Online Course Quality Design Project, I was able to make meaningful strides in transforming passive discussion boards to active teach-back role-playing activities, align module objectives, and make my course more accessible for all learners."*



### 1 Consultations and coaching

- Worked with CELT for suggestions on teacher-learner connectedness and short video ideas.

- One-on-one instructional design consultation with Shawn Watts (UKO ID) and with Kathryn Wong (UKO QA coordination) to brainstorm and operationalize strategies from the CQ Design Program.

### 2 Replace and redesign discussion interactions with an active, student-to-student "Teach-back" assignment

- Removed some traditional discussion boards and piloted a paired role-play assignment.

- Students identify common nutrition misnomers (e.g., about carbohydrates or protein).

- In pairs, students script and record a ~10-minute role-play: one plays a confused consumer, the other an informed dietitian, using course concepts to correct misinformation.

### 3 Alignment and accessibility improvements

- Created module-level learning objectives and aligned all materials, assignments, and assessments to course-level outcomes.

- Applied guidance from the UKO Course Template and Quality Matters Workbook to improve course structure and accessibility.

### Lessons learned

- Practical instructional strategies—like teach-back role-plays— can replace low-value discussion boards and create authentic peer interaction.

- Writing module-level learning objectives and aligning assignments improves clarity and assessment validity.

- Digital accessibility is a necessary design consideration and can be incorporated effectively with targeted guidance.

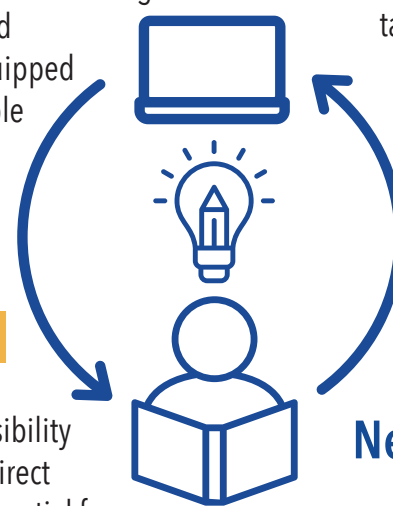
- Personalized consultation (1-on-1 tailored support) is often more useful than generalized trainings when adapting new strategies to a specific course context.

### Highlights from CQ Design Program

- Fall CQ Design sessions informed accessibility practices and exposed useful strategies; direct consults with Shawn and Kathryn were essential for translating ideas into a workable plan for my course.

- One-on-one consults and iterative conversations (rather than one-size-fits-all trainings) were especially effective in developing a course-appropriate approach to student interaction.

- Resources: Mid-semester feedback (CELT), Self-Review Course Rubric, UKO Course Template, Quality Matters Workbook for Higher Education.



### Next Steps

- Pilot course assignments Fall 2026 semester: collect student feedback and compare online ratings with prior semesters. Secure CELT time for mid-semester feedback.

- Measure learning gains: rubric-based scoring of Teach-back assignments. Prior discussion boards did not have a rubric. Recommend two semester roll-out prior to assessing changes.

- Continued improvement: ongoing QA consults and accessibility audits.

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