

2022 Course evaluation: THREE YEAR evaluation of GLODE 306

Name of course coordinator: Marguerite Daniel

Year and semester: Spring 2022

Brief summary of the course with a focus on adjustments over time

This 10 ECTS course introduces students to development-related health promotion through lectures as well as student-active learning methods such as PBL and colloquiums. The students are generally very satisfied with course content as well as teaching and learning methods, however there have been consistent complaints about the short time available for teaching and the suitability of PBL within this short time frame. Students consistently ask for a more in-depth course for their specialisation.

In 2020, we adjusted the teaching and learning methods to teach the theories as “families of theories” followed by workshops that applied the theories. In addition, we updated the reading list. This was well evaluated by both students and staff.

In 2021 the course was entirely on-line due to COVID-19 and there was an unusually high number of students (18). Activities such as students presenting readings and the 5-minute writing activity did not function well and reduced teaching time. Staff decided to change the teaching and learning activities as well as the obligatory activities and exam form – see 2022 below.

In 2022, after considerable effort, the course was run physically, with a digital option for any students affected by COVID-19. Students (sat and) worked in the same groups throughout the course.

In response to consistent comments (over years) about the time-consuming nature of PBL in a 10 ECTS course, PBL was replaced with a series of colloquiums. These were very carefully planned, with new literature added. The students received very thorough and clear instructions about the need to prepare ahead of the colloquium – with three or four questions given to structure their reading. The obligatory activity (apart from participation) was that each student had to report back to the plenary at least once. Although there was no problem to solve, many features of PBL were retained: working in groups over time, presentations, leadership, etc. Both students and staff were very satisfied with the outcome of the colloquiums. The only problem was the timing e.g. one colloquium on Friday afternoon followed by another on Monday afternoon – very little time for students to do the preparatory reading. Each “family of theories” now has a lecture where the main theory in the family is taught, a colloquium where the students do in-depth reading on the other theories in the family; and an applied workshop which is structured more like a PBL problem. It was decided that only a single reading would be given for the applied workshop in each case. The students suggested (and staff adopted the suggestion) that one colloquium would take a development-related health promotion issue, consider how each family of theories would approach it and critically evaluate what changes when you use a different theoretical lens. The course leader made a point of doing ALL the assigned reading – it is too much! Only four ‘essential’ readings will be assigned to each lecture – other readings, accessible to all, will be placed in a folder for “the super interested” to access.

The take-home exam has been replaced with a portfolio of two papers where the students get feedback on the first paper. This is more work for the staff, but the students really, really appreciate the feedback. Previously they had no writing activities during the course before the exam – this helps to trouble shoot problems in students’ writing skills.

The course is now much more coherent in the way the content is taught, especially concerning theories. For the 2022-2024 cohort, it will be taught in the autumn semester and for the 2023-2025 cohort, it will be increased to a 15 ECTS course.