

Course Evaluation HEFR342: Spring 2018

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Introduction: This is the second time we have run this elective course that is open to master in health promotion and child welfare students, as well as international students. This time we had 2 students from the master in child welfare programme and 4 international students attending the course and the rest were master in health promotion and health psychology students (20). Most of the students were present for the evaluation. The course teachers had an informal discussion with the class first, they then left the room and the two student representatives led remainder of the evaluation. This consisted of a group discussion in four groups. A person from each group wrote a summary of the discussion on the topics we had provided. These were sent to us by the student representatives.

- **Course lecturers' evaluation:**

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- The teaching methods were lectures/ seminars where a lecture was given first and then a discussion was conducted with the class. This generally worked well. The students had two written assignments, the 3000 word course paper, which they worked on throughout the course, and annotations. The course paper topic was presented to them on the first day. It gave them the opportunity to work indepth with one resource-based theory or concept. The students could submit a draft of the course paper to the course teachers in week two to get feedback. Very few students took advantage of this. They also submitted three 250-word annotations of literature they had used in the course paper. The annotations were not graded but assessed as accepted/ not accepted. The course paper was submitted at the end of the course, assessed as the exam and given a final grade. The grades ranged from A-F. A few students had A grades and few had B, E grades the majority received C and D and one student failed.

- **Reading list**

The reading list was updated and consisted of core readings and suggested readings. The literature was organized according to topic.

- **Students' evaluation and feedback**

The general feedback the students gave during their discussion with the course leader and the programme leader was overall positive. The students were then asked, in their groups, to evaluate the following:

How have you experienced the course overall (especially in relation to learning goals)?

- The students reported that they enjoyed the course and that it had covered the learning objectives to a large extent. Some felt that they would have liked to have more critiques of the various approaches and more on how the approaches could be applied in practice.

- Please give more specific feedback (what worked well/ can be improved) on the following:
 - **Lectures**
The students found the lectures interesting with a good variety of topics. They enjoyed the mix of lecture and seminar, and felt that all the lecturers should have done this. They appreciated the focus on cultural diversity and also that the lecturers used their own research to show how theory had been applied in practice. There were some critiques regarding repetition and the students suggested that the lecturers should collaborate better to make sure there was less repetition. They also commented that they should be given more time to prepare if they were expected to read specific texts before a lecture.
 - **Annotations**
Overall the students enjoyed writing annotations and found them a good learning exercise. They would have liked more clear instructions regarding word count. Those students who had not done annotations before found the examples provided of previous annotations were not very good and would have appreciated better examples.
 - **Course paper**
There were mixed responses to the course paper some students rated it very positively and thought it was a good opportunity to learn about one concept in depth. Others found it rather challenging and would have preferred to have a shorter assignment. Some felt that it was a pity that some lectures on the concepts they were interested in were only given later in the course when they had already started working on the assignment. International students felt it was challenging to complete the paper in three weeks when it overlapped with other exams they had, but they appreciated the opportunity to get feedback on their drafts.
- **Reading list**
The students found it helpful that the reading list was arranged according to topic and some found the list provided a good selection of readings. Some commented that there was more literature on some topics than on others and that there were some mistakes regarding page numbers. They reported that some of the links did not work or were not cited correctly.
- **Course staff's comments**
 - The students' evaluation was overall very encouraging and useful. We were aware of many of the issues raised, as the students did not hesitate to contact us when there was a problem e.g. regarding the literature list and annotation word count. This was the first time we had the course paper and we feel that this worked well although we would encourage future students to start working on the course paper early in the course. Even though they haven't had lectures on their topic of interest, they can still start to read and prepare. There is room for improvement regarding students' independent study and

reading. They should not always wait for lecturers to assign readings – but should always independently prepare for lectures in advance. However, it is important that when specific readings are required for discussion during a lecture – the students be given sufficient time to prepare. It was a pity so few students took advantage of the opportunity to send in a draft of their paper for feedback.

○ **Course staff's comments and suggestions for improvement**

- In general, the students were engaged in the course, participated actively and communicated well with the staff. The staff were satisfied with students' engagement and attendance. We received positive feedback from guest lecturers on how active and interested the students were. Nevertheless there are some issues that we need to address:
- Lectures: We will encourage all the lecturers, especially the guest lecturers, to make sure they use the lecture/seminar set up as this was positively evaluated.

Annotations: We will make sure that there is a good example of an annotation. We realize that the examples we had of annotations written in English were not of good enough quality as they were from another course that was taught in English. We will also be clear on the instructions on word count and allow the students to annotate anything from the reading list and beyond – not only limit it to the topic they have chosen for their course paper.

Course paper: At the beginning of the course, it is important to emphasize to the students that the course paper is something that they should work on throughout the course. They should not wait for lectures on a particular topic but read around the various topics and then be prepared to ask questions and get more clarification during the lecture.

Literature list: We will check the list more thoroughly and make sure that everything listed is cited correctly and accessible and that there is sufficient literature on each topic.