

COURSE REPORT

Course code: INTH313 Course title: Globalisation and health		Period: Spring 2012	Department: Centre for International Health			
Course coordinator: Bjarne Robberstad Date:		Approved in:				
INTRODUCTION						
<p>The course INTH313 was arranged over 4 weeks from 17th April – 11th May (including one week for essay writing). The 17 students came from Norway, other European countries, Africa, Asia and Latin America, with very mixed professional and educational background.</p>						
STATISTICS:						
Number of students: 17			Number of students completing the course: 15			
Grade distribution ->:	A: 2	B: 6	C: 7	D:	E:	F:
Or ->:	Pass:			Fail:		
SUMMARY OF THE STUDENT EVALUATION (<i>main points</i>):						
<p>There were 7 respondents, who generally valued the course contents and literature highly. The amounts and difficulties of course contents and literature were deemed to be adequate. Teaching quality was valued from average (score 3) to excellent (5).</p> <p>Respondents reflect some critique regarding the daily group assignments, with uneven participation from individuals and decreasing motivation during the course. Suggestions for improvement include to have more guidance and structure for the discussions, and to organize them immediately after lectures when main ideas from lectures were fresh. For the group assignment on May 4th, one student suggested to rephrase topics to make them better suited to apply acquired knowledge rather than repeating information from lectures. Another suggestion is to grade presentations to increase student motivation.</p>						
COURSE COORDINATORS EVALUATION:						
<ul style="list-style-type: none"> • Practical implementation: With 13 different lecturers, this is a challenging module to co-ordinate. It is also challenging to secure a coherent curriculum without too much overlap and gaps. It early became clear that the group of students was characterized with two very active members, who contributed a lot to group work and discussion, and the rest of the students being much harder to engage. The lecturers showed very varying abilities to engage the "passive majority", and perhaps more time set aside from the coordinator to chair the sessions might have been useful. • Grade distribution: The average grade level was high, with no D's or lower. • Follow-up from previous evaluations: Previous evaluations were used to inform choice of topics and lecturers. • Information and documentation: The access to information was good, and students appeared to be well satisfied with it's availability. • Access to literature: The new materials for distance learning were very well received by those who opted to receive hard copies conditional on giving feedback. We were able to provide soft copies of the entire curriculum, and also revised the materials according to whether it was "mandatory" or "optional". 						

- Localities/equipment: Seminar room at CIH is well suited for the purpose.
- Field trip (if relevant):
- Changes done during the course: A couple of lectures had to be swapped due to lecturers having to change other plans. This was unproblematic for students.

GOALS AND OBJECTIVES FOR NEXT EVALUATION PERIOD – IMPROVEMENTS TO BE MADE:

INTH313 was delivered largely the same way in 2012 as in 2011. Some major decisions must be made regarding it's delivery in 2013. Relevant options include:

A) To continue the module as today, based on face-to-face teaching.

B) To use the new distance learning materials, and transform it into a distance learning module.

For both alternatives it is a major challenge that none of the permanent faculty members at CIH has Globalization and Health as main area of interest, including the current coordinator. A strategic discussion should be made regarding the strategic priority of INTH 313 at CIH.

If the course is continued in 2013, a choice needs to be made between alternatives A and B above. The most simple of the alternatives is to continue with modality A. If this is chosen, the daily group assignments should be revised to improve student involvement. Alternative B fit well in the institutional cooperation between UIB, UWC and MUHAS, and long term thinking at CIH, but will require substantial investments to develop both in terms of student-teacher interaction (which is very time demanding since teaching becomes individualized rather than class-based) and regarding infrastructural solutions.