

COURSE EVALUATION

**HEPRO 302 (INTRODUCTION TO RESEARCH METHODS AND
EVALUATION)**

UNIVERSITY OF BERGEN

DEPARTMENT OF HEALTH PROMOTION AND DEVELOPMENT

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LEARNING METHODS

PBL: The method is certainly great but the work load is too much and it is time consuming. Majority agreed that **PBL sessions went well without the tutors**. The tutors should only be present when they are called upon by the PBL groups and for rehearsals towards final presentations. There should be critical feedback on personal performance in PBL presentations to help the individual develop and prepare for future tasks. All were happy about the critical feedback given on PBL presentations and should be maintained. Reference was made to the fact that previous PBL presentations could have been more critical in giving feedback as compared to the last one.

ANNOTATIONS: All members of the class agreed that annotating Creswell's book should be cancelled. If annotations are allowed at all on Creswell's, few agreed they should be done only on some selected chapters. Majority stated that Annotations will help a lot if they are done on self-selected readings.

EXAMS: Cancelling the exams was helpful but almost everyone agreed the writing exercises in Creswell's book were difficult. Instead, the assignments should be given from different research books or by the lecturers.

On the whole, it was emphasized that there should be consistency in the information given on the requirements of assignments. For instance, information on choosing between either the second or third edition of Creswell's book came rather too late. The class appealed that feedback on assignments should be specific and clear in what went wrong or right.

LECTURES: The students expressed satisfaction with the content of the lectures but also they called on more interactive lectures, with more discussions.

The students also appreciated that the power points were available on MySpace before the lectures so that there was a possibility to be prepared.

GRADING SYSTEM

Only written assignments should be graded and should be anonymous. This could be done by making use of just index numbers. All the class agreed on this. Many agreed that having grades on assignments is very realistic and should be maintained. The students suggest using a specific grading system with clear guidelines for what gives points as for example as is used in HEPRO 301.

GENERAL ISSUES RAISED

- Few thought the time given for the PBL task in research was short. The time could be extended.
- Means of assigning marks for grades should be reconsidered. Few suggested PBL presentations should not be given marks. Marks should be given on written assignments.
- During this lectures it was pointed out very early that we should locate professors to work with for our masters' projects. This made the students stressed and was somewhat unnecessary as master projects would be presented later in the program.
- Some students rallied around the idea of not having lectures, but rather seminars connected to each chapter from the book or relevant themes, which include a review and discussion around the theme or chapter.
- A few students reported feeling overwhelmed by the work load and recommended ending completely one course before starting the next and stating the course demanded too much work for a 5studypoint program.
- A point that was mentioned was more connected to previous PBL's but revolved around the fact that the tutors and proffesors met up and discussed the PBL session without it benefitting the students. It would be helpful to know what they discuss and if they had suggestions for more personal

learning. The roles of the tutors should be clarified as some were confused as to what they should do. Are they facilitators, teachers or experts?

- The schedule of next year is available but it would be more helpful if upcoming deadlines would be included as well so we know how to plan.