

VARK Course Activities

Activities		
	Asynchronous	Synchronous
V isual	<ul style="list-style-type: none"> ▪ Outline of content for each session at beginning ▪ Each diagnosis is covered in a folder with multiple tabs ▪ Decision trees are available ▪ Written content appears side-by-side with the video 	<ul style="list-style-type: none"> ▪ A whiteboard is available for drawing <ul style="list-style-type: none"> ○ Concept maps ○ Graphs
A ural	<ul style="list-style-type: none"> ▪ Instructor gives real life examples from her experiences ▪ Podcasts of individuals talking about living with their illnesses 	<ul style="list-style-type: none"> ▪ Overall mode is interactive and not didactic—specific DSM content has been covered in the asynchronous section ▪ Each session begins with the Instructor answering questions from the students about material covered in the asynchronous session ▪ Discussion of vignette with Instructor and other students
R eading/writing	<ul style="list-style-type: none"> ▪ Students are encouraged in the first session to keep a notebook ▪ Students are directed to stop the video and read the DSM multiple times during the session ▪ Discussion board 	<ul style="list-style-type: none"> ▪ Chat box available to write comments, post websites ▪ Students read their DSMs throughout class
K inesthetic	<ul style="list-style-type: none"> ▪ Each diagnosis is presented through a recorded video ▪ Students are encouraged to take notes throughout the session ▪ Students must physically click on various icons to advance the content ▪ Videos show examples of various symptoms 	<ul style="list-style-type: none"> ▪ Role plays

Levin, S. & Fulginiti, A. (2015). Developing a Blended Learning Course on Psychiatric Diagnosis, Social Work Distance Education Conference.
