

GLODE309 three-year course evaluation (2023, 2024, 2025)

Name of course responsible: Helga Bjørnøy Urke (2023, 2024, 2025).

Year and semester of three-year evaluation: Autumn 2025

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

GLODE309 is a 15 ECTS course for master's students choosing a specialisation in health promotion within the Master programme of Global Development Theory and Practice. Before 2023, the course was a 10 ECTS course, and since 2023 it has been run in its current 15 ECTS form. The course introduces students to the field of Health Promotion in a global development context, with emphasis on theory and practice. Teaching and learning activities consist of lectures with accompanying applied seminars where cases related to the lecture topic are discussed/worked with, and colloquiums where students delve deeper into lecture topics. Applied seminars and colloquiums are compulsory. The course also has a student-led component in which students prepare and give lectures in groups (compulsory). Two of the compulsory seminars (on Human rights and Empowerment) are run together with GLODE 308 (Gender).

The course has 10 study places (+/-) for GLODE students and five additional study places for guest students (Erasmus or other UiB students). In **2023**, ten students followed the course (of which one postponed the exam): GLODE 7, Erasmus 3 (this year the full GLODE class was small). In **2024**, 17 students followed the course: GLODE 14, Erasmus 3. In **2025**, 17 students followed the course (GLODE 9, Erasmus 6, UiB master 2). The communication with the international coordinator and regarding UiB students who are interested in our course needs to be better structured so that we do not exceed the five study places in total. If it is possible within the agreement, a suggestion is to give Erasmus students three study places and reserve two for UiB students.

Follow-up of previous evaluations

Due to its new form in 2023, the course has not undergone any major adjustments over the three years, but minor adjustments have been made based on student feedback and staff evaluations of content, pedagogical and practical considerations. Some of the main adjustments are as follows:

1. **Changes in exam form:** for the autumn semester of 2025, we adjusted the course assessment from a 7 day take home exam to a 5 day take home exam + an oral adjusting exam. The background for this change is the introduction of AI in society and the wish to assess students' knowledge and understanding in a context where they do not have access to tools of consultation. Evaluation of this exam form is from the staff side that it is more resource demanding (it requires 2-3 extra days of oral examination). However, giving written feedback on an extra text during the course will likely cost the same or more. Student evaluation of the exam form was generally positive when it comes to how it was carried out. However, students would have wanted clearer information beforehand regarding what was expected/what to prepare, how the grade was decided (i.e., weighted between the written and oral part) and the procedure of the exam. Also when comparing between the specialisation courses (GLODE308 and GLODE309) students perceived differences in information provided and how the exam was carried out practically (e.g., that the grade on the written part could be made known to them – this was done in 309, but not in 308). We acknowledge that this needs to be better aligned in the future semesters, as well as developing and providing more and clearer information about the exam beforehand.
2. **Changes to content:** No major changes have been made to the content of the course over the three years, but there is flexibility within the course structure to vary the topics taught. For example, in the emerging theories section, different theories have been taught from year to year depending on staff engaged in the course. For the student led lecture component, topics can vary from year to year; the topic of "planetary health" was introduced in 2024 and replaced "education".

3. **Teaching/learning activities:** The course is focused on student active learning with group work and discussions in seminars (applied and colloquium seminars). Over the three course runs we have tried to also include more in-class writing to practice writing to learn and academic writing, which is what is formally assessed in the exam. This has however not been implemented to a large extent, and not systematically.
4. **Practical/structural adjustments:** The length of the course has largely been the same, but the distribution of activities has been adjusted. For example due to the change in exam, we needed to shorten the period with teaching activities by one week.

Student evaluations: The course has been evaluated each year by students through individual electronic questionnaires with open ended questions on the final day of teaching. Student evaluations are generally very positive regarding content and teaching and learning activities. Of critique, they often would like more and earlier information, which is something we strive to provide through more complete overviews of the course activities, preparations and deadlines. For the autumn 2026, the aim is to have everything ready at course start.

Grade distribution (received from the study administration):

	A	B	C	D	E	F	Antall besvarelser
2023	2	3	3	1	0	0	9
2024	1	6	7	2	1	0	17
2025 ¹	3(2)	6(5)	4(5)	3(2)	1(3)	0	17
Sum	6	15	14	6	2	0	43
Prosent	14.0	34.9	32.6	14.0	4.7	0.0	100.0
Retningslinjer	8–12 %	20–30 %	24–36 %	20–30 %	8–12%		Total

Notes: ¹ Numbers in parentheses are grades before adjusting oral examination

Peer review: The course has not been evaluated by our external programme sensor in its current form (i.e., from 2023->).

Assessment of coherence between course learning outcomes, teaching and learning activities and assessment forms: Our assessment is that there is good coherence between the learning outcome descriptions and the teaching and learning activities. We strive to keep a good balance between teacher-led activities (lectures), student active learning in groups (structured seminars with cases, debate, film w/discussion, student led lectures) and individual activities (writing and reading tasks and oral presentations). The topics covered in teaching (lectures, seminars, and student led lectures) are specifically tied to learning objectives. Further, the seminars are specifically connected to topics addressed in lectures. The coherence between the learning objectives, teaching and learning activities and the assessment form is strong, as the exam task in general asks for description, application, and critical discussion of course concepts in the context of health promotion and development. Written and oral communication is an explicit learning outcome of the course, and this is facilitated through the written take home exam (and since 2025) the oral adjusting exam. While

the course is strong on opportunities for students to practice oral presentation through a range of learning activities (discussions, debate, individual oral presentation), writing tasks are less prevalent in the course and not formally included. As such, the written exam may be slightly on the side of what is practiced in the course, and as such may constitute a space for further improvement. It can be noted, however, that in other courses in the GLODE programme, students have more practice in written work with staff feedback (e.g., GLODE300). The course progress and structure are in line with the aims of the course and that of the programme as a whole.

Assessment of the course as a specialization course in health promotion: The course is an introductory course to health promotion and with an explicit development focus. It focuses on core foundations, principles and values of health promotion, its main theoretical approaches, and addresses current global, national and local health and health promotion challenges. The staff adjust topics according to societal trends and developments and aim to show and have students apply theoretical concepts and principles to these. The teaching concentrates on core pillars of critical health promotion (holistic, salutogenic and socioecological view on health). This prepares students in theory as health promoters in research and practice. The 3rd semester (internship or courses) and 4th semester (thesis writing) constitute the two other components of the specialization.

Since it was run for the first time in its current form in 2023, the course has settled well, and besides minor adjustments and updates to literature, teaching content, activities and assessment form, the course has been run the same way for three years. We consider this a strength as it was necessary to test the structure with several groups of students before making major changes. Student evaluations have been largely very positive. We do however see that there is room for improvement in relation to communication with students. Further, we continuously assess whether topics taught need updating and we also will have to consider whether the new exam form is ideal for the future, both pedagogically and resource wise.