

FACULTY OF PSYCHOLOGY

DEPARTMENT OF HEALTH PROMOTION AND DEVELOPMENT

UNIVERSITY OF BERGEN

(MPHIL IN HEALTH PROMOTION)

STUDENTS EVALAUTION ON HEPRO 300

(FOUNDATIONS OF HEALTH PROMOTION)

Autumn semester 2012

MODULE DIRECTOR: TORILL BULL

COMPILED BY

Olin Blaalid Oldeide & Eunice Abbey

(Class Representatives)

Class of 2012/2014 academic year.

GENERAL OVERVIEW OF THE COURSE

The class agreed that lectures delivered were positive, very rich in information and were of a high standard. The lectures were enjoyed. There were lot resources to promote learning and students agreed that this should be maintained. Inviting other lectures with specific areas of expertise in health promotion enhanced learning and understanding of students. This should be continued as well.

Learning methods through PBL meetings were highly appreciated by students. PBLs created a positive attitude towards group work and they were good ways of learning for students. Playing leadership roles and solving tasks for PBL made students more responsible. All agreed that PBL was an excellent package for building potential health promoters. Presentations of PBL tasks made students very confident and created an atmosphere of exchanging ideas and learning from one another. PBLs should therefore be maintained.

WRITING ASSIGNMENTS

Students agreed that writing a module paper on the nine knowledge competencies was a good assignment. Students developed their writing skills and had to do more reading on health promotion. This helped a lot.

Doing the annotations also gave students the opportunity to do more critical reflections and reading. Students learnt how to prepare summaries from the annotations. All were of the view that these assignments provided a great platform for future careers in Health Promotion. It would not be so challenging to deliver presentations at international conferences, receive and give critical feedback. Annotating books should be highly be encouraged and maintained as part of the course structure for HEPRO 300. Thus PBLs, Annotations and having guest lecturers are excellent methods of learning that should be promoted.

SUGGESTIONS /RECOMMENDATIONS

- Few students were of the view that annotations should done on self-selected readings other than on a recommended book like Green and Tones. Some also remarked that the Green and Tones book was very technical and should be replaced or an easier-to-read book should be added.
- All agreed that PBLs should forever be a trademark of the master's course in health promotion. However, more time should be given in working on the second PBL task.

- Regrouping for PBL should be done in such a way that people do not meet members from previous PBL task. This is because most students felt that they had to work with the same people over again.
- Time breaks during lectures and before PBL meetings should be maintained.
- Drafts on module paper should be graded to specifically guide and motivate students on how to go on with the rest.
- Feedbacks on module draft helped a lot and should also be continued. However, few thought it would better for students to have feedback on specific aspects of the module paper: what was wrong and what was right.

THE LECTURER

The class agreed that the lecturer was very at motivating and inspiring the class. These we thought, were health promoting. She created a very nice and positive atmosphere for students to participate, relax and enjoy her lectures. This increased the level of confidence of students.