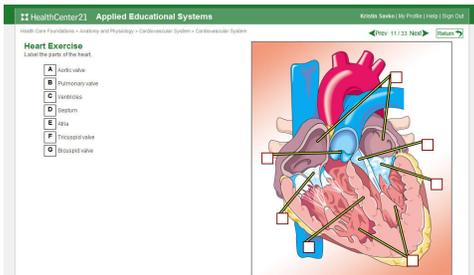


HealthCenter21 Helps Students Take Greater Responsibility for their Learning



Gilbert High School

SCHOOL TYPE:

High School

COURSE TITLES:

- Introduction to Health Science
- Health Science I
- Health Science II (Anatomy & Physiology)
- Clinical Study (CNA/Gerontology)

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Sharie Cato and Sue Ellen Shealy both teach Health Science at Gilbert High School in Gilbert, South Carolina. Cato teaches Health Science II and a Clinical course. Shealy teaches Introduction to Health Science and Health Science I. Cato and Shealy are using HealthCenter21 in their courses to help round-out their content and lesson plans.

How They Use It

Shealy's use of HealthCenter21 varies from topic to topic. For some topics, she assigns the corresponding unit in HealthCenter21 as a review after they have covered the topic through other methods, such as lecture. For other topics, she assigns the entire HealthCenter21 unit as a stand-alone delivery tool. In all cases, Shealy assigns the online work and gives students deadlines for completing it.

Cato also uses HealthCenter21 in a variety of ways. For her Health Science II class, which has an Anatomy and Physiology focus, she uses HealthCenter21 as a supplement and a review before assessments. For her Clinical Study course, Cato shares the accompanying PowerPoint presentation with the class to introduce the subject, then assigns on average 3 lessons per week for students to complete on their own.

The Benefits

Shealy and Cato agree that HealthCenter21 benefits their students in several ways. It allows students to work at their own paces. Students with IEPs can go through the content more slowly and listen as the content is narrated. All students can go back and review or redo any portion that they feel they need to.

Additionally, using the system independently helps students learn to budget their time.

Finally, HealthCenter21 gives students instant feedback. As Cato puts it, "It allows them to check their knowledge right away."

And the benefits do not end with the students. Cato and Shealy like HealthCenter21 best because "it follows our standards. We're very comfortable with that," they say.

Shealy adds that HealthCenter21 helps keep students and the course on-track when she and Cato have to be out of the classroom. They can attend meetings and conferences and still keep tabs on their classrooms through their smart phones and laptops—anytime, anywhere.

"We've come to depend on HealthCenter21 because it checks students for whether or not they are learning. We'd now struggle without it."

Putting It Together

Both instructors point out that HealthCenter21 is an important part, but not the whole of their curriculum and lesson plans. Cato uses the quizzes and tests in the system, but also assesses students with her own theory and scenario questions. She adds that it is important to "integrate other activities" into your lesson plans to keep students interested. Like many other instructors, Cato and Shealy struggle to keep students engaged and motivated.

Mixing in tools like HealthCenter21 help keep things interesting. The self-directed aspect of the program gets students invested in their learning.

Cato says that she has “come to depend on HealthCenter21 because it checks students for whether or not they are learning. We’d now struggle without it.”

Cato also feels good about the fact that HealthCenter21 is helping them help their students by making them take greater responsibility for their learning. “They are more self-directed with less spoon-feeding” she says.



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