
Mc
Graw
Hill
Why
Nutrition?

Have you ever wanted
to teach nutrition by

relevant themes?

Well, now you can!

Why Nutrition?

is the first-ever theme-based course that associates nutrition processes to topics relevant to students' lives. This approach enables student non-majors to create connections, become more engaged with the content, and make informed decisions as scientifically literate citizens.

HOW IT WORKS.

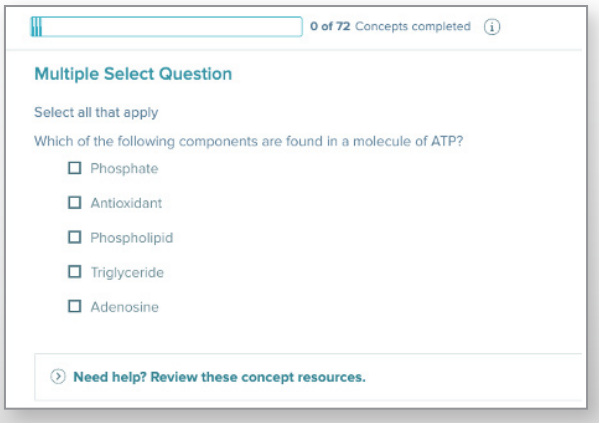
Rather than starting with nutrition content and fitting in relevant topics, ***Why Nutrition?*** *starts with the relevant themes and threads in nutrition.*

TABLE OF CONTENTS FOR WHY NUTRITION?

Flow of coursework for students:

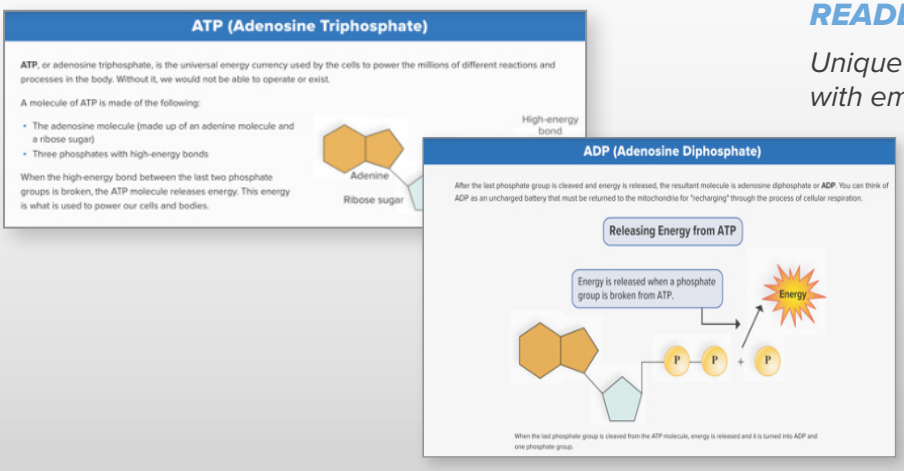
Flow of coursework for students:	What it does:
1 Adaptive Learning Assignment	***LEARNING ASSIGNMENT:*** *introduces students to the nutrition content in a personalized, low-stakes environment. It adapts to each student's learning, providing the opportunity to practice and enhance understanding of core nutrition concepts. All learning probes are built around specific learning objectives. Students are given immediate feedback and additional learning resources, like slides, to better understand the content. Reports are generated for each individual student and for the instructor to see the most challenging learning objectives.*
2 Reading	***EBOOK:*** *incorporates the five relevant themes built around course learning objectives. The unique flow of the content covers relevancy first, then nutrition. Modules and lessons are presented as questions to encourage critical thinking.* *Each lesson within the five units concludes with a summary to help students practice what they just completed reading. Immediate feedback is provided.*
3 Assessment	***ASSESSMENTS:*** *include assignable questions at the end of each unit to assess student learning. Instructors can utilize these summative assessment questions for homework, quizzes, or exams. Questions include animations, tutorials, and application of what they learned in the prep assignment and reading. Instructors can customize reports to assess student learning.*

What it looks like:



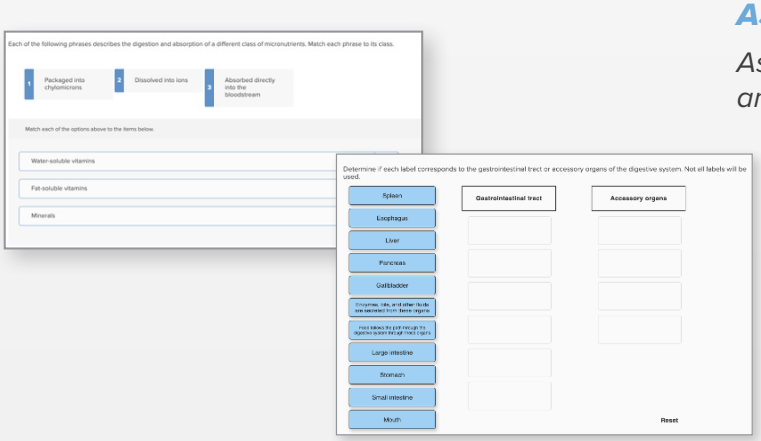
ADAPTIVE LEARNING ASSIGNMENT:

Adapts to each student's learning and provides immediate feedback with resources



READER:

Unique layout of content with embedded animations



ASSESSMENT:

Assignable questions and customizable reports

Unit flows:

*Are all learning outcomes necessary for a one-semester Nutrition course covered within **Why Nutrition?** The learning outcomes are presented in a different order than other products because the content that relates to the theme is covered within that unit.*

The next series of pages includes high-level views of content coverage for each of the units. To see the detailed learning outcomes for each unit, please reach out to your McGraw Hill Learning Technology Representative.

Pizza (Nutrients in Pizza)

Water, Vitamins and Minerals → **Carbs in Pizza** → **Proteins in Pizza** → **Lipids in Pizza**

Pizza is the food of choice for many college students. Since it is so familiar, we will use a pizza – from crust to toppings as a blueprint to learn about the different nutrients in food.

> The adoption of ***Why Nutrition?***, for both my in-person and online non-major nutrition courses, is the best decision I could have made to improve student learning. The author takes the compulsory scientific information required for entry-level nutrition curricula and presents the content in digestible blog-like text modules complete with relatable images, comprehensible tables, and data-driven charts. The many layers of spiraling in the theme-based approach help my students connect to the material and apply what they are learning about nutrition to their lives."
>
> **Gretchen Freed PhD, Assistant Biology Professor, Eastern Iowa Community Colleges**

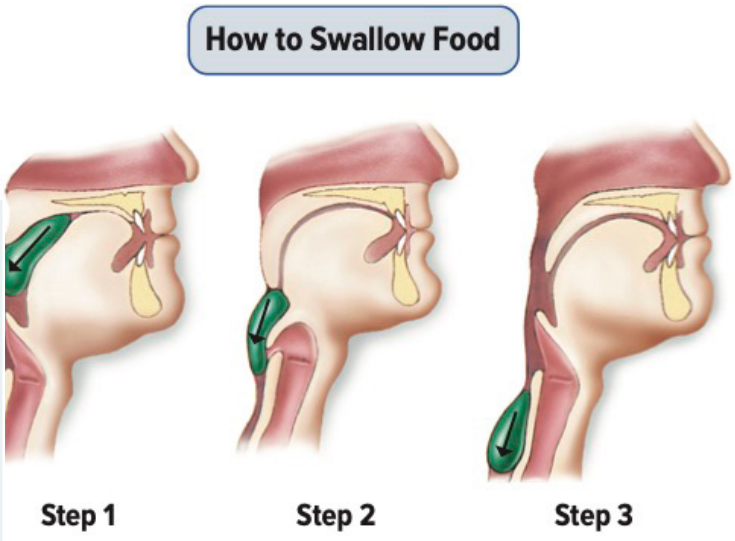
The Human Body

How-To Manual → Gather Materials → Provide Energy → Follow Your Genetic Code

A Letter to Our Customers

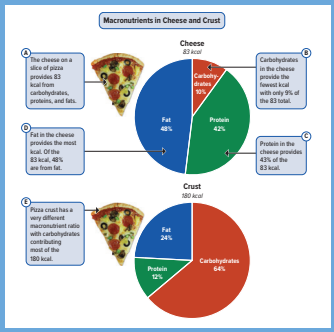
Dear Valued Customer,

Congratulations on your purchase of a genuine human body! With proper care and maintenance, you can enjoy an average of 78 years of continued use!



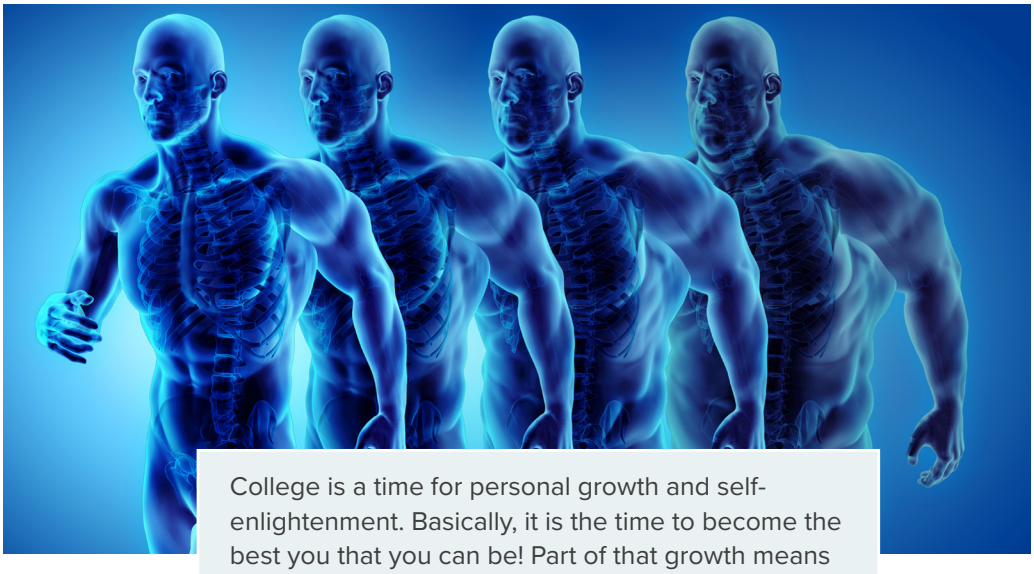
ADVANTAGES OF THE THEME-BASED ALL-DIGITAL APPROACH

Relevancy First – The theme-based approach puts engaging, interesting topics at the forefront and then teaches the more complex biological nutritional concepts wrapping them around the relevancy in the context of something that is interesting to students, like the concept of pizza. We use pizza as an example food and carry the theme of pizza throughout the unit.



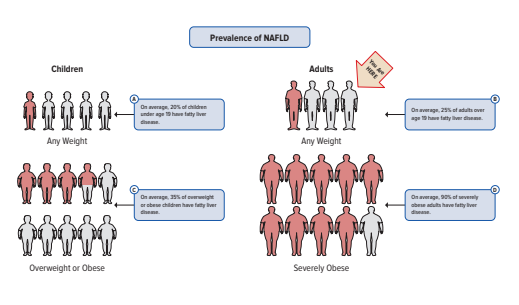
Take Care of Yourself

Be Wise → **Lose Weight** → **Get Fit** → **Stand Tall**



College is a time for personal growth and self-enlightenment. Basically, it is the time to become the best you that you can be! Part of that growth means learning how to take care of yourself, which will set you up for academic success and lifelong health.

Student-Centered Content teaches concepts in a science-centric way that students must make connections for themselves. The theme-based approach teaches concepts that are centered around the questions that students are asking. Example: debunking nutritional myths like “Can you work out a poor diet?”, “Do runners need sports drinks?”, “Do weightlifters need protein powder?” Another example is student-centered statistics. We show student-centered statistics with feature callouts to make it specific to their age group.



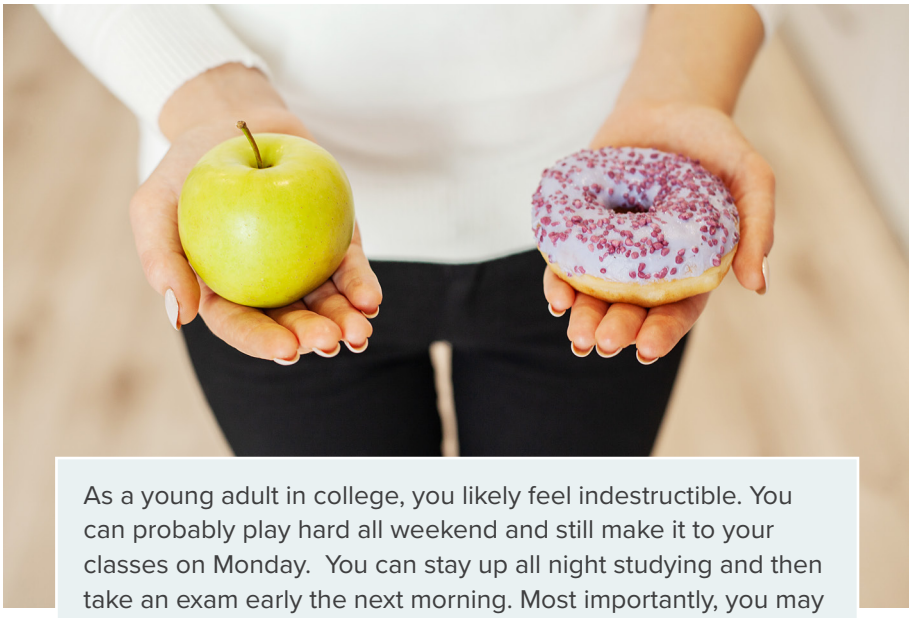
Food Choices in College

What is a Healthy Eating Pattern?

What to Eat for Breakfast

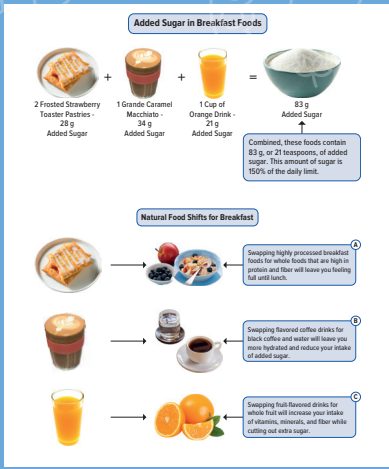
What to Order for Lunch

What to Buy at the Grocery Store



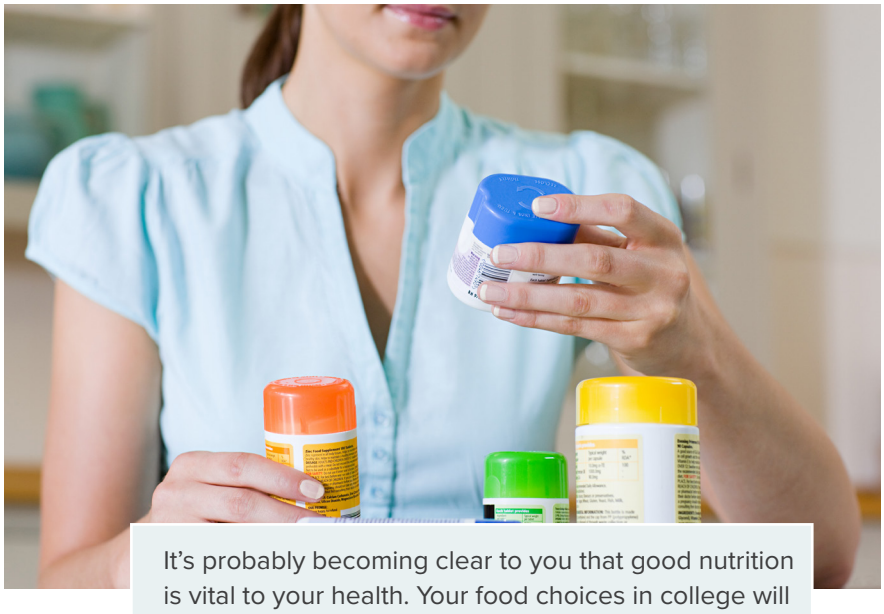
As a young adult in college, you likely feel indestructible. You can probably play hard all weekend and still make it to your classes on Monday. You can stay up all night studying and then take an exam early the next morning. Most importantly, you may even be able to live on a diet of pizza, breadsticks, and soda pop and still manage to have energy.

Real Life Applications are a theme in the eBook itself. Students are taught concepts in the context of real-life examples. These are running themes built into each unit that are structured and designed to be carried out with that theme. An example: the Unit of Food Choices in College takes the students through a day of making food choices. The first modules focus on what to eat for breakfast. They are offered different options based on the information they have just learned.



Pills and Powders

Should I Take a Multivitamin? → **Should I Take a Calcium Supplement?** → **Does Vitamin C Prevent Colds?** → **Do Energy Drinks Work?**



It's probably becoming clear to you that good nutrition is vital to your health. Your food choices in college will impact your health after graduation. But honestly, who has time? Your health is important, so you have to do something.

WHY THE THEME-BASED APPROACH IN NUTRITION?

What's the hardest part about teaching STEM courses (Science, Technology, Engineering, and Math) to students who are not majoring in these fields? If you are like me, you might answer keeping them interested! Conventional approaches to teaching the Biology of Nutrition put the burden of relevancy on you, the instructor. You must take a complicated chapter on metabolism and then try to explain to students why B vitamins are important.

Conventional textbooks break the real world into separate categories. They take an apple and yank it apart, putting fiber into one chapter, vitamins in another, and antioxidants in yet another. Many students thrive with this approach because these categories fit into the biological framework that they learn in other classes. As dietitians, scientists, and instructors, we are also comfortable with this approach because it is how we were taught Nutrition and how we think about these topics. But is this the best way to teach students who may never move forward in any type of class or career in health science? We must carefully consider the most important takeaways that we want our non-majors to get out of our courses. First, we want our students to be able to apply the information we provide them to their daily lives. Second, we want them to gain an appreciation of Biology and understand why the Biology of Nutrition is so important to their health.

A theme-based approach to teaching Nutrition prioritizes both goals. And it all begins with relevancy. What are the questions that general education students have about Nutrition? They probably aren't asking: how do B vitamins function as coenzymes? They are asking: do B vitamins in my Monster drink really give me energy? They might also want to know just what those other ingredients in their drinks do. In a conventional class, perhaps you give an energy drink as an example of a food that contains B vitamins (and added sugar!). Maybe you also have a slide in your lecture devoted to caffeine. But are students really making the connections and learning what they want to know? They may not be.

Or perhaps you already have a unit on energy drinks that you teach in your course to bring the concepts of energy metabolism, B vitamins, sugar, and caffeine together in a way that is meaningful and relevant to your students. Unfortunately, if you are currently trying to teach Nutrition using a theme-based approach, you are likely working against your textbook. You may even be assigning reading from different sections of different chapters, trying to help students make connections.

Conventional textbooks pull nutritional concepts apart, so that if you want to bring them back together, you must do it yourself. And that is quite an overwhelming task. I know, because I've done it! Theme-based books make the task of teaching a relevancy-based approach easier by bringing all those connected concepts back together for you. The relevancy comes first. Only after the student is hooked does the text dive deeper into the science.

Theme-based textbooks make the connections that students yearn for. Once students make the connections, the knowledge falls into place. They can then apply that real knowledge to making healthful diet and lifestyle choices daily (or at least being aware that they are making poor choices). In addition, the material is presented in an interesting and applicable way, so that students are more likely to carry that information with them when they walk out of your classroom.

Megan Sanctuary, MS, PhD

Video »
Using the themes to teach Nutrition – what are the advantages?

Why Nutrition?

CONTACT YOUR REP FOR MORE INFO OR A DEMO:
mheducation.link/rep

LEARN MORE ABOUT MCGRAW HILL NUTRITION:
mheducation.com/highered/nutrition