

**DEPARTMENT OF HEALTH PROMOTION AND DEVELOPMENT
FACULTY OF PSYCHOLOGY, UNIVERSITY OF BERGEN, NORWAY**

MASTER OF PHILOSOPHY IN HEALTH PROMOTION

**STUDENT EVALUATION FOR HEPRO 300
(INTRODUCTION TO HEALTH PROMOTION)**

LECTURERS:

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COMPILED BY:

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Class Representatives 2014/2016

1. CONTENT

1. “Crash course” immediately after reading week (Ottawa Charter action areas)

Some students felt the crash course was alright in general but could have fostered more understanding if additional case studies or practical examples were given. Other students felt the practical examples were sufficient. In general, students are having difficulties remembering the specifics of the lectures, which were several months ago.

2. Other lectures (empowerment, social determinants, salutogenesis, cultural perspectives, gender perspective and the international perspective)

The Salutogenesis lecture was considered more general with less practical examples by select students. Some students want more practical examples of salutogenesis in HP research. Some examples given in the salutogenesis lecture confused some students. Most students felt fine with the lectures and practical examples given in most of the topics such as empowerment, gender perspectives. One student mentioned that one action area (re-orienting health services) was not addressed. Nearly the entire class didn't understand the purpose of the international perspectives lecture.

3. Is there anything you felt was missing, that you would have liked a lecture on?

Here are some suggestions made by the students:

- A lecture on re-orienting health services would have helped clarify the practicalities in HP.
- A lecture on the Norwegian health care system
- A lecture on the place of HP in Norway

2. THE TEACHING & LEARNING METHODS USED

A. Reading week and annotations

Reading week: Many students found it stressful. Some felt like it was just there to occupy the students while the lecturers were absent. The timing of the reading week was not ideal for some students. There was also a suggestion that another reading week be given for the annotations in HEPRO 302.

Annotations: Some students felt that the guidelines for the first annotations were not clear enough, writing them was therefore stressful. However, after the 10 annotations were submitted and reviewed, many students ultimately felt clear on what was expected. Some students still think that clearer instructions need to be given concerning annotations in general because people still have questions regarding pending annotations in HEPRO302.

B. Lectures and group/pair work in lectures

During the lectures some students were confused about what they were supposed to do in the group and pair work.

C. PBL

Most students thought PBL was fine. Some students, however, would have liked a break between the first and the 2nd PBLs. They would have preferred a longer break between the two PBLs to allow for more time for working on HEPRO301 assignments.

Additionally, there was the suggestion that the presence of tutors at all times in PBL somewhat restricted student freedom and opinions. The suggestion was made that tutors could be present for the first half of each PBL session only. Some also found it stressful for the tutor to be present constantly - especially when the tutor is an authority figure.

Some students felt post PBL activities were too much. Having to write up a reflection and then do a one-on-one feedback on it again felt burdensome.

Some students were confused about some of the terms on the evaluation form (such as “feedback”). Other students were confused about how to use evaluation forms. More instruction is considered necessary if these evaluation forms are to be used in the future. The evaluation forms caused a lot of debate in this student discussion.

D. Module paper

The examples given from past students were assumed to be the best papers turned in, and when using them as an example of expectations some students felt their drafts matched the quality and were similar in content to the examples. These students were therefore confused and frustrated when feedback from the draft indicated a misunderstanding of expectations. It made some people wonder whether the samples given were the best guides.

Also, some students reported confusion with the entire format and the exact expectations of lecturers regarding the module paper (a specific example was lack of emphasis on critical reflection in the instruction).

Some students felt feedback on the drafts came late, others were fine with feedback timing.

3. THE OUTCOME

A. A solid knowledge foundation in health promotion

Generally students feel that their foundation in HP is sufficient.

B. Ability to work collaboratively in groups to solve problems

Students feel confident with their ability to work collaboratively with groups.

Some students felt their past experience was already sufficient for group work.

C. Ability to read and reflect critically

Most students felt that their ability to read and reflect critically has generally improved.

D. Ability to write a scholarly paper

Most students felt that their ability has improved.

4. WHAT ARE THE STRONGEST FEATURES OF THIS COURSE? IN OTHER WORDS, WHAT CONTRIBUTES MOST TO YOUR LEARNING?

Some students felt PBL was very helpful.

Students commented that the lectures in general were clear.

One student mentioned the Strengthening Community Action lecture specifically.

5. WHAT SPECIFIC SUGGESTIONS DO YOU HAVE FOR CHANGES THAT SHOULD HAVE BE MADE TO IMPROVE THE COURSE OR HOW IT IS TAUGHT?

Some student suggestions include:

- Getting rid of the PBL evaluation form.
- Adding a break between PBL sessions.
- Reducing tutor presence in PBL.
 - Providing clearer instructions for annotations before the first 10 annotations are submitted.
- Some students suggested adding more practical examples to lectures, others believe the practical examples are sufficient as they are now.
- Adding a lecture on re-orienting health services.
- Adding lectures on health promotion planning. Students felt the coverage on this topic was insufficient, but they believe it is a core aspect of HP that needed to be dealt with in class.

6. PACE OF THE COURSE

The majority (6 or 12) felt the pace was just right. Three felt the pace was too fast. Mangali was absent. Two felt the pace was too slow.