
Keynote address 1: Monday, 5 December 2005**When our students can't see us in person, how do we know they catch our enthusiasm for learning?****Dr John W. Munson**

Professor of Health Promotion
School of Health Promotion and Human Development
University of Wisconsin, Stevens Point, WI, USA

Abstract/synopsis

With the rapid expansion of knowledge at mind-boggling speeds, how will instructors and students keep up to date? Will it be more important to focus on conceptual learning vs. specific content learning, or are there effective teaching styles that blend the two? This presentation will focus on processes that allow students to explore content areas, while at the same time building their understanding of larger concepts that remain constant no matter how content changes. It will focus on utilizing a seven dimensional wellness model to organize content learning and application.

The presentation will begin with a brief overview of the concept of wellness as used at the University of Wisconsin, one of the earliest and most influential centers of wellness in the United States. It will then move into processes for applying technology to assess learning, as students expand content knowledge and put them into contextual formats. Participants can anticipate active involvement.

With the advent of "multiple intelligence" research, the need to provide learning experiences that reach out to a variety of learning styles is critical in providing students information and experiences utilizing that information. Marketing research indicates that "perception" is 90% of reality. How students perceive, value and model healthy lifestyles is a direct reflection of what they experience. Learning models mold the subtle choices that guide individual behavior; new technology offers a vast array of opportunities to guide healthy choices.

Copyright © 2005 John W. Munson

The author(s) assign to ascilite and educational non-profit institutions a non-exclusive licence to use this document for personal use and in courses of instruction provided that the article is used in full and this copyright statement is reproduced. The author(s) also grant a non-exclusive licence to ascilite to publish this document on the ascilite web site (including any mirror or archival sites that may be developed) and in printed form within the ascilite 2005 conference proceedings. Any other usage is prohibited without the express permission of the author(s).