

Course Evaluation

HEPRO 303 (QUALITATIVE RESEARCH METHODS)

Faculty of Psychology

Masters of Philosophy in Health Promotion

Class of 2012/2014 Academic year

14th March, 2013.

TEACHING AND LEARNING METHODS

- On the whole, the lectures were very good. However, the students felt different instructions and messages were received from the lecturers on the same work. This caused a bit of confusion and uncertainty with regards to what was exactly needed. An example was the spacing of tasks. The students request that the details regarding the writing assignments should have come sooner.
- Writing assignments and feedback helped a lot but feedback on Hepro 303 assignments lacked details. The feedbacks should be thorough. It was also mentioned that the students wanted a longer presentation as the feedback given proved so valuable, to aid the thesis proposal.
- Practical Exercises were greatly enjoyed by the students. A lot was learnt from these exercises in relation to the research work. The tutors did a great job in taking students through this; their experiences threw more light on the realities involved in qualitative research work. Suggestions were made regarding using the students own topic in the interview practice.

STRONGEST FEATURES

These were the practical exercises that exposed students to a lot in qualitative research methods. Also lectures from different lecturers with areas of specialization were great. An example was the lectures on Focus Group Discussion.

SPECIFIC SUGGESTIONS

It was suggested that there should be more lectures and details on the basics of qualitative research methods. For instance, some of the strategies in qualitative methods were not taught in details because it was felt that the class would not need that. An example was grounded theory, ethnography which were rushed through because the assumption was that, students were not going to be using any of those strategies.

There should be more communication between the lecturers for 303 and 306. These two modules almost contained the same subjects/ sections. At a point, students felt they were taking contrasting instructions for the similar tasks and did not know which was/were exactly right.

More time should be given on working on the thesis proposal.

Pace of the course was **TOO FAST**

The students suggested having more time for the presentation of the thesis proposal. The time given us was not enough and this was quite stressing for students. Details of the presentation came later. This should come very early to get students to fully prepare. Also it would be nice if this could include more than the methodological part, as the feedback was very valuable.

INTEGRATION OF HEPRO 303 & 306

It was a good idea since the two modules had similar subjects to be taught, running the two concurrently allowed for a systematic flow and comprehensive lectures.

However, students felt they had to do the same assignments over and over again. For example, whilst assignments on methodology were being submitted in 306, the same was required in 303. Feedbacks were very different as well. Maybe, if these two modules will continue to be integrated; only one lecturer should give feedbacks on the assignments if possible, at least the communication between the courses should be clearer.