

Course evaluation: Resources approaches to health and well-being

Course code: HEFR342

Name of course coordinator: Fungisai Gwanzura Ottemöller

Year and semester: 2020, Spring

Brief summary of the course with a focus on the need for adjustments:

The course is one of two electives offered to students taking the master's programme in health promotion and health psychology and the master's programme in child welfare, and international students. The aim of the course is to introduce and explore various approaches to the understanding of health and wellbeing. Grounded in the field of health promotion, its focus is on positive, holistic, and resource approaches to health. Students learn to analyse consequences of various approaches to health in diverse contexts.

The course consists of lectures with a seminar component to give the students an opportunity to discuss the how the theories can be applied to research and/or practice. The course coordinator presents the students with instructions for their course paper at the beginning of the course and they are expected to work on this throughout the course. The course paper is the main mode of assessment for the course. Students also complete a compulsory assignment of 3 annotations during the course.

The course works well and the students are generally satisfied.

Has the course been evaluated by students? How was this done and what did the students say?

The course was evaluated on the last teaching day and the majority of the students who took the course were present. The course coordinator had an informal discussion with the class about their experiences of the course and to get general feedback. The students then divided into groups and discussed a set of questions about the course; the course coordinator was not in the room during this process. They gave their written group responses to the student representative who collated them and submitted the evaluation to the course coordinator. They appreciated the lecture/seminar setup, annotations, and the opportunity to get feedback on a draft of their course paper midway in the course. Overall, they were satisfied with the course, the course content, and the majority of the lectures. They noted that it was good to have lecturers who are very engaged and enthusiastic about their fields.

Was there anything that did not work well enough? Is it necessary to make adjustments or take action to improve the course?

The students highlighted a few points for improvement: all lecturers should address the issue of diverse contexts in their presentations, have a proper reference lists at the end of their lectures and focus more on the practical and research-based applications of the theories in the seminar component. They suggested that students should have the chance to annotate one or two self-selected texts and, that the date for when they would know if their annotations were approved should be clearly indicated as this was a requirement for taking the exam. Students also felt that as the reading list was so comprehensive it would be useful for lecturers to suggest a few key texts they should read in preparation for the lectures.

The students' comments were taken into consideration and the course description changed to include one self-selected text for annotation. Clearer instructions will be provided to lecturers on the

course to provide reference lists in their presentations, present practical and research applications of the theories and clearly address diverse contexts. A date for providing the results of the annotations will also be set.

What is your overall assessment of the course?

The course works well and it has improved over the years using feedback from the students and the course coordinators' evaluations. The course this year went particularly well with a core group of students that attended regularly, participated enthusiastically and engaged in active learning. The exam results are an indication of the success of this course with a high number of As (7), the majority of the grades being Bs or Cs (15), a few Ds (4) and one E; no one failed.