Gamify Your Education for a Better Future
Look Closer at Academy Membership Savings

Membership **Savings and Value**

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Value</th>
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<tr>
<td>54 or more free CPEUs available annually in the <em>Journal of the Academy of Nutrition and Dietetics</em></td>
<td>$2,430 Value</td>
</tr>
<tr>
<td>Evidence Analysis Library® access</td>
<td>$250 Value</td>
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<tr>
<td>Subscription to the <em>Journal</em></td>
<td>$459 Value</td>
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<tr>
<td>FNCE® registration*</td>
<td>$150 Savings</td>
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<tr>
<td><strong>Compensation &amp; Benefits Survey of the Dietetics Profession</strong></td>
<td>$250 Value</td>
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<td><strong>Find a Nutrition Expert listing</strong></td>
<td>$249 Value</td>
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<tr>
<td><strong>Nutrition Care Manual® subscription</strong></td>
<td>$167 Savings</td>
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<td>And much more!</td>
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*Savings based on member vs. non-member, early-bird registration as of FNCE® 2020

**Savings based on new member vs. non-member subscription for one year

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- Subscriptions to *Food & Nutrition Magazine*® and *Nutrition and Dietetics SmartBrief*

Dues vs. Value

<table>
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<th>Total Savings and Value</th>
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<tr>
<td>Active Member Dues</td>
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<tr>
<td>Over $3000</td>
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<td><strong>$234</strong></td>
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Take Advantage of All This and More!

For more information on the value of Academy membership, or to join online, visit [www.eatrightPRO.org/membervalue](http://www.eatrightPRO.org/membervalue).
DID YOU KNOW

Nearly 68% of college students report that gamified courses are more engaging than courses without gamification.\(^1\)

In a recent systematic review of gamification in health professions education specifically, gamified learning activities had a positive impact on student satisfaction and attitudes toward learning.\(^2\)

Gamification can start in the educational setting, but can also be integrated into the workplace and healthcare landscape. Employees have indicated that gamification can help with productivity and happiness with the workplace.\(^3\)

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I have thoroughly enjoyed being the Chair of NEHP this past year and putting efforts towards diverse strategies to continue to engage our members both personally and professionally. I am proud of the NEHP executive board and encourage our members to volunteer both now and in the future to serve in a leadership position on the board so that your voice is heard. We are actively listening and acting on supporting our members.

NEHP continues to offer our members practice-based newsletters and webinars, along with many other fun opportunities to learn from each other. We have and/or will be adding more social hours, lunch and conversation, sponsored events and activities, and awards. Stay tuned in the coming months as we transition to our new leadership. We are thankful for your support in NEHP and encourage you to invite a friend to allow our group to grow.

I am really excited about the main article focused on gamification in this Spring newsletter. As educators, we are tasked to adapt with the environment and as many of us transition to teaching online, in-person and with varied generations of students, we must transform the classroom experience.

I encourage you to think about your teaching style, curriculums, and whether you are ensuring that students have learning experiences that they can translate into real-life situations. I think gamification is one way to make learning ‘more fun’ and ‘more engaging.’

If you ever have any ideas about what topics we should highlight, please contact one of our newsletter editors Jen and Julie (nehpeducatorsresource@gmail.com). Feel free to contact me too with any questions, comments, or suggestions at hicks.roof@unf.edu. Lastly, connect with your NEHP colleagues on our private Facebook page at: https://www.facebook.com/groups/423581444394785

Thanks,
Kristen Hicks-Roof
PhD, RDN, LDN, CLC, FAND
NEHP Chair, 2021-2022
Meet Dr. Parul Sharma

PARUL SHARMA, PhD, RDN, LD, CNSC is an Assistant Professor in the department of clinical nutrition at University of Texas Southwestern. She is a registered dietitian with advanced CNSC certification. With many years of experience in critical care nutrition, she is teaching patients dietary changes coupled with cardiac health and wellness. Aside from her work as an educator and clinician, she is currently working to resurrect a master’s program in clinical nutrition at UTSW for healthcare professionals and registered dietitians interested in obtaining a master’s degree in clinical nutrition. Dr. Sharma’s doctorate is in medicinal chemistry where she composed more than 100 novel compounds that are derivatives of chalcones and popular for their immense antibacterial, antimicrobial, and other medicinal benefits. As a clinical dietitian, she was involved in various research and quality improvement projects on nutrition support for critically ill patients. Currently involved in a few professional organizations to support local and national groups working to grow the nutrition domain. She became a member of NEHP in 2021 and is presently the chair-elect for nominations this year.

What led you to your current role?
After years of working as a clinical dietitian and teaching dietetic interns, I was inspired to pursue a career in teaching and research. I learned that I could quickly devise multiple techniques based on the diverse minds and comprehension abilities of my students. I am extremely enthusiastic about teaching the future generation and assisting in their growth and development. I am happy with my current position because my desire to continue patient care while also teaching and conducting research is extremely well aligned with the clinical nutrition department at UTSW.

Tell us about your teaching style.
The ultimate purpose of teaching is to encourage students to learn. My teaching method is centered on encouraging students to learn for themselves and assisting them in developing critical learning and thinking skills.

“**My primary goal as a teacher is to motivate my students to create their own paths for learning.**”

Coaching and adaptability are two words that come to mind when describing my teaching style. I try to provide the same material in a variety of ways to appeal to different types of brains so that the subject is interesting and well-understood.

What do you like best about being an educator?
Making a difference in our community was a key reason I decided to become an educator. If you wish to help others, teaching is a good commitment to undertake. As a teacher, I enjoy mentoring students, supporting them in learning knowledge, molding their character and behavior, encouraging independence, and motivating them to reach their goals. I enjoy having complete control over the appearance of my course materials, as well as the freedom to create new ideas for inclusion in the materials. Furthermore, I have discovered that teaching is a fantastic way for me to pass on what I’ve learned to others.

Tell us about a favorite app or technology tool you like to use in your courses.
The Master of Clinical Nutrition-Nutrition Science program at UTSW will begin in Fall 2023 and will be taught asynchronously online. As the program’s director, I employ a variety of techniques made accessible to us by the university. In our institution, asynchronous technology such as D2L and the media site is recommended. Youtube and Ted Talks include a variety of topics related to remote education and will be used in course design. Good technology utilization is desirable in asynchronous online learning because it encourages students to be actively involved in and take more responsibility for their own learning.
Congratulations to the following members for their professional achievements!

**Kay Craven**, MPH, RDN, LDN, CDCE  
**Kathryn Kolasa**, PhD, RDN, LDN

Both Kay and Kathryn designed and implemented a culinary medicine workshop for 27 resident physicians of East Carolina University’s Department of Family Medicine. Two local high schools partnered by sharing their kitchens and expertise of their three culinary arts teachers and 23 students. Paired together students and physicians benefitted from a discussion of the Mediterranean diet, and practice of skills to prepare healthy foods at three USDA food cost levels and tasting. Five additional Family Medicine physicians and staff were part of the planning committee. The dietetic intern program director with four interns contributed a station for tasting olive oils and spices. A live demonstration of knife skills, searing techniques, and zesting was presented by a visiting culinary medicine expert, Dr. Carolyn Dunn, RDN, LDN, professor emerita at North Carolina State University. Local media covered the event which was funded from local endowment money.

**Kristen Hicks-Roof**, PhD, RDN, LDN, CLC, FAND
Assistant Professor, University of North Florida shares that virtual reality goggles were incorporated into the food science laboratory at the University of North Florida. Dr. Hicks-Roof explained, “The virtual technologies allowed students to explore sensory perceptions of food in different environments, looking to see if the environment influenced food taste and flavors. Students used all of their five senses to taste and discover different ice cream flavors. This innovative, gamification of education incentivized students to think outside of the box and immerse them in situations to be able to identify the true flavors of food.”

To see more, click the link below:
https://youtube.com/watch?v=Ou5pQUtHQyQ

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Do you have a professional success to share for our next newsletter? Email Jen Waters and Julie Stefanski at nehpeducatorsresource@gmail.com
Gamify Your Education for a Better Future

BY LISA JONES, MA, RDN, LDN, FAND
Everyone agrees that education is important but what if we could make it even more effective? What if we could use games to help us learn and retain information better? It turns out, we can with gamification. Gamification takes the principles of gaming and applies them to other areas of life, such as education. By doing this, we can make learning more fun and engaging, which in turn helps us learn and remember information better. So how does it work? More importantly, how can you start incorporating gamification into your own education? Your future may depend on it. Keep reading to find out!

What is Gamification?

Gamification is the use of game-like elements in non-game settings. It is the use of game thinking and game mechanics in non-game contexts to engage users in solving problems and can be used to “gamify” any service, product, education, or work.

Gamification is a great way to help students engage with the material instead of being bored by it. It is not just adding game-like mechanics to something but also game-like goals, rules, challenges, and feedback loops that engage people. Gamification makes students more enthusiastic and curious about learning.

Gamified educational settings have included gamified language learning programs, SAT preparation courses, and mobile learning applications. These gamified instructional approaches have been studied to see how they affect the motivation of students, and research has shown that gamification helps engage users in a learning system and helps students learn more effectively.

How Does Gamification Address Problems?

Gamification in education, however, does not always guarantee better performance. Students’ motivation may be driven by external factors such as parents’ expectations or other social influences that lead them to exhibit their best effort when they are quasi-competing with each other. This means that gamification can be used to increase student motivation, but gamification cannot directly induce student learning.

While gamification in education tends to make educational settings more engaging, it cannot guarantee a positive effect on student learning. It cannot directly induce student learning and it is not a magic bullet that can turn gamified educational settings into learning activities.

Gamification can certainly help educational settings be more engaging but whether gamification leads to better student performance will depend on the type of system and how it is applied to student learning. For example, gamifying language learning may lead to better language performance because students participate in game-like tasks. Students can also utilize gamified language learning tools to study languages while they commute or wait during their downtime. However, gamifying an SAT prep course may not lead to better student performance because multiple factors can affect students’ scores on the test.
Gamification in education is a way to increase engagement and can be a useful tool to increase learner motivation. However, gamification cannot directly induce student learning and gamification is not a magic bullet that can turn gamified educational settings into learning activities.

Why Gamification Works in Education

Education can be difficult, but what if students have fun learning? Gamification makes learning fun, and studies show that gamified approaches are more likely to stick. Games are intrinsically motivating for most people, and gamification adds a competitive or social component to traditional courses. This helps keep students engaged throughout difficult educational processes. Gamification aids in the retention of knowledge by making it more “sticky”. However, gamification can be used for more than just gamifying learning, anything that has to do with the user’s experience can be gamified.

Making games can engage students and teach them about their interests. For example, gamification is often used in medical education to help students learn more about fields in which they are interested.

Gamification can be used in different ways. For example, educators often gamify assignments that are tedious or difficult for students, helping make coursework more interesting and easier to complete.

Gamification motivates students by boosting their morale and encouraging them to reach objectives. Gamification can help education in a variety of ways.

The Benefits of Gamification in Education

Gamification may benefit education in a variety of ways. One way it might help is by encouraging socializing among kids, which is critical in a world where there is less and less time for making friends, bonding with family, and getting to know one another. The purpose of gamification through games is not only to learn but also to enhance communication skills and relations between co-learners. For example, teamwork requires each team member to work together towards the same goal, rather than competing against one another. Because educational gamification does not require the same level of financial investment as other enterprises, it’s an excellent tool to start with when financial resources are limited. Gamification has become the most effective method to learn and remember information because of our ever-growing desire for knowledge at our fingertips.

Gamification also boosts team cohesion, which can help improve workers’ morale, especially in our part of the world where many employees are unmotivated at work. Gamification can be used to encourage employees to take part in activities or experiences that would otherwise go unnoticed. For example, gamifying a business training that must be completed by each employee as a group may provide them with a feeling of ownership and significance. It can also aid in the reduction of employee turnover rates.

Examples of Gamified Approaches

One example of applying gamification in educational activities is to gamify students’ behavior and learning progress by rewarding them with experience points for the completion of certain tasks. There are several examples online, but it is important to know that gamification may not always have the same impact on all kinds of people, because gamification based on non-verbal feedback might not have the same impact on users who do not express emotions through their facial expressions.

Students learn more effectively when they apply game design concepts to non-game situations. This can be done with an application, product, event, or even education setting. Students are interested in gamified learning activities, as they tend to make them more engaged and retain information better.

Gamification as a Valuable Educational Tool

Gamified techniques can benefit students by providing a motivational element to learning and increasing student engagement in the classroom. These techniques
provide an immersive experience by teaching in a three-dimensional environment. Gamification can also offer personalized learning by allowing students to receive feedback about their progress and gauge how well they are mastering the content at hand.

One example of a gamified educational setting is gamifying language learning. Language learning can be gamified by adding game design elements such as quests, points, or levels in the language learning app. Since students all around the world are using technology more than ever before, gamifying language learning apps can help students learn even when they are not at school. They can also utilize gamified language learning tools to study languages while they commute or while waiting during downtime. Additionally, researchers have studied gamification in language learning and discovered that it improves engagement in a gamified system, which can help language learners learn more effectively.

Another gamified educational setting is gamifying mobile learning. This can be done by adding gamification elements such as points or levels when students are having a mobile learning experience with their smartphones. Gamified mobile learning has been studied in South Korean schools and researchers find that gamification increases student motivation for mobile learning activities. In addition, gamified mobile learning can enhance student achievement because gamified mobile learning apps help students to learn better while they are on the go, or choose the best time for them to interact with the material.

**Leveraging Gamification in Education**

Educators are currently employing gamification technologies such as badges, achievements, leaderboards, and more. These gamification methods are seen in a variety of games outside the classroom. The gamification tools can be implemented into educational software. The purpose of this article is not to suggest any specific implementation, but rather to illuminate the concept that gamification can be used for positive results outside of entertainment.

When used in education to improve learning outcomes, gamification has the potential to increase the retention of information when learning objectives by 4 to 5 times (Deterding, 2011). The study showed that gamification increases classroom engagement and motivation to learn. They also found that students who complete gamified tasks are more likely to use game elements in their future work.

Game elements such as badges provide positive feedback to the user for performing the task successfully.
The gamified system, however, must reward achievable targets and keep participants engaged for longer periods with enough challenge factors. The following five points explain some ways that gamification is used for learning.

Where Do You Start Adding Gamification to Your Content?

The answer might not be as simple as you think. Gamification is a way of encouraging people to take part in something that they might not necessarily want to do just for the sake of doing it.

For instance, an individual who does not enjoy reading or writing essays, chooses instead to spend his time playing video games. How can gamification influence the individual’s decision to choose to read and write rather than play?

The answer: Gamification in education helps retain information because gamifying students’ experiences make them more likely to remember what they have learned and motivates them to want to gain access to the next level or reach a new milestone.

Gaining knowledge through gamification gives students a reason to learn new content by adding elements such as leaderboards, quests/missions, entertainment rewards, competition with peers, and motivation stickers/badges.
As gamification is an often-overlooked part of the educational system, it tends to get overshadowed by other important features such as grading and testing. However, gamified learning provides a more dynamic aspect to education that helps students by piquing their interest in learning. For example, gamification can turn reading “boring” textbooks into exploring new worlds and fighting monsters with friends and classmates across the globe.

The first step in gamifying anything is having an end goal in mind. What kind of skill do you want your students to learn? Which game would best teach them this? There are so many various sorts of games that it might appear daunting at first. It’s better to start with what you know and build from there.

Gamification is becoming more and more popular in education as it increases information retention without decreasing engagement levels. The impact of gamification on learning is a lot more than just fun. Gamified instruction may be an excellent approach for instructors to deliver the desired information on time, allowing learners to retain it longer than they would if it weren’t gamified. Gamification is also used to motivate learners by providing them with challenges and quests that boost their morale and increase interaction.

By gamifying education, we can establish a more exciting learning environment in which students learn faster and better retain new information than ever before.

Get in the Game

It’s time to get gamified. Gamification continues to gain momentum due to platforms like Quizlet and Duolingo leading the way. Learners may enhance their understanding through entertaining games that provide a sense of accomplishment when they’ve mastered new information. One simple way to incorporate this into your education plan is by using an ed-tech platform like Edmodo or Kahoot!, which allows you to convert lectures into online versions of Jeopardy. These types of tools also give educators the ability to easily grade assignments without having any background in coding or programming languages.

What are your thoughts on the subject? Do you think incorporating some form of game-based learning might help enhance learner retention rates?

Lisa Jones MA, RDN, LDN, FAND is a gamification expert who specializes in transforming content and increasing audience engagement. Once faced with blank stares and a lackluster crowd, Lisa developed a process to turn anything into a fun and fresh game experience. She is passionate about helping speakers, educators, and coaches follow the same winning game plan to turn any audience into happy fans. Lisa shares strategies and her transformational approach in her forthcoming book. Gamify with Lisa at: www.LisaJonesLIVE.com

Resources

Nutrition Educators of Health Professionals
a dietetic practice group of the
Academy of Nutrition and Dietetics

Connect with experts today!

10 / THE EDUCATOR’S RESOURCE SPRING 2022
We all learned sometime in our life that there is a significant difference in surviving and thriving! Our goal should be to move toward thriving rather than surviving, especially in children. The overwhelming data supports the importance of adequate nutritious food and the timing of that foods availability for best child development.

We are fortunate in that the Academy has placed strong support in the concept of improved nutrition and thus disease prevention for our children. The Academy’s policy recommendations for lifecycle nutrition include:

- Align school nutrition standards with the Dietary Guidelines for Americans and provide technical assistance and training to school nutrition professionals to meet the standards
- Expand access to healthy food for all children through universal school meals during the school day
- Expand access to healthy meals for children in need during the summer and outside of regular school hours

A brief survey of the evidence for these priority public policy goals include:1
The availability of nutritious foods during school lunch periods was associated with healthier eating behavior among students.

Increased availability of fruits, vegetables, whole grains, and low-fat dairy products as components of school meals may be an effective strategy to promote healthy eating behaviors among children.

Improving the nutrition standards for foods offered in competition with federally reimbursable school meals may enhance the positive effects of school meal programs on student eating behavior.

Schools are in a unique position to provide students with opportunities to learn and practice healthy eating behaviors.

Eating a healthy breakfast is associated with improved cognitive function (especially memory), reduced absenteeism, and improved mood.

Adequate hydration may also improve cognitive function in children and adolescents, which is important for learning.

One out of six children lacks consistent access to food needed to fuel their bodies and minds.

Align school nutrition standards at middle schools limited unhealthy weight gains in students. The effect was strongest in children who started at a healthy weight, highlighting that nutrition policies can be an effective obesity prevention strategy in schools.

Public policy and advocacy are core functions of the Academy and are critical to achieving our mission, vision and goals. Not only does public policy significantly shape the public image of the Academy, but it also shapes the nutrition and dietetics profession.

Visit the Action Center to urge your members of Congress to support Academy initiatives. The action center provides an efficient means to contact your U.S. Representatives and Senators.

Your contributions to the Academy of Nutrition and Dietetics Political Action Committee impacts your career, our profession and the health of Americans.

Among health care political action committees, ANDPAC is the only one broadly focused on food, nutrition and health. It ranks among the top health professional political action committees in the country. Our goal is to support pro-nutrition candidates for federal office. ANDPAC offers Academy members the opportunity to explore many of the issues and activities involving political action and dietetics.

References
NEW EXECUTIVE COMMITTEE

The NEHP DPG would like to welcome Dara Dirhan, EdD, MPH, RDN, LDN, Associate Professor of Nutrition and DPD Director at West Chester University to the Executive Committee.

Dr. Dara Dirhan is an Associate Professor of Nutrition and DPD Director at West Chester University of Pennsylvania. She received her doctoral degree in Educational Leadership and Management from Drexel University where she studied changes in dietary habits and behaviors of college students. Aside from teaching in higher education, she has professional experience in the corporate wellness sector, providing nutrition counseling and health education to corporate clients. Dr. Dirhan’s research experience centers on best practices in teaching and learning pedagogy, including game-based learning, and studying student outcomes among undergraduate nutrition students. Her current research agenda is focused on studying mindfulness in undergraduate nutrition students, intuitive eating, presence among educators, and advocating for the inclusion of nutrition as a general education course requirement in the undergraduate curriculum.

Dr. Dirham will serve in the role of secretary for the 2022-2023 fiscal year.

Congratulations to Diana Cuy Castellanos, PhD, RD who will be moving from the position of secretary to treasurer.

A big thank you to DPG Chair Kristen Hicks-Roof, PhD, RDN, LDN, FAND who will be staying on a second term to provide leadership to our group!
Dear NEHP Members,

The Winter 2022 House of Delegates Meeting held on January 22, 2022, focused on Interprofessional Practice and Collaborative-Ready Practitioners. The discussions were very productive and successful. The Subject Matter Experts (SMEs) are currently reviewing the outcomes of that meeting.

A workbook with delegate input was created from the highly interactive and engaging discussion. A full summary of the outcomes will be shared with you in a future communication.

Looking forward to hearing from you! My contact information is given below:

Gina Pazzaglia, PhD, RDN, House of Delegate Representative for Nutrition Educators of Health Professionals.

gps3@psu.edu

Bye, Bye MailChimp!

For several years, MailChimp has been our primary means of communicating with members, but now our website provides a better capability to foster community.

The DPG NEHP Community (Discussion Board) allows for more engaging two-way communication between members and we are excited to transition to this platform. Our leadership will continue to post messages in this community, and as members, we encourage you to do the same!

Note: You are also able to access the NEHP Community (Discussion Board) from the Member Resources tab on the home page.

Our Facebook group is still active and remains an additional avenue for our members to connect with one another.

Click here or use the following instructions to start a conversation on the NEHP Discussion Board.

1. Go to the NEHP home page at: www.nehp.eatrightpro.org
2. Click Login at the upper right of the home page. Use your Academy login and password.
3. Click the drop down arrow next to your picture and choose Communities button. If you do not have a picture, you can add one by going to your Profile.
4. In the list of communities you belong to, scroll to DPG51 NEHP and click Discussions button to the right.
5. Click Post New Message and write your message just as you would with an email.
6. Click post at the bottom when you are ready to send to NEHP members.