

DEPARTMENT OF HEALTH PROMOTION AND DEVELOPMENT
STUDENTS EVALUATION FOR HEPRO 301
(COMMUNICATIONS AND ETHICS)

Module Director—MARGUERITE DANIEL

AUTUMN SEMESTER
(MPHIL IN HEALTH PROMOTION)

COMPILED BY

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(Class Representatives)

Class of 2012/2014 academic year.

(1)THE CONTENT

(a)Communications

Lectures on communications were detailed and interesting, they greatly helped students in working on other assignments. Feedbacks on assignments were very useful and should be continued. As far as communications are concerned, the lecturer did a very good job in delivering this.

(b) Ethics

Useful information on ethical issues in general were given, however few of the students agreed that ethics in health promotion needed more clarification and a lot of time should have been allocated to lectures on ethics in health promotion.

(2) TEACHING AND LEARNING METHODS

(a) Lectures and group/pair work in lectures

Working in pairs was very good and students loved that. Students were able to exchange and discuss issues with one another and enhanced friendships as well.

(b) Workshops

Breaking into PBL groups to solve tasks helped a lot. This enhanced students understanding on issues that were discussed. It was very interesting, interactive and emphasized students' participation in the class. However students agreed that more time should be given to complete reading tasks that were given during these workshops. Students were not able to thoroughly examine or read through the tasks since the time given was very short.

(c) Presentations and feedback

Undoubtedly, all commended the individual presentations that were done, they built our level of confidence for other PBL presentations. Students learnt how to take criticisms and give feedback. It was an excellent experience for students. Majority of the students suggested that marks should not be given for giving feedback on other students' presentations. Some felt compelled to give comments when they were not fully prepared and had none. Giving marks for first commentators was applauded by the students and should be upheld. It was also suggested that students' feedback to presentations should be open to both commendations and questions and should not strictly be bounded by questions.

(d) Writing Assignments

The writing assignments given gave room for students to do critical reading and thinking and were a great learning method and experience. They helped in improving our writing and reading skills. Students asked that clarifications on assignments should be more detailed and done earlier right from the beginning of the class other than later in the course of the class.

(3) THE OUTCOMES

Majority of the class members affirmed that a greater level of confidence has been built in reading articles and doing academic writing as compared how they felt before starting HEPRO 300. Students have the ability to do presentations, give and receive feedback. Only few (2 students) felt that assignment 1 for instance was confusing and limited their abilities to do other academic writing. On the whole, the content of HEPRO 301 has been very well delivered and enhanced the knowledge –based of students.

(4) STRONGEST FEATURES OF THE COURSE AND TEACHING

The interactive and participatory nature of the course was very good. Presentations and workshops should be maintained since they contributed a lot to our learning. The lecturer was fluent and spoke with more clarity and made use of personal experiences and evidence-based learning in the lectures. The teacher was accurate in her lectures and the students appreciated that as well. She communicated very well with students.

(5) SPECIFIC SUGGESTIONS

Few students (1) suggested there should be one general recommended book on communication and ethics for students to use in addition to other resources given. For example like there is Green and Tones (HEPRO 300) and Creswell for HEPRO 302.

Majority of the students agreed that marks for giving feedback on presentations should be reframed. Marks should only be given for being a first commentator and for individual presentations. There should be more clarifications on the points system for feedback on students' presentations.

More time should be allotted to tasks during workshops, this may mean increasing the overall hours for classes. Breaks within lecture times should be maintained.

Time periods between submission of assignments should be extended.

(6) Everyone in the class agreed that the pace of the course was **JUST RIGHT.**