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Focused conversation model

Technical specifications:
- Include your student name and number, the course name and number in a visible place in your submission.
- Have a minimum of 400 words with correct spelling, grammar and punctuation.
- Submit privately to the instructor via a direct message, in any format you feel most confident in: PDF, Prezi, Google Doc or any other format of your choosing! You must answer EACH of the four branches, please specify these with headings.

Objective: What are the facts? What specifically are the scientific facts?

Reflective: Why did you choose this quote? How do you identify with it?

Interpretive: what insights do you get from this? What was the "aha" moment? How does this Quote change your mind?

Decisional: how can you apply the insights from this quote into your own personal or professional life?

Choose 1 from the following 4 Quotes: Be prepared to support your answers!!!

"The decline in infectious diseases in developed countries had nothing to do with vaccinations, but with the decline in poverty and hunger." --Dr. Gerhard Buchwald, MD

"Vaccines save lives; fear endangers them. It's a simple message parents need to keep hearing." - Jeffrey Kluger

"Vaccines are the most cost-effective health care interventions there are. A dollar spent on a childhood vaccination not only helps save a life, but greatly reduces spending on future healthcare" - Ezekiel Emanuel.

"Up to 90% of the total decline in the death rate of children between 1860-1965 because of whooping cough, scarlet fever, diphtheria, and measles occurred before the introduction of immunizations and antibiotics." ---Dr. Archie Kalokerinos, MD

Learning Outcome: To develop self-directed, self-motivated and self-reflective learners that can use the scientific facts, think critically and support their position!!

Learners: This activity is intended for post-secondary students, in this case in a Health Sciences discipline. However, this focused conversation model can be applied to all disciplines, particularly at the end of a unit or chapter, depending on the quotes used.

Motivate: The motivation will be by providing support, ample choices for submission which will foster creativity, and providing an introductory video to the activity. The choice of quotes can also be motivating, inspiring or sparking curiosity or interest!

Learning: By using the focused conversation model I aim to move beyond mere recall and have students relate to the concepts and take a reflective stance on how this can be applied to their lives. This covers applicability, relevance and should improve retention.

Meta-learning skills: By using reflective writing, the learner can begin to dive into the metacognitive domain, where they can engage in double loop learning and truly have a transformative experience as a result of these guiding prompts!

Tools: There is no "best" tool that I can develop, as each learner may be in a different stage with technology, which why I will provide choice : "Choose a submission format that best meets your needs: PDF, Google Doc, Prezi etc...based on your familiarity with technology, don't be afraid to experiment and get creative!"

Risks: I have to emphasize privacy due to the reflective nature. Thus the submissions will be directly to the Instructor and NOT a discussion forum. If there is a particularly great submission, I must ask first if it can be used as an example for the next unit. The risks are also on a personal level, due to the quotes I have chosen, yet these two extremes are always discussed in most immunology courses, and this would be a great way to go about it.

Kind of OLA: This would most likely fit in as a reflective journal, however it can be called the End of Unit Conversation Model (for those unfamiliar with a learning journal).

Logistics: Once the PDF and video are created they can be re-used. The quotes or topics can easily be interchanged and the activity can be applied to courses across disciplines.

"...student motivation and preconceptions are important, and that if they learn new information for the purpose of a test, they quickly revert to their old ways of thinking. The authors recommend a metacognitive approach, which combines factual knowledge with an emphasis on conceptual frameworks, applications, and dispersal to students of control over their learning." (Bowen, 2012, p.86)